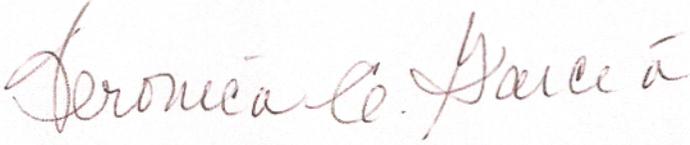


**III. RACE TO THE TOP APPLICATION ASSURANCES  
(CFDA No. 84.395A)**

Legal Name of Applicant (Office of the Governor): Governor Bill Richardson, State of New Mexico  New Mexico Public Education Department	Office of the Governor 490 Old Santa Fe Trail Room 400 Santa Fe, NM 87501	Secretary of Education 300 Don Gaspar Santa Fe, NM 87501
Employer Identification Number: 856000565	Organizational DUNS: 808561690	
State Race to the Top Contact Name: (Single point of contact for communication) Dr. Veronica C. García	Contact Position and Office: Cabinet Secretary of Education, New Mexico Public Education Department	
Contact Telephone: Secretary of Education: 505-827-6688	Contact E-mail Address: veronica.garcia1@state.nm.us	
Required Applicant Signatures:  To the best of my knowledge and belief, all of the information and data in this application are true and correct.  I further certify that I have read the application, am fully committed to it, and will support its implementation:		
Governor or Authorized Representative of the Governor (Printed Name): <i>Bill Richardson</i>	Telephone: 505-476-2200	
Signature of Governor or Authorized Representative of the Governor: 	Date: <i>5/21/10</i>	
Chief State School Officer (Printed Name): <i>Dr. Veronica C. García</i>	Telephone: 505-827-6688	
Signature of the Chief State School Officer: 	Date: <i>5.25.10</i>	
President of the State Board of Education (Printed Name): N/A	Telephone: N/A	
Signature of the President of the State Board of Education: N/A	Date: N/A	

**State Attorney General Certification**

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

*(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)*

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

State Attorney General or Authorized Representative (Printed Name):

Andrea R. Buzzard  
Assistant Attorney General

Telephone:

(505)  
827-6039

Signature of the State Attorney General or Authorized Representative:

Andrea R. Buzzard

Date:

5/24/10

#### IV. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS

##### Accountability, Transparency and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
  - the uses of funds within the State;
  - how the State distributed the funds it received;
  - the number of jobs that the Governor estimates were saved or created with the funds;
  - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
  - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)
- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to [www.Recovery.gov](http://www.Recovery.gov). A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)
- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))
- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

## Other Assurances and Certifications

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75—Direct Grant Programs; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part

80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name):	
<i>Bill Richardson</i>	
Signature of Governor or Authorized Representative of the Governor:	Date:
<i>Ben Paul</i>	<i>5/21/10</i>



.....  
**NEW MEXICO'S RACE TO THE TOP  
APPLICATION FOR INITIAL  
FUNDING**  
.....

CFDA Number: 84.395A

*Response to the RTTT  
Selection Criteria  
Priorities  
Budget Narrative*

SUBMITTED by Governor Bill Richardson and the New Mexico Public Education Department

<b>Legal Name &amp; Mailing Address of Applicant:</b> State of New Mexico Public Education Department 300 Don Gaspar Santa Fe, NM 87501-2786	<b>Point of Contact:</b> Dr. Veronica C. Garcia Cabinet Secretary, Public Education Telephone: 505-827-6688 Email Address: Veronica.garcia1@state.nm.us
--	---

SUBMITTED on Tuesday, June 1, 2010

## Table of Contents

<b>LISTING OF ACRONYMS USED IN THIS APPLICATION</b>	<b>4</b>
<b>A. State Success Factors (125 total points)</b>	
Section (A)(1) Articulating State’s Education Reform Agenda and the LEA’s Participation in It	7
Section (A)(2) Building Strong Statewide Capacity to Implement, Scale Up and Sustain Proposed Plans	33
Section (A)(3) Demonstrating Significant Progress in Raising Achievement and Closing Gaps	37
<b>B. Standards and Assessments (70 total points)</b>	
Section (B)(1) Developing and adopting common standards	47
Section (B)(2) Developing and Implementing Common, High-Quality Assessments	51
Section (B)(3) Supporting the Transition to Enhanced Standards and High-Quality Assessments	55
<b>C. Data Systems to Support Instruction (47 total points)</b>	
Section (C)(1) Fully Implementing a Statewide Longitudinal Data System	61
Section (C)(2) Accessing and Using State Data	65
Section (C)(3) Using Data to Improve Instruction	68
<b>D. Great Teachers and Leaders (138 total points)</b>	
Section (D)(1) Providing high-quality pathways for aspiring teachers and principals	76
Section (D)(2) Improving Teacher and Principal Effectiveness Based on Performance	81

Section (D)(3) Ensuring equitable distribution of effective teachers and principals	94
Section (D)(4) Improving the Effectiveness of Teacher and Principal Preparation Programs	106
Section (D)(5) Providing Effective Support to Teachers and Principals	111
<b>E. Turning around the Lowest-Achieving Schools (50 total points)</b>	
Section (E)(1) Intervening in the lowest-achieving schools and LEAs	117
Section (E)(2) Turning Around the Lowest-Achieving Schools	119
Evidence of Past Efforts in Turnaround	129
<b>F. General (55 total points)</b>	
Section (F)(1) Making Education Funding a Priority	131
Section (F)(2) Ensuring Successful Conditions for High-Performing Charter Schools and Other Innovative Schools	137
Section (F)(3) Demonstrating Other Significant Reform Conditions	148

## **II. COMPETITION PRIORITIES**

Priority 1: Absolute Priority—Comprehensive Approach to Education Reform

Priority 2: Competitive Preference Priority—Emphasis on STEM

Priority 3: Invitational Priority—Innovations for Improving Early Learning Outcomes

Priority 4: Invitational Priority—Expansion and Adaption of Statewide Longitudinal Data Systems

Priority 5: Invitational Priority—P-20 Coordination, Vertical and Horizontal Alignment

Priority 6: Invitational Priority—School-Level Conditions for Reform, Innovation, and Learning

**BUDGET NARRATIVE—Part I and Part II**

.....

.....

**LISTING OF ACRONYMS USED IN THIS APPLICATION**

.....

<b>ADP</b>	American Diploma Project
<b>AMO</b>	Annual Measurable Objectives
<b>ARRA</b>	American Recovery and Reinvestment Act
<b>AYP</b>	Adequate Yearly Progress as defined by the No Child Left Behind Act
<b>BA</b>	Bachelor of Arts
<b>BIE</b>	Bureau of Indian Education
<b>CATs</b>	Computer Adaptive Tests
<b>CCSSO</b>	Council of Chief State School Officers
<b>CLASS</b>	Collaboration, Leadership, and Accountability for Student Success --the State's system of support for school improvement
<b>CYP</b>	Carve Your Path, New Mexico's first inter agency collaborative application that uses the data repository of the state's education data systems to help New Mexico prepare students for college and career readiness;
<b>DEAR</b>	Data Editing and Reporting the system that stores, collects, and reports postsecondary data related to higher education in New Mexico;
<b>DWC</b>	Data Warehouse Council
<b>DWS</b>	New Mexico Department of Workforce Solutions
<b>EARS</b>	Educator Accountability Reporting System, a unified system that measures how well colleges, schools, and departments of education are preparing teachers, administrators, and counselors
<b>ELL</b>	English Language Learners
<b>e-PLCNM</b>	Electronic Professional Online Learning Community
<b>EPSS</b>	Educational Plan for Student Success
<b>ESEA</b>	Elementary and Secondary Education Act
<b>ETL</b>	Extract, Transfer and Load
<b>EUI</b>	Education User Interface, the Microsoft SharePoint based portal that provides the foundation for delivering New Mexico education data to all authorized stakeholders
<b>FERPA</b>	Family Educational Rights and Privacy Act

<b>GMI</b>	Gadsden Mathematics Initiative
<b>HQT</b>	Highly qualified teachers
<b>I&amp;G</b>	Instruction and General Operations
<b>IDEAL-NM</b>	Innovation Digital Education and Learning in New Mexico
<b>IED</b>	NM Public Education Department's Division of Indian Education
<b>IGCSE</b>	Cambridge International Examination's International General Certificate of Secondary Education
<b>IHE</b>	Institutions of Higher Education
<b>IIS</b>	Instructional Informational Systems
<b>LEA</b>	Local Education Agencies
<b>LESC</b>	New Mexico's Legislative Education Study Committee
<b>MA</b>	Master of Arts
<b>MOU</b>	Memorandum of Understanding
<b>MSAC</b>	Math and Science Advisory Council
<b>NAEP</b>	National Assessment of Educational Progress
<b>NCATE</b>	National Council of Accreditation of Teacher Education
<b>NCEE</b>	National Center for Education and the Economy
<b>NCLB</b>	The No Child Left Behind Act
<b>NGA</b>	National Governors Association
<b>NIEER</b>	National Institute for Early Education Research
<b>NMAC</b>	New Mexico Administrative Code
<b>NM-ACHIEVeS</b>	New Mexico Achieving Collaborative Heights in Education Via e-Systems
<b>NMAPI</b>	New Mexico Advanced Placement Initiative
<b>NMCSA</b>	New Mexico Coalition of School Administrators
<b>NMCYFD</b>	New Mexico Children, Youth and Families Department
<b>NMHED</b>	New Mexico's Higher Education Department
<b>NMLI</b>	The New Mexico Leadership Institute
<b>NMORR</b>	New Mexico's Office of Recovery and Reinvestment
<b>NMPED</b>	New Mexico's Public Education Department
<b>NMSA</b>	New Mexico Statutes Annotated
<b>NMSBA</b>	New Mexico Standards Based Assessment

<b>NMT2T</b>	New Mexico Transition to Teaching programs
<b>OEA</b>	New Mexico's Office of Education Accountability
<b>OHE</b>	Office of Hispanic Education
<b>OPAL</b>	Online Portfolio for Alternative Licensure
<b>P-K</b>	Pre-kindergarten
<b>PPSC</b>	Professional Practices and Standards Council
<b>RFP</b>	Request for Proposal
<b>RTTT</b>	Race to the Top Grant Program
<b>SEA</b>	State Education Agency
<b>SEG</b>	State Equalization Guarantee
<b>SIG</b>	School Improvement Grant
<b>SpEd</b>	Special Education
<b>SQL</b>	Structured query language for databases
<b>SSA</b>	School Success Alliance
<b>STARS</b>	New Mexico's Student and Teacher Accountability Reporting System
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>TESOL</b>	Teachers of English to Speakers of Other Languages
<b>USDOE</b>	U. S. Department of Education
<b>WebEPSS</b>	New Mexico's online accountability system for monitoring school improvement plans
<b>Wimba</b>	New Mexico's webinar software used by various State agencies for conference call, professional development and other communication formats

---

## A. State Success Factors

---

### (A)(1) Articulating State’s education reform agenda and LEAs’ and charters’ participation in it (65 points)

*The extent to which—*

- (i) *The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)*
- (ii) *The participating LEAs (as defined in this notice) are strongly committed to the State’s plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)<sup>1</sup> or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)*

*Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State’s plans;*

*Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State’s Race to the Top plans; and*

*Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers’ union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and*

- (iii) *The LEAs that are participating in the State’s Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)*

*a. Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and*

---

<sup>1</sup> See Appendix D for more on participating LEA MOUs and for a model MOU.

*the assessments required under the ESEA;*

- b. Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;*
- c. Increasing high school graduation rates (as defined in this notice); and*
- d. Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.*

*In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Evidence for (A)(1)(ii):*

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.*
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).*
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).*

*Evidence for (A)(1)(iii):*

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).*
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.*

*Evidence for (A)(1)(ii) and (A)(1)(iii):*

- *The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).*

*Recommended maximum response length: Ten pages (excluding tables)*

---

### **Section (A)(1)(i) Articulating State’s Education Reform Agenda and the LEAs’ and Charters’ Participation in It**

---

New Mexico’s unique demographics and rich intellectual assets (including two of the three largest national engineering and science research laboratories — Sandia and Los Alamos) provide an excellent national setting for education reform. With approximately 320,000 K-12 students, New Mexico’s demographics are distinctive: 57% of the State's K-12 students are Hispanic; 29% are White; 11% are Native American; 3% are Black; and 1% are Asian or of other backgrounds. New Mexico is ranked 36<sup>th</sup> in overall population size, has the fifth largest land mass in the U.S. (121,665 square miles), and ranks 45<sup>th</sup> in the nation in population density. With only 6.3 people per square mile, New Mexico faces unique challenges in educating students in rural areas. Further, New Mexico has been a minority-majority State since its inception and includes 22 distinct Indian tribes, pueblos, and nations.

Seeking to build on its unique demographics and geography, New Mexico launched an education reform agenda in 2003 through passage of HB 212 *Public School Reforms*. This landmark legislation, introduced by a teacher-legislator from Albuquerque, marked a critical milestone when New Mexicans came together around fundamental concerns. That is, attracting and retaining quality teachers and principals; holding students, teachers, schools, LEAs, charters, and the State accountable for student performance; providing a culturally diverse curriculum with high expectations for all students; and providing better support for students, educators, families, and schools. Despite this legislation, educational performance in New Mexico has only seen incremental gains, and, as has been verified by major legislative reviews, large achievement gaps separate low-income students and students of color from others.

---

**(A)(1)(i) Comprehensive and Coherent Reform Agenda**

---

New Mexico's *Race to the Top* application builds on the education reforms of the past seven years and responds to today's need to prepare students for success in college and the workplace through adopting internationally benchmarked standards and assessments; building data systems that measure student success and inform teachers and principals about how they can improve their practices; increasing teacher effectiveness and achieving equity in teacher distribution; and turning around persistently lowest-achieving schools. Below is an overview of how New Mexico and its LEAs, schools, and charters will collaborate through the opportunity afforded by *Race to the Top* to accomplish the State's second phase of educational reform.

**In Section (B) *Standards and Assessments***, New Mexico states its commitment to adopting, by August 2, 2010, a common set of internationally benchmarked K-12 standards (common core) — a commitment that was demonstrated when the State signed a Memorandum of Understanding (MOU) with the Council of Chief State School Officers and the National Governors Association to participate in this important national initiative. Further, New Mexico signed an MOU with the Smarter Balanced Assessment Consortium and with the National Center on Education and the Economy to develop and implement high-quality assessments that are aligned with the common core, include all students, guide instruction, and support a growth-based accountability model. The adoption of the common core standards and aligned assessments will inform, support, and improve classroom instruction. Teachers will have access to better data to determine how their students perform compared to national and international peers, and how well they are prepared for college and careers.

**In Section (C) *Data Systems to Support Instruction***, New Mexico commits to fully implementing a statewide longitudinal data system that includes all of the America COMPETES Act elements. Further, New Mexico will collaborate with LEAs and charters to increase the acquisition, adoption, and use of local instructional improvement systems so that teachers, principals, and administrators will have the information and resources they need to inform and improve their educational practices, decision-making, and overall

effectiveness. Data will also be made available and accessible to researchers so that they can evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students in different kinds of settings.

**In Section (D) *Great Teachers and Leaders***, we describe New Mexico’s status and plans for:

- building on the existing alternative routes to certification for teachers and school leaders and the process for monitoring, evaluating, identifying, and filling areas of shortages in schools;
- revising and strengthening the State’s Three-Tier Licensure and Teacher Evaluation System and the Principal Evaluation System to include student growth data as a significant factor in determining overall effectiveness of teachers and principals;
- refining and revitalizing the State’s mentoring system for beginning teachers and expanding it to include principal and superintendent mentorship;
- ensuring that participating LEAs and charters use evaluations to provide opportunities for highly effective teachers and principals to obtain additional compensation;
- providing substantial financial incentives to recruit, place, and retain staff with the skills necessary to meet the needs of students in the lowest-achieving schools;
- ensuring that participating LEAs and charters use the rigorous standards and streamlined, transparent, and fair procedures of the revised evaluation systems to inform decisions regarding tenure and licensure;
- developing an improved system to accurately track and report data on the dismissals of teachers and principals; and using this new teacher and principal evaluation system to feed data into the State’s Data Warehouse and create a dashboard of the distribution of effective teachers and principals in high-poverty and/or high-minority schools;
- expanding and improving the State’s capacity to increase the number and percentage of effective teachers in hard-to-staff subjects and specialty areas;

- linking the revised teacher and principal evaluation system that includes student growth data to the in-state programs where teachers and principals received their preparation and completed their licensure requirements so that those programs can be effectively evaluated and improved; and,
- providing effective, data-informed, ongoing, and job-embedded professional development, coaching, induction, and common planning and collaboration time to teachers and principals.

**In Section (E), *Turning Around Low Performing Schools***, New Mexico will use its strong legal, statutory, and regulatory authority to intervene directly in the State’s persistently lowest-achieving schools. Schools will be identified to use the School Success Alliance, a new governance framework that gives autonomy coupled with local community and state partnerships to “own” the changes that will be necessary to accomplish long-lasting improvement. Community-based support structures will be developed, and Turnaround Specialists will provide technical assistance to help schools and LEAs and charters apply consistent, explicit methods designed to improve instruction, strengthen leadership, and ultimately raise student achievement. All changes to governance must be approved by NMPED.

**In Section (F) *State Reform Conditions Criteria***, we present evidence that education funding has been and continues to be a priority of the State. In particular, the percentage of total recurring revenue used to support elementary, secondary, and public higher education increased from FY08 to FY09. In addition, we describe the extensive support for charter schools and other innovative schools; and, we provide examples of other ways that the Governor and Legislature have supported New Mexico’s education reform over the last seven years.

---

**Section (A)(1)(ii) Participating LEAs’ Commitment**

---

**Section (A)(1)(ii)(a) Terms and Conditions**

---

New Mexico has 89 LEAs. In addition, there are 33 state-authorized charter schools that are also considered LEAs, 59 district authorized charter schools, making a total of 122 LEAs. In New Mexico, 87 of the 122 LEAs have signed the MOU with the New Mexico Public Education Department (NMPED) regarding the 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. The terms and conditions of the MOU reflect a strong commitment by the participating LEAs and charters to the State’s plans. Appendix A-1-1 contains the MOU with attachments and exhibits.

---

**Section (A)(1)(ii)(b) Scope of Work**

---

The 69 LEAs and charters which represent 89% of the students have agreed to implement the scope of work outlined in the MOU. As outlined in Exhibit I of the agreement, also contained in Appendix A-1-1, the LEAs and charters will participate in all elements of the State’s reform plans. Exhibit I makes clear that each of the LEAs and charters will:

- participate in implementation of the common core standards;
- provide data requested by the *Race to the Top* grant application;
- fully participate in implementation of a statewide longitudinal data system that includes all of the America COMPETES Act elements;
- fully participate in local instructional improvement systems so that teachers, principals, and administrators will have the information and resources they need to inform and improve their educational practices, decision-making and overall effectiveness;

- fully participate in the inclusion of student growth in the revised and strengthened Three-Tier Licensure and Teacher Evaluation System and the Principal Evaluation System;
- fully participate in the refined and revitalized mentoring system for beginning teachers and principal and superintendent mentorship;
- use evaluations to provide opportunities for highly effective teachers and principals to obtain additional compensation and provide substantial financial incentives to recruit, place, and retain staff with the skills necessary to meet the needs of students in the lowest-achieving schools;
- use the rigorous standards and streamlined, transparent, and fair procedure of the revised evaluation systems to inform decisions regarding tenure and licensure; and,
- fully participate in providing effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are ongoing and job embedded.

**Summary Table for (A)(1)(ii)(b)**

<b>Elements of State Reform Plans</b>	<b>Number of LEAs Participating (#)</b>	<b>Percentage of Total Participating LEAs (%)</b>
<b>B. Standards and Assessments</b>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	87	100%
<b>C. Data Systems to Support Instruction</b>		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	87	100%

<b>Elements of State Reform Plans</b>	<b>Number of LEAs Participating (#)</b>	<b>Percentage of Total Participating LEAs (%)</b>
(ii) Professional development on use of data	87	100%
(iii) Availability and accessibility of data to researchers	87	100%
<b>D. Great Teachers and Leaders</b>		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	87	100%
(ii) Design and implement evaluation systems	87	100%
(iii) Conduct annual evaluations	87	100%
(iv)(a) Use evaluations to inform professional development	87	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention	87	100%
(iv)(c) Use evaluations to inform tenure and/or full certification	87	100%
(iv)(d) Use evaluations to inform removal	87	100%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	87	100%
(ii) Hard-to-staff subjects and specialty areas	87	100%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	87	100%
(ii) Measure effectiveness of professional development	87	100%
<b>E. Turning Around the Lowest-Achieving Schools</b>		

<b>Elements of State Reform Plans</b>	<b>Number of LEAs Participating (#)</b>	<b>Percentage of Total Participating LEAs (%)</b>
(E)(2) Turning around the lowest-achieving schools	87	100%

---

**Section (A)(1)(ii)(c) Signatures**

---

The below table (A)(1)(ii)(c) provides the detail requested on the signatures from LEA superintendents, presidents of the local school boards, and the local teachers' union leaders. It is important to note that only 44 of the State's 89 school LEAs and charters have collective bargaining agreements; one of New Mexico's 28 state-chartered charter schools has a bargaining agreement. As table (A)(1)(iii) indicates, the 87 LEAs that have signed an MOU enroll 89% of the State's K-12 student population. In total, as is shown in the summary table below, these LEAs also represent 83% of the State's schools and 88% of the State's students living in poverty.

---

**Summary Table for (A)(1)(ii)(c)**

---

<b>Signatures acquired from participating LEAs:</b>			
Number of Participating LEAs with all applicable signatures	87		
	<b>Number of Signatures Obtained (#)</b>	<b>Number of Signatures Applicable (#)</b>	<b>Percentage (%) (Obtained / Applicable)</b>

LEA Superintendent (or equivalent)	87	87	100%
President of Local School Board (or equivalent, if applicable)	87	87	100%
Local Teachers' Union Leader (if applicable)	32	45	71%

\*The total number of participating LEAs equals 69 and the total number of participating state-chartered charter schools equals 18.

---

**Section (A)(1)(iii) Statewide Impact**

---

With 69 of 89 (77%) school LEAs and 18 of the state's 33 (54%) state-chartered schools participating, New Mexico could experience significant positive impact, statewide, from *Race to the Top*.

---

**Section (A)(1)(iii)(a) Increasing student achievement**

---

Using New Mexico's Standards Based Assessment (NMSBA) as the measurement, the State has established the following student achievement goals for 2010-11 as follows:

- 65% of fourth-grade students who achieve proficiency or above on standards-based assessments in reading;
- 50% of fourth-grade students who achieve proficiency or above on the standards-based assessments in mathematics;
- 65% of eighth-grade students who achieve proficiency or above on the standards-based assessments in reading; and,
- 40% of eighth-grade students who achieve proficiency or above on the standards-based assessments in mathematics.

New Mexico has always had a goal of 100% proficiency in reading and mathematics for all students. However, the state can no longer accept this incremental growth. We believe that, with the implementation of the bold reforms in our *Race to the Top* application, coupled with New Mexico's political will to implement them, we will break out of incremental growth and see more significant gains.

As the data displayed in Appendix A-3-2 indicate, improving student performance on NAEP is a more challenging and slower proposition. Nevertheless, New Mexico will strive for 30% proficiency for all students in 8<sup>th</sup> grade math (up from 20% in 2009) and 32% proficiency for all students in 8<sup>th</sup> grade reading (up from 22% in 2009) by 2013.

---

**Section (A)(1)(iii)(b) Decreasing achievement gaps**

---

Using the most recent NMSBA data, the achievement gap for all students is about 28 percent between low-income students and their peers. The achievement gap between low-income Hispanic students and their Hispanic peers is about 22 percentage points for 4th grade reading. Likewise, the achievement gap between White low-income students and their White peers is about 21 percentage points. Further analysis reveals that the overall gap in performance between all Anglo students and all Hispanic students is about 24 percentage points. However, after controlling for economic status, the gap is much narrower among low-income Anglos and low-income Hispanic students at about 15 percentage points. Appendix A-3-2 provides additional information about the gaps in achievement between and among ethnic groups. Despite these challenges, New Mexico sets the following goals for closing the achievement gaps:

- NMSBA: 100% proficiency in reading and mathematics for all students in grades 3-8 and high school, with no gaps in achievement, and
- NAEP: steady and significant decrease in the achievement gaps on the 8<sup>th</sup> grade reading and math assessments.

---

**Section (A)(1)(iii)(c) Increasing high school graduate rate**

---

In an October 2009 news release, the New Mexico Public Education Department noted the following: “A persistent achievement gap is also evident in these graduation rates. Caucasian students had a graduation rate of 71.3 percent; Asian students – 80.1 percent,

which both exceed the national average of 69.2 percent. Hispanic students have a graduation rate of 56.2 percent; African American students – 60.9 percent; American Indian students – 49.8 percent; and English Language Learner posted a 61.1 percent.”

Given this situation, New Mexico has established the graduation targets or “annual measurable objectives” displayed in the table below.

<b>Graduation Annual Measurable Objectives (AMOs)</b>												
Graduation Year (Class of)	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Percent Graduating	63%	65%	67%	69%	71%	73%	75%	77%	79%	81%	83%	85%
Reporting Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021

**Section (A)(1)(iii)(e) Increasing college enrollment**

Approximately 40% to 48% of high school graduates attend New Mexico colleges and universities, excluding Native American colleges, in New Mexico. Of those, half take remedial courses in math and/or reading when they get to college. Not only must New Mexico ensure that more students attend college, but also that fewer require remediation when they arrive. The goal is to decrease the remediation rate by approximately 8% per year until remediation is no longer needed. New Mexico seeks to increase the college enrollment rate steadily over time. As the high school graduation rate increases, so should the college enrollment rate.

**Summary Table for (A)(1)(iii)**

	<b>Participating LEAs (#)</b>	<b>Statewide (#)</b>	<b>Percentage of Total Statewide (%)</b> (Participating LEAs / Statewide)
<b>LEAs</b>	<b>69 school LEAs and 18 state-chartered charter schools</b>	<b>89 school LEAs and 33 state-chartered charter schools</b>	<b>81%</b>
<b>Schools</b>	<b>689</b>	<b>846</b>	<b>83%</b>
<b>K-12 Students</b>	<b>290,799</b>	<b>327,179</b>	<b>89%</b>
<b>Students in poverty</b>	<b>187,253</b>	<b>212,291</b>	<b>88%</b>

**Detailed Table for (A)(1)**

This table provides detailed information on each participating LEA (as defined in this notice).

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms Uses Standard Terms & Conditions?	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Suppl (or equivalent)	President or local school board (if applicable)	Teachers Union (if applicable)		(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y / N / N A	Y/ N/ NA														
Alamogordo	16	6,124	3,488	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Albuquerque	171	94,485	56,052	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Animas	3	234	137	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Y
Artesia	10	3,539	1,639	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Aztec	7	3,362	1,560	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Belen	11	4,659	3,711	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bernalillo	11	3,118	2,995	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Bloomfield	7	3,101	1,967	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capitan	3	508	222	Y	Y	N A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carlsbad	14	5,837	3,244	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carrizozo	3	175	158	Y	Y	N A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Central Consolidated	18	6,236	6,228	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Chama	5	400	400	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cimarron	6	478	216	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Clayton	4	574	363	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Y
Cloudcroft	3	436	170	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms Uses Standard Terms & Conditions?	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	school board (if applicable)	Teachers Union (if applicable)		(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Clovis	16	8,354	5,674	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Y
Cobre Consolidated	6	1,297	1,297	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Corona	2	83	83	N	NA	NA	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Y
Cuba	3	672	672	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Deming	10	5,306	5,306	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Des Moines	2	97	60	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Y
Dexter	3	1,043	766	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dora	2	231	106	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dulce	3	676	676	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Elida	2	124	55	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Espanola	16	4,384	4,381	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Estancia	6	853	590	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eunice	3	582	356	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Farmington	17	10,323	5,120	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Floyd	3	235	168	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fort Sumner	3	306	186	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gadsden	22	13,859	11,963	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gallup	36	11,776	9,460	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grady	3	112	52	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grants	11	3,518	2,636	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hagerman	3	427	427	N	N	NA	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Y

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms Uses Standard Terms & Conditions?	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	school board (if applicable)	Teachers Union (if applicable)		(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Hatch	5	1,367	1,367	N	N	NA	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Y
Hobbs	16	8,047	5,195	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hondo	2	169	169	N	N	NA	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Y
House	3	79	33	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jal	3	394	231	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jemez Mountain	5	323	299	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jemez Valley	5	492	357	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lake Arthur	3	139	139	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Las Cruces	37	24,105	14,534	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Las Vegas City	8	1,928	1,109	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Logan	3	217	144	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lordsburg	5	600	442	N	N	NA	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Y
Los Alamos	7	3,362	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Los Lunas	17	8,467	4,933	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Loving	3	599	599	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lovington	10	3,086	2,,213	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
Magdalena	3	444	444	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Maxwell	3	1,723	818	Y	Y	NA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Melrose	3	208	92	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mesa Vista	4	384	299	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mora	4	497	497	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	school board (if applicable)	Teachers Union (if applicable)		Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
<b>Participating LEAs</b>																								
Moriarty	8	3,366	1,755	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mosquero	2	43	21	Y	Y	NA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mountainair	3	316	256	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pecos	3	667	667	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Penasco	3	501	367	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pojoaque	5	1,964	1,005	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Portales	7	2,821	1,943	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Y

Quemado	3	177	120	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Questa	7	513	457	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Raton	5	1,282	840	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Reserve	3	169	118	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rio Rancho	18	16,320	7,286	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Roswell	20	9,780	7,833	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Roy	2	51	20	Y	Y	NA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ruidoso	5	2,237	1,332	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
San Jon	3	147	103	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Santa Fe	30	13,684	9,470	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Santa Rosa	5	623	622	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Silver City	10	3,134	1,845	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Socorro	7	1,884	1,145	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Springer	4	208	197	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms Uses Standard Terms & Conditions?	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	school board (if applicable)	Teachers Union (if applicable)		(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(E)(2)	
Taos	10	3,030	2,850	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tatum	3	307	161	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Texico	3	546	278	Y	Y	NA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Truth or Consequences	5	1,366	993	Y	Y	N	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tucumcari	3	1,044	1,042	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tularosa	4	946	946	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vaughn	2	103	99	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Wagon Mound	2	71	71	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Las Vegas	10	1,734	1,711	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Zuni	5	1,405	1,284	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Alma D'Arte Charter High	1	165	86	Y	Y	NY	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cesar Chavez Community School	1	151	126	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cien Aguas International School	1	106	39	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cottonwood	1	247	37	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms & Conditions?	Preliminary Scope of Work – Participation in each applicable Plan Criterion														
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	school board (if applicable)	Teachers Union (if applicable)		(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(E)(2)
Classical Preparatory																						
Creative Ed Preparatory Institute	1	176	71	Y*	Y*	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gilbert L. Sena Charter High School	1	173	12	N	N	NA	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Horizon Academy West	1	431	216	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
The International School @ Mesa del Sol	1	67	25	Y	Y	NA	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y*
La Promesa Early Learning Center Charter School (New addition since first application)	1	142		Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Media Arts Collaborative Charter	1	152	35	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New America School	1	228	217	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Valley Academy	1	485	267	Y*	Y*	NA	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y*	Y
School of Dreams Academy	1	115	0	Y*	Y*	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms Uses Standard Terms & Conditions?	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	school board (if applicable)	Teachers Union (if applicable)		(E)(2)	(D)(5)(ii)	(D)(5)(i)	(D)(3)(ii)	(D)(3)(i)	(D)(2)(iv)(d)	(D)(2)(iv)(c)	(D)(2)(iv)(b)	(D)(2)(iv)(a)	(D)(2)(iii)	(D)(2)(ii)	(D)(2)(i)	(C)(3)(iii)	(C)(3)(ii)	(C)(3)(i)	(B)(3)	
Taos Academy	1	90	38	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

“-“ means non-responsive as opposed to those LEAs that chose not to participate, and “\*” means the LEA decided to support the application and an “N” became a “Y”.

Participating LEAs <u>Opening July 1, 2010</u>	LEA Demographics			Signatures on MOUs			MOU Terms Uses Standard Terms & Conditions?	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	school board (if applicable)	Teachers Union (if applicable)		(E)(2)	(D)(5)(ii)	(D)(5)(i)	(D)(3)(ii)	(D)(3)(i)	(D)(2)(iv)(d)	(D)(2)(iv)(c)	(D)(2)(iv)(b)	(D)(2)(iv)(a)	(D)(2)(iii)	(D)(2)(ii)	(D)(2)(i)	(C)(3)(iii)	(C)(3)(ii)	(C)(3)(i)	(B)(3)	
Aldo Leopold HS	1	NA	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Amy Biehl High School	1	NA	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
ASK Academy	1	NA	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
The Montessori	1	NA	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

	LEA Demographics			Signatures on MOUs			MOU Uses Standard Terms & Conditions?	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	school board (if applicable)	Teachers Union (if applicable)		(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
<b>Participating LEAs Opening July 1, 2010</b>																							
Elementary School																							
Taos Integrated School of the Arts	1	NA	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tierra Adentro of New Mexico	1	NA	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Please note that the LEAs and charters that did not respond to the State’s request for participation have been coded as “-“ because they were non-responsive as opposed to those LEAs and charters that chose not to participate.

**(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)**

*The extent to which the State has a high-quality overall plan to—*

(i) *Ensure that it has the capacity required to implement its proposed plans by— (20 points)*

a. *Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;*

*Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;*

*Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;*

*Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and*

*Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and*

(ii) *Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)*

- a. *The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.*

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Evidence for (A)(2)(i)(d):*

- *The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.*

*Evidence for (A)(2)(ii):*

- *A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.*

*Recommended maximum response length: Five pages (excluding budget and budget narrative)*

---

**Section (A)(2) Building Strong Statewide Capacity to Implement, Scale Up, and Sustain Proposed Plans**

---

**(i) Ensure That It Has the Capacity Required to Implement Its Proposed Plans (20 points)**

New Mexico has a demonstrated history of strong leadership and diverse statewide involvement in implementing education reform over the last seven years. In 2002, Governor Bill Richardson ran on a platform emphasizing education reform and promoted two constitutional amendments. The first amendment made the New Mexico Public Education Department (NMPED) an Executive Agency with a Governor-appointed Secretary and the second increased statewide funding to support education reforms. In 2003, New Mexicans showed their overwhelming support for education reform by passing both amendments. Since then, the NMPED has collaborated with teachers, principals, superintendents, parents, students, advisory councils, tribes, community and business leaders, legislators, other State agencies, and national organizations, and others to implement a world-class PreK-20 education system designed to improve the achievement level of *all* New Mexico's children. New Mexico is particularly proud of the strong partnerships it has with the 22 tribes, pueblos, and Indian nations in the State to create a public education system that is both embraced by and embracing of Native American students.

New Mexico will continue to build on this history and capacity by ensuring that it has the strong leadership and dedicated teams in place to implement the plans outlined in this *Race to the Top* grant application. In April 2010, New Mexico's Secretary of Education convened a group of nearly 75 legislative and education leaders, business and community members, and other key stakeholders regarding the Phase II *Race to the Top* grant application. The decision of the group, supported by Governor Bill Richardson, was that New Mexico is well-positioned to undertake ongoing education reform; the State should move forward with Phase II, and do so enthusiastically and thoughtfully. In the words of one group of leaders: "Be bold, specific, and do it now for the kids regardless of *Race to the Top*." The belief is that, whether the grant application is approved or not, New Mexico is positioned to undertake ongoing education reform.

In this *Race to the Top* grant application, New Mexico repeatedly references how it will implement the education reform goals and activities through strong leadership at the State level, including leaders at the NMPED, other State agencies and state-level councils, commissions and institutes, tribal entities, and school LEAs. The School Improvement Task Force was created by Governor Richardson in 2009 to oversee and ensure the coordination of all aspects of *Race to the Top*. An integral part of the Governor's education reform initiatives, this Task Force is led by the Secretary of Education and comprised of a broad range of stakeholders who participated in the design and development of the *Race to the Top* Phase II application.

Additionally, this grant application references the supporting work of key stakeholders throughout, including LEAs and charters, institutions of higher education, tribal leaders, parents, students, teachers, principals, superintendents, other LEA leaders, community members, education organizations, business leaders, unions, researchers, Indian Education Advisory Council members, and policymakers. New Mexico will also work with IDEAL-NM and other online partners to use technology to reach rural areas. Important to note is that the NMPED will reorganize by July 2010, thus maximizing its resources, both human and financial, to accomplish its reform agenda as outlined in its *Race to the Top* application. Specifically, the NMPED will designate three staff members to take the leadership role in the department to successfully integrate all the parts of the *Race to the Top* plan in the work of the department. This project management team will focus on grant administration and oversight, budget reporting and monitoring, fund distribution, and tracking and reporting progress on performance measures. Team members will work closely with internal and external partners and ensure that all necessary data gathering and reporting requirements are built into New Mexico's P-20 statewide longitudinal data system so the work can be continued after *Race to the Top* funding has ended. The team will provide timely and useful reports to the Governor, the Legislature, and other key stakeholders.

Through leadership at the NMPED, and the work of key stakeholders, LEAs and charters will be supported and held accountable for progress and performance on the goals and activities included in the *Race to the Top* grant, with intervention to occur when necessary. Additionally, New Mexico will use the New Mexico Office of Recovery and Reinvestment (NMORR) to ensure that the *Race to the Top* funds are expended efficiently, effectively, and appropriately. Created by Governor Richardson in March 2009,

NMORR oversees New Mexico’s implementation of all elements in the American Recovery and Reinvestment Act. One of NMORR’s charges is to ensure that the State avoids any fraud, waste, or abuse. NMORR is also responsible for ensuring compliance with federal requirements for funds flowing through State agencies.

New Mexico will work closely with the Southwest Comprehensive Center and the Mid-continent Research for Education and Learning (a Regional Educational Laboratory) to strengthen its capacity to implement, monitor, and support LEAs and charters in the education initiatives detailed in this proposal, identify promising practices, and cease ineffective practices. These organizations will provide technical assistance, evaluate programs and practices, and help the State benchmark progress. Also, other support is built into this application. For example, in Section E (“Turning Around the Lowest-achieving Schools”), community collaboratives will build partnerships within the local communities to provide support and align resources. NMPED is partnering with Elev8 and the regional education centers for the School Improvement Grant to build community support for the intervention models in those schools. Elev8 has worked in New Mexico for the past four years and focuses on increasing learning time, engaging families, strengthening community and school connections, and coordinating resources. Elev8 partners with local and national organizations to implement a comprehensive, evidence-based program. Appendix E-2-5 describes Elev8 in greater detail. This is but one example of community support included in this application.

New Mexico will contract for independent reviews and evaluations of *Race to the Top* implementation and impact. The Office of Education Accountability (OEA) in the New Mexico Department of Finance and Administration has statutory authority (NMSA 1978 9-6-15) to provide independent evaluations on the New Mexico’s Assessment and Accountability Act and the School Personnel Act. OEA will issue RFPs for external reviews and evaluations of *Race to the Top*. OEA will manage these independent evaluations so that New Mexico will have evidence about which initiatives are successful and should be sustained with State resources after *Race to the Top* funding has ended. The reports from the independent evaluations will be provided to the Governor, the Legislature and other interested parties on a timely basis.

New Mexico has stated its intention in the *Race to the Top* grant to coordinate, reallocate, and/or repurpose education funds from other sources so that they align with the State's *Race to the Top* goals. In particular, federal Title I, Title II, The Wallace Foundation, and State funding have been identified to develop the incentive program proposed in Section (D)(3). New Mexico will align all of these reforms with initiatives funded by the State's federal School Improvement Grant, and the State will integrate its work with Governor Richardson's *Graduate New Mexico: It's Everybody's Business* initiative, which is using American Recovery and Reinvestment Act funds to graduate 10,000 students who have dropped out. See Budget Part I: Budget Summary for narrative to provide evidence of how the state will have the capacity to execute this application.

**(A)(2) (ii) Building strong statewide capacity to implement, scale up and sustain proposed plans**

---

**Use Support From a Broad Group of stakeholders to Better Implement Its Plans, as Evidenced by the Strength of the Statements or Actions of Support — (10 points)**

---

Appendix A-2-1 contains powerful letters of support from a broad group of stakeholders, including teachers' unions, Indian/tribal leaders, education organizations, the New Mexico Coalition of Charter Schools, business leaders, leaders from colleges and universities, government officials, community-based organizations, parent-teacher associations, LEAs, district charters, and state-chartered charter schools, nonprofits, and National Laboratories. Clearly, New Mexico has a strong plan, the capacity, and the political will to implement the high-quality overall plan presented in this application. Specifically, New Mexico will leverage the support generated by the myriad of work groups and leaders who have been working together to develop and implement the strategies identified in this proposal. Appendix A-2-2 lists the names of these stakeholders and the organizations they represent. As demonstrated in this proposal, New Mexico is poised to capitalize on the renewed commitment to dramatic change driven by a broad base of support.

**(A)(3) Demonstrating Significant Progress in Raising Achievement and Closing Gaps (30 points)**

*The extent to which the State has demonstrated its ability to—*

- (i) *Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)*
- (ii) *Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)*

*a. Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;*

*Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and*

*Increasing high school graduation rates.*

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Evidence for (A)(3)(ii):*

- *NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.*

*Recommended maximum response length: Six pages*

---

**(A)(3)(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms**

---

New Mexico's *Race to the Top* application builds on the State's education reforms and responds to today's need to prepare students for success in college and the workplace through adopting internationally benchmarked standards and assessments; building data systems that measure student success and inform teachers and principals on how they can improve their practices; increasing teacher effectiveness and achieving equity in teacher distribution; and turning around persistently lowest-achieving schools.

**Education Reform Area: Internationally Benchmarked Standards and Assessments**

---

New Mexico has participated in prominent national programs and initiatives and has revised state policies to ensure that its schools are using a system of standards and assessments on par with the best in the world. The January 14, 2010, *Quality Counts* (Editorial Projects in Education, Inc.) placed New Mexico second in the nation for states with the most comprehensive alignment initiatives. (see Appendix B-3-1). The National Center for Educational Statistics mapped the alignment of the state's assessments to the NAEP and other states' AYP tests for 2005-2007. New Mexico ranked 9<sup>th</sup> in the nation in fourth grade reading and math, 6<sup>th</sup> in eighth grade math, and 14<sup>th</sup> in eighth grade reading. On April 13, 2010, New Mexico signed an MOU with the Smarter Balanced Assessment Consortium and an MOU with the National Center on Education and the Economy to collaborate with a consortium of states to develop a system of formative and summative assessments, organized around the common set of K-12 standards (common core) that support high-quality learning and the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. In addition, New Mexico has joined in a broader, multistate effort by the National Governors Association and Council of Chief State School Officers to establish common core standards that will lead to more focused, streamlined instruction (Appendix A-3-9). Those standards are undergoing final revision and will be adopted by the New Mexico Public Education Department by August 2, 2010. Also, New Mexico is a pilot state in a Teacher-City-State

Collaboration to test the viability and effects of the new Common Core State Standards in English Language Arts and Mathematics (see Appendix A-3-1). Both of these efforts trace back to the state's work on the College and Career-Ready Policy Institute, another multi-state effort, funded by the Bill and Melinda Gates Foundation, to set goals and targets to improve student success and degrees. Goals are to increase high school graduation rates; improve student readiness in math and English language arts for college and career; increase college participation and completion; and increase the number of New Mexicans employed in high-wage/high-value careers in the State. In 2009, the NMPED completed a revision of its Standards for Excellence under the American Diploma Project (ADP). In 2007, the New Mexico Legislature appropriated \$50,000 to the Legislative Education Study Committee to participate in the ADP Network, an alliance of 35 states organized by Achieve, Inc. And, through HB 911 *Uniform Curricula in Each School District* of 2007, New Mexico is ensuring that, as students move from one school to another, their educational experience is as seamless as possible.

### **Education Reform Area: Data Systems to Support Instruction**

---

New Mexico has implemented a number of legislatively-driven reforms related to data systems. In 2003, HB 212 *Public School Reforms* required that public school students across the state use a centralized, state-issued unique student identification number in order to track students' progress throughout their public education years. In 2005, the New Mexico Legislature approved \$6.6 million for Phase One of a four-phased P-20 statewide longitudinal data system. This money focused on building New Mexico's K-12 data warehouse components, related data validations, and associated required reports. New Mexico has invested around \$15 million on this effort to date. The resulting Student and Teacher Accountability Reporting System (STARS) is a comprehensive student, staff, and course information system and data warehouse that provides a standard data set for each student served by New Mexico's public education system. The unique identifier for both students and teachers is central to STARS and is the key to completing the P-20 statewide longitudinal data system, ACHIEVeS. In 2007, the Legislature required the New Mexico Higher Education Department (NMHED) to use the student ID number for students enrolled in higher education in order to facilitate longitudinal research. In June

2009, Governor Bill Richardson created the Data Warehouse Council to improve P-20 student success through educational and workforce systems and providing timely data to teachers, principals, parents, and policymakers. In 2008, the NMPED, NMHED, Department of Workforce Solutions, and the College Success Network, a nonprofit student advocacy and support organization, developed an electronic student management system, “Carve Your Path,” designed to help New Mexico prepare students for college and career readiness. The project has been funded by two main sources: \$1.5 million appropriated by the Legislature in the General Appropriations Act of 2008 for the 11<sup>th</sup> grade assessment and reauthorized in 2009; and \$1.3 million in funds granted to NMHED for the U.S. Department of Education under the College Access Challenge Grant program.

### **Education Reform Area: Great Teachers and Leaders**

---

High-quality education in New Mexico depends on attracting and keeping excellent teachers. The Three-Tiered Teacher Licensure System, established with passage of HB 212 *Public School Reforms* of 2003, ensures teacher quality through accountability and support. This system encourages good teachers to keep teaching in New Mexico and links teachers’ licensure levels and salaries to the work they accomplish in the classroom. It further encourages and supports ongoing professional development in nine teaching competency areas established by New Mexico. In 2008, the National Education Association ranked New Mexico third in the nation for percentage change in average teacher salaries from 1997-1998 to 2007-2008. New Mexico’s teacher salaries improved 49.6% from 1997-1998 to 2007-2008. New Mexico’s teacher salaries ranking improved from 48<sup>th</sup> in the country to 39<sup>th</sup> in that same time frame. And *Education Week* in 2008 ranked New Mexico 17<sup>th</sup> in the nation for efforts to improve teaching. Funding for three-tier licensure is contained in the state’s State Equalization Guarantee. The overall percentage of core classes across all schools that were taught by High Quality Teachers (HQT) in 2009-2010 was 99.44%. In 2009, an appropriation of \$200,000 in New Mexico’s General Appropriations Act, coupled with an additional \$210,000 from The Wallace Foundation, funded the New Mexico Leadership Institute, which was created by Senate Bill 85. The institute consists of five programs: licensure for aspiring principals; mentoring for new principals; intensive support for principals in the lowest achieving schools; professional development for aspiring

superintendents; and mentoring for new superintendents. In addition, New Mexico's Principal Support Network, created in 2005, has trained 500 leaders in 82 of 89 school LEAs and in Bureau of Indian Education schools on how to use standards-based data to improve student achievement and assessment literacy.

### **Education Reform Area: Turning Around Lowest Achieving Schools**

---

From Fiscal Year 2007 to Fiscal Year 2010, the state's investment in school improvement dollars totaled nearly \$23 million. While state funding for school improvement in Fiscal Year 2010 was reduced, additional Title I School Improvement funds were provided to New Mexico. This funding has supported the New Mexico's School Improvement Framework, revamped in 2006, and today invests in systemic reform for New Mexico's schools in need of improvement; specifically, targeted assistance, intensive classroom assistance, and implementation of highly effective systems for increasing achievement in schools and LEAs and charters not meeting proficiency as measured by the New Mexico Standards Based Assessment. The School Improvement Framework reflects *No Child Left Behind* (NCLB) requirements, current school data and multi-year strategic planning. School improvement initiatives and guidelines in the framework are grounded in scientific research and driven by student performance data. The educational practices in the framework represent the most current research on school improvement, how to increase student achievement, and accountability measures for assuring that the systems of the NMPED, LEAs, charters, and schools are strategically aligned to address improved student achievement across the state. In 2008, New Mexico invested \$2.5 million for summer reading, math and science institutes, which continues in 2010. And the state launched Project 2012, a plan for transformational change in K-12 math and science education in New Mexico. In five years, New Mexico's students will be among the nation's leaders in math and science achievement. (See tables in (A)(3)(ii). And, in 2010, New Mexico designed a model for turning around schools called the School Success Alliance, which is described in Section E.

Of particular note is that the National Science Foundation (NSF) funded a five-year study of the *Gadsden Mathematics Initiative (GMI)*, which resulted in dramatic improvement in mathematics achievement for all students in this New Mexico School District. Appendix A-3-2 describes this initiative.

---

**Section (A)(3)(ii) Demonstrating Significant Progress in Raising Achievement and Closing Gaps**

---

New Mexico student performance on the National Assessment of Educational Progress (NAEP) showed a steady, incremental increase from 2003-2009. Student performance on the statewide assessment, New Mexico Standards Based Assessment (NMSBA) is also incremental. New Mexico has NMSBA data for years 2004-2009. New Mexico will not receive score data from the spring 2010 administration of the NMSBA until late June 2010.

---

**(A)(3)(ii)(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the NMSBA**

---

Appendix A-3-4 contains New Mexico's NAEP data. As Figures A.3.1 – A.3.4 demonstrate:

Although 10 plus points below the national average, test scores for New Mexico students have increased for 4<sup>th</sup> grade math and reading. The increase for 4<sup>th</sup> grade performance in mathematics is at a faster rate than that of the nation; For 8<sup>th</sup> grade, the rate of improvement in math parallels that of the nation.

Student performance on the NMSBA is summarized in Appendix A-3-3. Figures A.3.9 – A.3.11 show:

- An upward trend in math, reading, and science achievement. Over the last five years, the percentage of students proficient or above has increased 11% overall in math, 5% overall in reading and 6% overall in science;

- The percentage of students proficient or above in math increased in grades 3 through 8 in 2009, with 3rd grade posting the largest gains at a 10% increase over 2008. Over the last five years, 8th grade has improved the most, posting a gain of 18%, nearly doubling over the last five years; and,
- The percentage of students proficient or above in reading increased in every grade except 8<sup>th</sup>. However, 8th grade students still show the biggest increase over five years at 10%.

Notable statewide interventions that impact the incremental increase in student achievement and decrease in the achievement gaps include the following:

- Implementation of full-day kindergarten, which began in 2005-2006. Those students were in 3rd grade in 2008-2009;
- Implementation of a pre-kindergarten (P-K) program described in Appendix A-3-6;
- The Three-Tiered Teacher Licensure System, ensuring teacher quality through accountability and support;
- New Mexico's focus on STEM, Mathematics and Science legislation passed in 2007, and the state-funded Math and Science Institutes. The 2007 legislation created the Mathematics and Science Bureau in NMPED and the Mathematics and Science Advisory Council, provided powers and duties for the Bureau and Council, and created a Mathematics and Science Proficiency Fund;
- The greater levels of proficiency in reading reflect the massive infusion of the federally funded Reading First program. For New Mexico, the structure and professional development of this program provided teachers and administrators with much needed resources;
- Making Schools Work Agenda, New Mexico's strategic framework that earned the State national recognition for education reform (see Appendix A-3-7); and,
- Revised, comprehensive School Improvement Framework to build capacity and provide support for school and district improvement

---

**(A)(3)(ii)(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on NAEP and on the NMSBA**

---

Figures A.3.5 – A.3.8 in Appendix A-3-5 indicate the achievement gaps between and among student sub-groups, based on NAEP data. Some achievement gaps have closed incrementally since 2003. For example, average scale scores for NAEP 2009 for Hispanic students in New Mexico were the highest ever for both grade 4 and grade 8 mathematics. However, the White /Hispanic achievement gap has not closed because scores for White students were also the highest ever.

Figures A.3.12-A.3.15 in Appendix A-3-33 summarize student performance on the NMSBA and demonstrate the closing of the achievement gaps, as follows:

- A 25-point gap exists between White and Hispanic and African American students and a 37-point gap between White and Native American students proficient or above in reading in 2005. In 2009, the gaps closed by 1 to 2 points.
- There is a 24-point gap between White and Hispanic students, a 27-point gap between White and African American students, and a 31-point gap between White and Native American students scoring proficient or above in 4th grade math in 2005. In 2009, each gap had closed by 1 percentage point.
- For 2005, there is a 23-point gap between White and Hispanic and African American students, and a 29-point gap between White and Native American 8th grade students proficient or above in math. In 2009, the gap between White and Hispanic students increased by 1 point, the African American gap increased by 3 points, and the Native American gap increased by 4 points.
- For 8th grade reading, there was a 21-point gap between White and Hispanic and African American students, and a 32-point gap between White and African American students in 2005. In 2009, the gap between White and Hispanic students closed by one point. The gap between White and African American students increased by 3 points, while the gap between White and Native American students closed by 2 points.

---

**(A)(3)(ii)(c) Increasing high school graduation rates**

---

The first step in increasing graduation rates is accurately tracking and recording student progress. New Mexico has made significant gains in recent years, putting the unique student identifier system in place, and implementing the first 4-year cohort graduation rate for the state, one year ahead of the schedule established by the federal government. New Mexico is one of 21 states to have a 4-year cohort method in place.

New Mexico implemented the first 4-year cohort graduation rate in 2009. Prior to that, the state used a *senior completion* method that tracked 12<sup>th</sup> grade students to completion of graduation requirements by spring. The use of the senior completion method was discontinued after the class of 2007, when New Mexico undertook the transition to the National Governors Association cohort computation.

In 2009, New Mexico enacted legislation to authorize a 5-year rate as the standard for New Mexico schools and LEAs and charters (§22(1)(3)(1)(1)(L)). However the longitudinal data system, STARS, did not yet contain the necessary data to inform a 5-year rate, since New Mexico's unique student ID was not fully in place until school year 2005-06. Therefore, a transitional 4-year rate was used that accounted for all students, including students that might customarily be permitted extra time to graduate, such as English language learners and students with disabilities. Adequate Yearly Progress (AYP) targets were adjusted to account for the inclusion of these students in the 2009 baseline year.

In order to capture the outcomes of students continuing to fulfill graduation requirements during the summer following the senior year, the reporting of graduation is lagged by one year. That is, the graduates of 2008 are reported in the spring of 2009. To shift to the one-year lagged schedule of reporting, the U.S. Department of Education allowed New Mexico to duplicate the graduation rates from 2007 in 2008. With the one-year lag now in place, New Mexico published in 2009 the first 4-year cohort representing students

who were freshmen in 2004 and who graduated by August 1, 2008, and in 2010 the first 5-year cohort representing the same students with one additional year.

Because the calculation method produces significantly different rates from prior years, the interpretation of New Mexico's longitudinal data should be made with caution. Between years 2008 and 2009, a break in trend prohibits useful comparisons with prior graduation data.

New Mexico published its first statewide cohort graduation rate in Fall 2009. The certified 2008 cohort graduation is 60.3% compared with the national average of 70%. Appendix A-3-8 includes graduation rate data by gender and ethnicity.

Like the achievement gaps, persistent graduation gaps are also evident. Caucasian students had a graduation rate of 71.3 percent; Asian students – 80.1 percent, which both exceed the national average of 69.2 percent. Hispanic students have a graduation rate of 56.2 percent; African American students – 60.9 percent; American Indian students – 49.8 percent; Economically Disadvantaged – 64.8 percent; and English language learners — 61.1 percent. The state recently passed a statute providing that schools also use a 5-year graduation rate. This policy change is designed to support and encourage schools to re-engage students in their high school education.

---

## **B. Standards and Assessments (70 total points)**

---

### **State Reform Conditions Criteria**

#### **(B)(1) Developing and adopting common standards (40 points)**

*The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—*

- (i) *The State's participation in a consortium of States that— (20 points)*
  - a. *Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and*
  - b. *Includes a significant number of States; and*
- (ii) *— (20 points)*
  - a. *For Phase 1 applications, the State's high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or*
  - c. *For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.<sup>2</sup>*

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer*

---

<sup>2</sup> Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

*Evidence for (B)(1)(i):*

- *A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.*
- *A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.*
- *Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.*
- *The number of States participating in the standards consortium and the list of these States.*

*Evidence for (B)(1)(ii):*

*For Phase 1 applicants:*

- *A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption. For Phase 2 applicants:*
- *Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.*

---

### **(B)(1)(i)(a) Developing and Adopting Common Standards**

**The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B-1-1) the State's participation in a consortium of States that is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation.**

---

New Mexico signed a Memorandum of Understanding (MOU) with the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) to work together to develop and adopt common core high-quality standards. The MOU that New Mexico signed to join the Common Core Standards Initiative appears in Appendix B-1-1.

---

**(B)(1)(i)(b) Developing Common Core Standards Through Consortia Participation: Includes a significant number of States**

---

Through the Common Core State Standards Initiative, governors and state commissioners of education nationwide joined a state-led process to develop a common set of K-12 standards (common core) in English language arts and mathematics for grades K-12 that are internationally benchmarked. Appendix B-1-2 includes the CCSSO / NGA news release listing the 49 participating states and territories, including New Mexico. Appendix B-1-3 includes the draft standards.

---

**(B)(1)(ii)(a) Developing and Adopting Common Standards**

---

*Not applicable because New Mexico is now a Phase 2 applicant.*

---

**(B)(1)(ii)(b) Adoption of Common Set of K-12 Standards and High-Quality Plan**

---

As a Phase 2 applicant, New Mexico will officially adopt the common set of K-12 standards (common core) no later than August 2, 2010. The adoption process follows the state's Administrative Code requirements: a 30-day posting period for public comment and review, and a public hearing. The time frame for implementation follows:

- Release of the Standards July 2010
- Revise and Publish Final Rule August 2, 2010

- Adoption of Benchmarks & performance standards No Later than November 2010

As part of the review process for the draft Common Core standards, New Mexico held several Wimba (the state's webinar software) conferences with instructional leaders statewide to introduce and build awareness about the draft standards and to encourage comments/feedback. General consensus is that the proposed standards are not substantially different from the current New Mexico Content and Performance Standards in mathematics and English language arts. In addition, New Mexico's participation in the American Diploma Project in 2009 involved the development and adoption of new standards aligned to the draft common core standards.

New Mexico developed an electronic tracking system (Web-EPSS and Monitoring Tool) that will be adapted to monitor the implementation and use of the common set of K-12 standards (common core) in LEAs and charters statewide. The tool is housed on the New Mexico Public Education Department server, and agency staff has been trained in its use.

Once the common core standards are initially adopted by August 2, 2010, the New Mexico Public Education Department (NMPED) will offer training and technical assistance to implement the standards through Wimba, the IDEAL-NM statewide distance education network, webinars, and at regional meetings and conferences. Two statewide committees will review existing New Mexico language arts and mathematics content standards and determine which, if any, should be retained within the newly adopted common set of K-12 standards (common core). Each committee will consist of 20-30 people representing New Mexico's regional and student diversity, and include members from the New Mexico Council of Administrators of Special Education, New Mexico Council of Teachers of English, New Mexico Partnership for Mathematics and Science Education, New Mexico Indian Education Advisory Council, tribal offices, and regional education cooperatives, and colleges of education.

**(B)(2) Developing and implementing common, high-quality assessments (10 points)**

*The extent to which the State has **demonstrated its commitment to improving the quality of its assessments**, evidenced by (as set forth in Appendix B) the State’s participation in a consortium of States that—*

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice); and*
- (ii) Includes a significant number of States.*

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Evidence for (B)(2):*

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards; or documentation that the State’s consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State’s plan to develop and adopt common, high-quality assessments (as defined in this notice).*
- The number of States participating in the assessment consortium and the list of these States.*

*Recommended maximum response length: One page*

---

**(B)(2)(i) Developing and Implementing Common, High-Quality Assessments: Working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice)**

---

New Mexico is developing and implementing common, high-quality assessments that will position the state to have a comprehensive system aligned with the common core standards. As such, New Mexico will:

- Participate with the Smarter Balanced Assessment Consortium and the National Center on Education and the Economy States (NCEE) Consortium to develop and implement high-quality assessments that are: aligned with the common set of K-12 standards (common core), include all students, guide instruction, and support a growth-based accountability model.
- Lay the groundwork to transition to next generation assessments that will monitor student growth. Since 2005, New Mexico has been using a statewide unique, student and teacher identifier number for tracking students and teachers. A database is being built to monitor student growth over time. The data base will allow queries and generate reports. Also, it will enable reporting of student academic growth on an individual level and on school and district levels in all tested grades. By August 1, 2010, the NMPED will hire or re-assign staff to implement a new system for collecting and reporting data on teacher and principal effectiveness. Preliminary models for analyzing and reporting data will be designed in the aforementioned database by December 30, 2011. The NMPED will re-design the database during the pilot phase for the next generation assessments in school year 2013-2014, in preparation for full state implementation of the assessments and reporting of student growth in school year 2014-2015.

New Mexico has signed MOUs with the Smarter Balanced Assessment Consortium (see Appendix B-2-1 ) and the NCEE (see Appendix B-2-2) in order to participate with a consortium of states to develop and implement high-quality assessments that are: aligned with the common set of K-12 standards (common core), include all students, guide instruction, and support a growth-based accountability model. These two consortia will enable New Mexico to develop the kinds of exams that will support and empower students who wish to “test out” of the core courses, be awarded high school credit and either graduate early, or participate in extended learning through dual credit and distance education or accepted in IHE credit-bearing courses.

New Mexico’s revised assessment system will incorporate the following:

- A variety of **item types to measure the full range of the common set of K-12 standards** (common core), including those that address higher-order cognitive skills and abilities;
- A plan to scale up over time to **incorporate curriculum-embedded performance and complex computer-based simulations**;
- **Online adaptive solutions for summative and formative assessments** to provide assessments that meet the needs of all students;
- **Support for structured transitions from paper/pencil to online adaptive assessments**, with a backup paper version available for those LEAs and charters that need it when the assessment initially scales up;
- A **systematic solution to informed decision-making** by including formative strategies, benchmark/interim assessments, and summative assessments;
- **High-quality curriculum and instructional supports** for teachers;
- **Inclusion of teachers** in the design, development, and implementation of the system; and,
- **Adherence to professional standards** for assessment, principles of universal design in the design and development process for all students, and optional components that states can use based on their needs.

The Smarter Balanced Assessment Consortium will develop a common summative assessment that will provide comparable results across all of the participating states. Consortium states will use commonly determined performance standards that are internationally benchmarked. The consortium will develop a state-led system that will provide the following:

- **Common summative tests in English language arts and mathematics** that assess student progress and mastery of core concepts and critical transferable skills using selected-response and constructed-response items, and performance tasks designed together to assess the full range of standards.
- **Formative assessment tools and supports** that are shaped around curriculum guidance, which includes learning progressions, and that link evidence of student competencies to the summative system.

- Focused, **high-quality professional development** around curriculum and lesson development as well as scoring and examination of student work.
- **Reporting systems** that provide first-hand evidence of student performances, as well as aggregated scores by dimensions of learning, student characteristics, classrooms, schools, LEAs, and charters.
- A **governance structure** that ensures a strong voice for state administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time.

---

**(B)(2)(ii) Developing and implementing high-quality assessments: Includes a significant number of states.**

---

The Smarter Balanced Assessment Consortium was formed from a merger of three consortia in January, 2010, in response to the *Race to the Top* competition: the Balanced Assessment, MOSAIC, and SMARTER consortiums, comprising 45 states (participating states are listed in Appendix B-2-1.) New Mexico is also participating in the National Center on Education and the Economy's Board Examination Pilot Project with a consortium of eight states: Connecticut, Kentucky, Maine, New Hampshire, New Mexico, Pennsylvania, Rhode Island, and Vermont. Pilot high schools in New Mexico will provide the same kind of instruction that the highest performing students in the world receive to reach high standards. Students will participate voluntarily in college entrance assessments that are internationally benchmarked in order to demonstrate their readiness to enter 2-year and 4-year open-admissions colleges and to ensure they will graduate. Students, by participating in this program, will have the opportunity to graduate from high school as early as the end of their sophomore year and attend college if they demonstrate the knowledge and skills needed to succeed.

**(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)**

*The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a **high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards** that build toward college and career readiness by the time of high school graduation, and **high-quality assessments** (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State’s institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).*

*The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Eight pages*

- Goal #1:** The NMPED will deliver effective professional development to practitioners in LEAs and charters to build their capacity to make and support the transition to the new standards and assessments.
- Goal #2:** New Mexico will continue its partnership with the Career and College Readiness Policy Institute and the America Diploma Project to support the transition to new high school assessments.
- Goal #3:** The NMPED will continue to administer, score, and report the standards-based assessment/high school graduation assessment until the year prior to full implementation of Board examinations to ensure a smooth transition.

The January 14, 2010, *Quality Counts* (Editorial Projects in Education, Inc.) placed New Mexico second in the nation for states with the most comprehensive alignment initiatives, having enacted at least 12 of the 14 focal policies. These policies include state efforts to connect the K-12 education system with early learning, higher education, and the world of work (Appendix B-3-1). This top ranking affirms the high-quality plan that New Mexico has articulated through its participation in the Career and College Readiness Policy Institute over the past 18 months, and the 30-month participation in the American Diploma Project. This work is also linked to participation in the internationally benchmarked common set of K-12 standards (common core) as being foundational to students being college and career ready upon graduation from high school.

In preparation for the transition to enhanced standards and high-quality assessments, New Mexico participated in the College and Career Readiness Policy Institute and formulated a comprehensive policy framework to improve college and career preparedness for youth. New Mexico's *Ready For College Report*, in Appendix B-3-2, coupled with New Mexico's work with the Career and College Readiness Policy Institute, formed the basis of a number of bills that the State Legislature passed in 2007 and 2008 relating to high school redesign. In addition, the NMPED partnered with the New Mexico Higher Education Department (NMHED) to establish the P-20 Alignment Task Force to address the alignment of college placement and high school exit requirements.

Technical assistance in the form of guidelines, preliminary alignment cross-walks, and high-quality professional development via on-site and distance learning venues will occur throughout the adoption process and in conjunction with timelines provided by the initiative, as well as by the Smarter Balanced Assessment Consortium and the National Center on Education and the Economy. By August 2, 2010, New Mexico will have completed its adoption of the common set of K-12 standards (common core) covering mathematics and English language arts. As stated above, New Mexico will adopt the common set of K-12 standards (common core) science standards in accordance with the recommended timeline provided by CCSSO once the draft standards are available.

## **Transition Plan to Adopt and Implement Next-Generation Assessments**

New Mexico's summative standards-based assessment (SBA) is administered with paper and pencil in reading/language arts and mathematics in grades 3 through 8 and 11, and in science in grades 4, 7, and 11. New Mexico is currently reviewing the technical quality, accessibility, and functionality of formative assessments administered in grades 9 and 10. In July 2010, the PED will be publishing the first list of approved grade 9 and 10 formative assessments, and LEAs and charters may use any listed assessments. New Mexico does not currently have a statewide formative assessment in grades 3 through 8; and charters decide which formative assessment they will use. These may be administered online or with paper and pencil, depending on each school district's technology resources. The PED will continue working with assessment vendors and school to improve the quality of formative assessments with respect to alignment, psychometric properties, value of reports, and other factors. New Mexico's formative assessments play an important role in guiding instruction, and they support the transition to next generation assessments that will include a formative dimension.

The new assessments developed through the Smarter Balanced Assessment Consortium will be administered statewide as computer adaptive tests (CATs) no later than the 2014-2015 school year. An estimated 20,000 students are tested in New Mexico's most remote and technologically limited schools. Technology resources for those schools must be improved to successfully implement CATs. An estimated \$2,250,000 of *Race to the Top* funding will be used to purchase computer equipment, primarily mobile computer labs, at these schools/LEAs/charters. Each mobile computer lab will be housed in a cart equipped with 32 laptop computers and a network server. The lab can be transported by van to remote schools. Strategies such as the mobile computer lab and longer test administration windows will facilitate the transition to CATs. In 2011-2012, the NMPED will conduct a needs assessment, including technology-based accommodations, to determine each school district's capacity to implement CATs and to identify needs. Funds will be distributed to and charters based on need for technology resources in the persistently lowest-achieving schools in order to support CATs. The equipment will be implemented during the 2012-2013 school year and will be made available to students for practice tests prior to the state assessments. The NMPED will continue to administer, score, and report the current summative assessment until the

year prior to the implementation of the new summative assessment or 2013-2014, whichever is sooner. Operational costs associated with administration, scoring, and reporting of the new summative/formative assessments will be paid by the school using an estimated \$6,000,000 from an annual legislative appropriation of \$8,900,000 already provided for student assessments.

No later than 2012-2013, the NMPED will expand the semi-annual training program for district test coordinators to prepare test administrators for changes in testing content and administration and security procedures in the new summative and formative assessment system. Beginning in 2010, the NMPED will present information about the new assessment system at the annual conference for the New Mexico Coalition for School Administrators and communicate at regular meetings of superintendent's meetings and in regular meetings with district test coordinators.

New Mexico will implement a High School End-of-Course Assessment in at least one course by 2013-2014 and in all courses by 2014-2015. The New Mexico Public Education Department will continue to administer, score, and report the standards-based assessment/high school graduation assessment until the year prior to full implementation of Board Examinations or 2013-2014, whichever is sooner. High school course assessments will measure student achievement in English language arts, history, math, science, art, and design. Transition to these assessments is already in progress through New Mexico's participation with seven other states in the National Center on Education and the Economy's Board Examination Program. This program is funded through a grant from the Bill & Melinda Gates Foundation to improve the performance of high school students in participating states by adopting powerful instructional systems that meet international standards.

New Mexico will approve up to five Board Examination programs for use in approximately 20 pilot high schools across the state beginning in fall 2010. The five Board Examination programs already identified by the National Center on Education and the Economy are ACT's Quality Core, the Cambridge International Examination's International General Certificate of Secondary Education (IGCSE) and their Advance International Certificate of Education program, the College Board's Advanced Placement program, the International Baccalaureate Diploma program, and Pearson/Edexcel's IGCSE and A-level programs.

Planning for the pilot will begin in the 2010-2011 school year. A governing board and a technical advisory committee will make decisions including approval of Board Examination programs for use in participating states' high schools, ensuring that each Board Examination program meets or exceeds the common set of K-12 standards (common core), establishing cut-scores for grades 9 and 10 (performance levels will identify student readiness to enroll in open-admissions colleges without remediation), and approving the method to be used to create a common reporting scale across Board Examination programs.

In 2011-2012, students will volunteer to take the exams at the end of 10th grade, and, should they pass, be given a high school diploma and an opportunity to enroll the next fall as a full-time student at any two-or four-year open admissions post-secondary institution in New Mexico without having to take remedial courses, if they choose to do so. Or, they may also choose to remain in high school and take a program of study designed to prepare them for college entry, as well as a dual credit option.

Any student who does not pass the lower division high school exams on their first try will be offered a customized program designed to help them succeed on their next attempt. The goal of the Board Examination Project is to prepare the vast majority of American high school students for college without first having to take remedial courses. Students who do not pass the Board Examinations will be able to retest in the fall and spring of grades 11 and 12. New Mexico will accept passing scores on the Board Examinations toward requirements for a high school diploma. By 2014-2015, New Mexico will select Board Examinations for statewide implementation in all available courses. School will pay for testing using \$1,500,000 from an annual legislative appropriation of \$8,900,000 already provided for student assessments. The NMPED will continue to administer, score, and report the standards-based assessment/high school graduation assessment until the year prior to full implementation of Board Examinations or 2013-2014, whichever is sooner.

No later than 2013-2014, the NMPED will expand the semi-annual training program for district test coordinators to prepare test administrators for changes in high school exit exams and administration and security procedures. Beginning in 2010, the Department will present information about the Board Examinations at the annual conference for the New Mexico Coalition for School Administrators and communicate at regular meetings of superintendents and district test coordinators. As described in B(1)(ii)(b),

New Mexico will transition to enhanced standards and high-quality assessments with the needs of high-minority schools at the forefront of its work.

Below is a summary of the activities that New Mexico will undertake to ensure a smooth transition to the enhanced standards and high-quality assessments.

### **Time Frame and Activities**

---

August 2, 2010	Complete a “Repeal and Replace” rule adoption process, including a public hearing, for only the current NM Content Standards for Language Arts and Mathematics and the common set of K-12 standards (common core) for Language Arts and Mathematics, in July 2010. – <i>Responsible Party: New Mexico Public Education Department</i>
Fall, 2010	Convene two statewide committees to review existing NM Language Arts and Mathematics Content Standards and determine which, if any, should be retained within the newly adopted common set of K-12 standards (common core). – <i>Responsible Party: New Mexico Public Education Department and Statewide Committees</i>
November, 2010	Conduct another public hearing for the adoption of the “new” Benchmarks and Performance Standards for Language Arts and Mathematics. – <i>Responsible Party: New Mexico Public Education Department</i>
December 1, 2010	Identify pilot sites to implement the new standards. Unpacking the standards will be part of the pilot process. Based on the pilot, the NMPED will identify key issues to inform the transition process statewide. – <i>Responsible Party: New Mexico Public Education Department, LEAs, and charters</i>
Spring, 2011	Ensure that existing curriculum resources (e.g. textbooks, supplemental materials) align with the new standards. Develop curriculum resources, as needed, aligned with the new standards; resources might

- include sample unit and lesson plans, rubrics for examining student work, re-teaching and review strategies, pacing calendars, and strategies for differentiating instruction. – *Responsible Party: New Mexico Public Education Department, LEAs, and charters*
- 2010-12 Adjust the state-mandated assessments and Instructional Materials Adoption Process to align with the newly adopted Common Core Standards. – *Responsible Party: New Mexico Public Education Department*
- 2010-12 Implement revised K-12 standards.  
*Responsible Party: New Mexico Public Education Department, LEAs, and charters*
- Spring, 2011 Develop high-quality professional development aligned to all components of the standards and curriculum and provide teachers and administrators with the opportunity to understand the standards, implement the curriculum faithfully, deliver the content, and differentiate and adjust instruction based on student needs. – *Responsible Party: New Mexico Public Education Department, LEAs, and charters*
- Spring, 2011 Develop a comprehensive monitoring system to ensure that the common set of K-12 standards (common core) is being implemented by all stakeholders. Provide a mechanism for giving and receiving feedback on how the implementation might be modified in order to be more successful. – *Responsible Party: New Mexico Public Education Department, LEAs, and charters*
- Spring, 2011 NMPED will conduct compliance audits for standards implementation and student achievement. – *Responsible Party: New Mexico Public Education Department, LEAs, and charters*
- Spring, 2011 Provide social and other student supports to ensure that students have the personal encouragement, back-up, and reinforcements they need under the pilot. Issues and supports might include homework and tutorial assistance, parent involvement, safe and secure learning environments, and counselors and social workers. – *Responsible Party: New Mexico Public Education Department, LEA,s and charters*

- 2014-15 Implement the recommendations and assessments of the Smarter Balanced Assessment Consortium linked to the common set of K-12 standards (common core). Pilot the National Council of Economic Education Board Exams. – *Responsible Party: New Mexico Public Education Department, LEAs, and charters*
- Ongoing Build partnerships with organizations in order to create a climate of collaboration, mutual respect, and commitment and the ability to solve problems jointly as they arise.  
*Responsible Party: New Mexico Public Education Department, New Mexico Higher Education Department, LEAs, charters, and institutions of higher education.*
- Ongoing Keep stakeholders informed of project developments and allow for feedback on emerging issues and challenges. – *Responsible Party: New Mexico Public Education Department, LEAs, and charters*

---

**(C) Data Systems to Support Instruction (47 total points)**

---

**State Reform Conditions Criteria**

**(C)(1) Fully Implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)**

*The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).*

*In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.*

*Evidence:*

- *Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State’s statewide longitudinal data system.*

*Recommended maximum response length: Two pages*

---

**Section (C) (1) Fully Implementing a Statewide Longitudinal Data System**

---

**Goal:** New Mexico will fully implement a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

New Mexico is committed to delivering the right data to teachers, principals, district leaders, state policy makers, parents, and students to achieve the goal of data driven systems of improvement. New Mexico has developed and delivered a robust K-12 data system and plans to expand the system to a P-20 system that will improve every classroom for every student. *New Mexico Achieving Collaborative Heights In Education Via e-Systems (NM-ACHIEVeS): NM-ACHIEVeS is the statewide initiative designed to improve*

the use of education and economic data to inform decisions related to educational policy and instruction. The New Mexico Public Education Department (NMPED), Higher Education Department (NMHED), Children, Youth and Families Department (CYFD), and Department of Workforce Solutions (DWS) currently have data systems that collect information from constituent groups including pre-schools, schools, universities, workforce centers, and others. NM-ACHIEVeS will consolidate portions of these data into a common data collecting and reporting system to produce an integrated statewide longitudinal data system. These data systems include: *Student and Teacher Accountability Reporting System (STARS)*, New Mexico’s K-12 data warehouse; *Data Editing and Reporting (DEAR)*, the system that stores, collects, and reports post secondary data related to higher education in New Mexico; *Education User Interface (EUI)*, the Microsoft SharePoint-based portal that provides the foundation for delivering New Mexico education data to all authorized stakeholders; *Carve Your Path (CYP)*, New Mexico’s first inter-agency collaborative application that uses the data repository of the state’s education data systems to help New Mexico prepare students for college and career readiness; *Educator Accountability Reporting System (EARS)*, a unified system that measures how well colleges, schools, and departments of education are preparing teachers, administrators, and counselors; and *Workforce Connection System and Labor Analysis, Statistics & Economic Research*, the New Mexico Department of Workforce Solutions system that provides a multitude of labor market information for the state. An illustration of this system with more detailed descriptions of each element is provided in Appendix C-1-1.

According to the 2009 Data Quality Campaign report, New Mexico had nine of ten essential elements—missing only Item 9, evidence of preparation for college success. New Mexico has since begun to collect college preparation assessments, which will be completed the coming school year. As it relates to the America COMPETES Act, New Mexico is required to complete each of the 12 elements and the current status of those elements is shown on the following pages.

<b>America Competes Element</b>	<b>New Mexico Current Status</b>	<b>Remaining Work</b>
<b>1. Unique Student ID</b>	Public School (Pre-K through 12) and community (2-year) college use of the unique identifier is complete; newly enacted legislation requires use by all public institutions of higher education.	Use of the unique student identifier by Workforce Solutions Department is under development.
<b>2. Student-level enrollment, demographics, and participation</b>	Public school, college, and university student-level enrollment, demographics, and participation information collection is complete.	Coordination with additional agencies is under development.
<b>3. Student-level information about points at which a student exits, transfers in/out, drops out, or completes PreK–16</b>	Collection of public school, college, and university student-level information about student exits, transfers, and completion is complete.	Collection of such data elements will be expanded through grade 20, and additional information about students who do not graduate is under development.
<b>4. Capacity to communicate with higher education system</b>	The K-12 and 13-16 systems use unique identifiers; student records are manually matched across respective systems.	Automatic and systemic matching is under development.
<b>5. State Data Audit assessing data quality, validity, and reliability</b>	State Data Audits are operational in Pre-K through post-secondary education systems.	Automatic and systemic auditing is under development.
<b>6. Yearly state assessment records of individual students</b>	Collection of yearly test records is operational in Pre-K through post-secondary education systems.	Additional test record collection continues
<b>7. Information on students not tested by grade and subject</b>	Collection of information on students not tested by grade and subject is complete in Pre-K through post-secondary levels.	Completed.
<b>8. Teacher identifier system with ability to match individual teachers to individual students</b>	Assignment and use of Teacher ID with ability to match individual teachers to individual students is operational, Pre-K – 12.	Improved reporting work on this element continues at NMPED.

<b>9. Student-level transcript information including course completion and grade earned</b>	Collection of student-level transcript information, including course completion and grades earned, is operational for Pre-K through post-secondary education levels.	Improved reporting work on this element continues at the agency level. New Mexico is developing an e-Transcript application under the Carve Your Path project.
<b>10. Student-level college readiness test scores</b>	Collection of student-level college readiness information is operational at the secondary education level.	Improved reporting on this element continues at the agency level.
<b>11. Data on student transition from secondary to post-secondary, including remedial coursework enrollment</b>	Collection of data on student transition from secondary to post-secondary, including remedial coursework enrollment, is operational.	Improved reporting on this element continues at the agency level.
<b>12. Data necessary to address alignment and adequate preparation for success in post-secondary</b>	Collection of data necessary to address alignment and adequate preparation for success in post-secondary education is operational for secondary students.	Improved reporting on this element continues at the agency level.

### **Time Frame and Activities**

---

April 2010–June 2013	Fully implement NM-ACHIEVeS Data Warehouse System – <i>Responsible Party: Data Warehouse Council, New Mexico State Agencies, LEAs, Charters, Institutions of Higher Education</i>
April 2010–August 2011	Replace higher education modules to be compatible with PreK-12 system – <i>Responsible Party: New Mexico State Agencies, New Mexico Higher Education Department, Institutions of Higher Education</i>
August 2011–December 2011	Convert agency data from multiple sources – <i>Responsible Party: LEAs, Charters, Institutions of Higher Education</i>
April 2011–October 2011	Develop secure role-appropriate access to system apps and data – <i>Responsible Party: New Mexico Public Education Department, New Mexico Higher Education Department</i>

January 2012–July 2012

Ensure valid and reliable data – *Responsible Party: Data Warehouse Council, New Mexico State Agencies*

### Reform Plan Criteria

#### **(C)(2) Accessing and Using State data (5 points)**

*The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.<sup>3</sup>*

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Two pages*

---

### Section (C)(2) Accessing and Using State Data

---

**Goal:** New Mexico will continue to implement a high-quality plan to ensure that data from the state’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders; and that the data support decision-makers in continuously improving efforts in policy, instruction, operations, management, resource allocation, and overall effectiveness.<sup>4</sup>

---

<sup>3</sup> Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding student privacy.

<sup>4</sup> Ibid.

As previously mentioned in section (C) (1), New Mexico's STARS P-12 data warehouse and reporting system is extremely robust. Capable of tying student performance to teacher/staff to course and to financial data, the system serves as the foundation for all state and federal reporting. To make these data available to stakeholders in a meaningful way, New Mexico has a seven point plan:

1. Complete development of the EUI, the main education portal through which all user groups can access education data systems, data warehouses, programs, applications, and tools by June 2011.
2. Expand and enhance protocols to secure data sharing among numerous user groups with clearly delineated roles and purposes by August 2010. Transitioning from an existing STARS user base of 1,600+ users to a system that provides data to targeted groups comprised of over 300,000 users, New Mexico will expand and enhance security protocols currently being developed within the EUI. As the role-based system and total number of users have already been anticipated through development of the EUI, with associated costs and timelines determined, this expansion will be relatively straightforward. Build upon existing and expanded data sets to present available data in a systematic way. As NM-ACHIEVeS incorporates data from other systems and sources (e.g., post-secondary) to become a completely integrated statewide longitudinal data system, it will be necessary to develop new and coordinated data dictionaries, data maps, site maps, user manuals, etc, to ensure uniformity of data that are collected and used, regardless of their source.
3. Install statewide Data Dashboard by August 1, 2010. New Mexico is implementing a new data dashboard tool that will produce a high-level, easy to read, graphically rendered presentation layer of relevant data (examples are provided in Appendix C-2-1) to users with defined needs as well as to more general audiences.
4. Generate customized data sets by September 2011. New Mexico STARS uses an SQL reporting system server over the top of its P-12 eScholar data warehouse. Over 2,000 characteristics are stored, enabling New Mexico to provide customized data sets and reports.
5. Generate customized data files for specific user groups (teachers, students, etc.) by September 2010. New Mexico will provide researchers needing large data files with access to such files, using a system to ensure compliance with FERPA. Data sets will

be tailored to include information that external experts/groups (e.g., Institute of Education Sciences, U.S. Department of Education, Quality Counts) believe is critical to making informed education policy decisions.

6. Expand training to all stakeholders (e.g., parents, teachers, legislators, school leaders, tribal representatives, community, and boards).

New Mexico will expand its two annual data conferences for STARS users to focus not only on data quality needs, but also on newly legislated data elements and data reporting requirements. Training will also include how to use data to inform education policy decisions. In addition, training modules on how to use the data dashboard and other tools will be developed and will be accessible to all stakeholders via the NMPED website and the electronic teacher and administrator resource center, e-PLCNM.com (see Section D).

<b>Performance Measures</b> Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
Can the data available address the questions asked by students & parents?	50%	75%	75%	95%	100%
Can the data available address the questions asked by educators?	50%	50%	95%	95%	100%
Can the data available address the questions asked by researchers and policymakers?	50%	50%	75%	95%	100%
Can the data available address the questions asked by community members?	50%	75%	95%	95%	100%

**(C)(3) Using data to improve instruction (18 points)**

*The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—*

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;*
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and*
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (e.g., students with disabilities, English language learners, students whose achievement is well below or above grade level).*

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.*

*Recommended maximum response length: Five pages*

---

**Section (C)(3)(i) Increase acquisition, adoption, and use of local instructional improvement systems**

---

**Goal:** New Mexico will increase the acquisition, adoption, and use of local instructional improvement systems by expanding the use of systems already implemented by Albuquerque Public Schools and Las Cruces Public Schools, two of the state's largest LEAs, accounting for approximately 34.1% of students statewide in school year 2010.

Albuquerque Public Schools uses SchoolNet, a comprehensive system that allows users to dig down to the school and classroom level. The system used by Las Cruces Public Schools is based upon the Cognos software platform, and is equally comprehensive. New Mexico will expand the use of instructional improvement systems as follows:

- Create an Instructional Improvement System Consortium comprised of LEAs and charters that currently do not have a comprehensive student information system. *Race to the Top* funds would be used to purchase student instructional information systems for the the districts without these systems currently. The consortium will be formed by October 2010, issue an RFP by February 2011, and award the contract by May 2011 for 2011-2012 implementation. By using the Consortium, New Mexico builds upon existing coverage of approximately 34% of students and saves costs by building on economies of scale, as well as allows New Mexico to house the system within NMPED and offer that system to smaller LEAs and charters that do not have the financial and staff resources to implement the system on their own.
- Assemble a Data Warehouse Council P-20 Educators' Advisory Group in September 2010 to advise the New Mexico New Mexico Public Education Department on policies and practices related to instructional improvement systems (IISs) that impact LEAs and charters. This group will develop statewide standards for information systems that will be used by district administrators to make decisions regarding data systems and providers.

---

**Section (C) (3)(ii) Support participating LEAs and schools that are using IIS's in providing effective PD on their use**

---

**Goal:** The New Mexico Public Education Department will increase its capacity in order to take the lead role in supporting LEAs and charter that are using IIS's in providing effective professional development to teachers, principals, and other administrators on how to use these systems and the resulting data to support continuous improvement.

Past efforts to build this capacity internally and externally relied on the New Mexico Public Education Department, as well as the Office of Education Accountability in the Department of Finance and Administration to provide professional development on data utilization. For example, the Office of Education Accountability delivered a series of professional development opportunities under the auspices of the Principal Support Network that allow data users to not only learn how to navigate data systems and build custom reports, but also to work with school and student data in an authentic environment. Since professional development for school principals requires them to work directly with the most recent assessment data from their school, principals leave the training with a more thorough understanding of their students' performance. They also develop functional questions about what the data can and cannot tell them about that student's performance, and a series of functional questions from which to begin root cause analyses and development of school improvement and individual student achievement plans. In addition, the district and school improvement plans (Educational Plan for Student Success) are designed around a continuous improvement model, and one of the key requirements of the model is to link professional development to math and reading proficiency goals. New Mexico will approach this goal of building the capacity of LEAs and charters by providing effective professional development to their schools and to build the capacity of NMPED to deliver a quality system of support for using data to inform instruction as follows:

- New Mexico Leadership Institute will provide training on how to effectively use data for principals and superintendents. In 2009, an appropriation of \$200,000 in New Mexico's General Appropriations Act, coupled with an additional \$210,000 from The Wallace Foundation, funded the New Mexico Leadership Institute (NMLI). The institute consists of licensure

for aspiring principals; mentoring for new principals; intensive support for principals in the persistently lowest-achieving schools; professional development for aspiring superintendents; and mentoring for new superintendents (see Appendix C-3-1). NMLI is providing training for principals in 40 of our lowest achieving schools for 2010-2011 using Title I School Improvement funds.

- IDEAL-NM’s synchronous and asynchronous online delivery system will be one of the professional development delivery systems and will be particularly effective in the rural LEAs and charters. Since 2007, the Legislature has appropriated approximately \$11 million to support the implementation of IDEAL-NM and the cyber academy.
- An Electronic Professional Online Learning Community (e-PLCNM.com) knowledge base will provide a teaching and administrator resource system with access to best practices, information, replicable successes, and resources using technology (see Section D5).
- A Research and Legal Advisory Group (shown on the Governance illustration in Appendix C-3-2) will be formed to ensure that reports are generated that are appropriate uses of data and meet various requirements of governing privacy statutes (FERPA, HIPAA. etc.).

---

### **Section (C) (3) (iii) Providing Data to Teachers, Principals, Administrators, and Researchers**

---

**Goal:** New Mexico will improve its systems for providing data to teachers, principals, administrators, and researchers in order to increase student growth and close achievement gaps.

New Mexico has developed a systematic but decentralized model for integrating numerous data sources into a streamlined process for collecting and reporting data, as well as for providing individuals interested in research and analyzing results to improve practice. This model builds upon the success of the state’s P-12 STARS data warehouse. The approach effectively uses sophisticated ETL (extract, transform, and load) and data validation tools to extract and load relevant data sets into a state-level warehouse wherein state and

federal reporting and analysis can be accomplished. Using this model, New Mexico can readily expand its existing P-12 capabilities to higher education and state agencies by the following:

- Building several data marts (e. g. education pipeline, a labor market, and a social and cultural data set) that, in turn, will provide customized data sets to facilitate the work and analyses of teachers, principals, administrators, and researchers working in various capacities across the state. This will also support New Mexico’s efforts to revise its teacher and principal evaluation systems, as described in Section D (3). NM ACHIEVeS will allow access to data sets on three different levels as follows:
  - (1) Researchers, teachers, counselors, principals, and district superintendents can analyze practices and performance by working with data sets inside their instructional information systems.
  - (2) Researchers working for state agencies, the Legislature, and/or the executive branch can analyze and compare practices and performances across the state through the state agency data warehouses, the respective data marts, and the expanded instructional information system, to respond not only to state research agendas and larger P-20 pipeline considerations, but also to concerns as to how students of underrepresented populations are performing across the state given different academic, cultural, and economic environments.
  - (3) Independent academic and other credentialed researchers can have access to customized data sets such as cubes or files to conduct research designed to assess the efficacies of existing and proposed practices.
- Establishing a system for researchers to present their credentials for gaining access to the data and insure compliance with LEAs, charters, and IHEs Investigative Review Boards (IRB). It is anticipated that such credentials would include: a statement about the research agenda, the hypotheses proposed within the research, the purpose for which data would be used, association with an academic institution or education nonprofit, past history of research and publishing, personal references, and an understanding of and agreed compliance with FERPA and other student privacy regulations. The P-20 Data Governance Council would appoint members from respective agencies to serve on a panel responsible for authorizing access and use of

data. This approach will allow for three levels of data input to be integrated with an instructional improvement system as follows:

- a) The end user level, where individualized student instruction and performance (complete with formative assessment, programs, materials, and practices) can be integrated through existing student information systems.
  - b) The agency level, where both aggregated and disaggregated data can be integrated within the expanded instructional improvement system through individual agency data warehouses.
  - c) Data mart level, where cross agency data can be structured into customized data sets and presentation layers relevant to particularized interest (whether at the individual, district, agency, or statewide level). From these data sets, teachers, principals, administrators, and researchers working in various capacities across the state can assess the effectiveness of instructional practice, student performance, and intervention.
- Distributing the research findings. LEAs and charters have their traditional pathways and tools for communicating lessons learned and best practices to schools, teachers, and principals under their jurisdiction. The New Mexico Public Education Department, the New Mexico Higher Education Department, and individual institutions of higher learning (IHE) and respective agencies have not only their traditional pathways and tools (e.g., cabinet meetings, annual conferences, institutional research departments, program support, websites, access to national education organizations), but the state also has nine regional education cooperatives that can take on researching specific issues, programs, and practices across schools and regions within the state and disseminating their findings to respective constituencies; and ensuring academic or other credentialed independent researchers have access to institutional research offices, academic journals, academic or nonprofit-supported conferences, foundations aligned with education, personal blogs, and websites. The New Mexico Public Education Department will post best practices on their website and the e-PLCNM site (see sections D and E).

---

**Reorganizing the New Mexico Public Education Department to align its human and fiscal resources around providing effective data systems to LEAs and charters.**

**(D) Great Teachers and Leaders: State Reform Conditions Criteria**

---

**(D)(1) Providing high-quality pathways for aspiring teachers and principals**

*The extent to which the State has—*

- (i) *Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;*
- (ii) *Alternative routes to certification (as defined in this notice) that are in use; and*
- (iii) *A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.*

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:*

- *A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State’s alternative routes (as described in the alternative route to certification definition in this notice).*

*Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:*

- *A list of the alternative certification programs operating in the State under the State’s alternative routes to certification (as defined in this notice), and for each:*
  - *The elements of the program (as described in the alternative routes to certification definition in this notice).*

- *The number of teachers and principals that successfully completed each program in the previous academic year.*
- *The total number of teachers and principals certified statewide in the previous academic year.*

---

**(D)(1)(i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;**

**Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:**

A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

---

New Mexico statutes (22-10A-8 and 22-10A-11.1 NMSA 1978) and regulations (6.60.3 NMAC) allow the development and implementation of high-quality, alternative paths to a teaching license. The statutes and regulations related to alternative licensure are summarized in Appendix D-1-1.

New Mexico statutes (22-10A-11.1 and 22-10A-11.3 NMSA 1978) and regulations (6.60.3.9 and 6.62.2 NMAC) also provide alternative and provisional pathways for teachers and counselors to become licensed school principals. The four alternative licensure options for principals are described in Appendix D-1-2.

---

**(D)(1)(ii) Alternative routes to Certification that are in use**

**Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:**

**A list of the alternative certification programs operating in the State under the State’s alternative routes to certification (as defined in this notice), and for each:**

- **The elements of the program (as described in the alternative routes to certification definition in this notice).**
- **The number of teachers and principals that successfully completed each program in the previous academic year.**
- **The total number of teachers and principals certified statewide in the previous academic year.**

---

New Mexico has Elementary (K-8), Secondary (7-12), and Special Education (SpEd) Alternative Licensure programs for teachers who meet the state requirements. In addition, the *Teach for America* program in New Mexico currently has about 120 teachers predominantly in high-need academic areas in schools that are over 90% Native American. A high percentage of the persistently lowest-achieving schools in New Mexico are Native American and are, in many cases, very remote school sites. New Mexico plans to expand the number of teacher participants through revision of its contract with the organization. All programs except the Online Portfolio Alternative Licensure (OPAL) are offered through institutions of higher education in collaboration with LEAs.

With federal funding, New Mexico has implemented the Transition to Teaching program. Individuals who are eligible for or have obtained an Internship license may complete the program or portfolio route to alternative licensure with financial support from the grant. High-need schools and preparation programs work together to identify qualified participants who will attend free workshops in best teaching practices, a free portfolio camp offered by the University of New Mexico, and, online-modules, available through Vanderbilt University.

Appendix D-1-3 reports the number of teachers and principals who completed each alternative program, each traditional program, and the total number of candidates who were certified in the last academic year. It also identifies which alternative licensure programs are available at each institution.

---

**(D)(1)(iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.**

---

New Mexico currently has a process for monitoring, evaluating, and identifying areas of shortage in schools, as well as preparing to fill those areas of shortages. In 2009-10, 99.44% of classes in New Mexico were taught by highly qualified teachers. The NMPED produces reports on licensure discrepancy and highly qualified teachers that provide detailed data on New Mexico's teachers, including their staff assignments and licensure by school and by district. This allows the department to identify teacher shortages by subject and level. Statute (22-10A-19.2 NMSA 1978) now requires an annual Educator Accountability Reporting System that examines the supply and demand of educators and evaluates the productivity and accountability of the New Mexico educator workforce. The Assistant Secretary for Educator Quality evaluates these reports and identifies the LEAs and charters with the shortages. New Mexico has responded to these shortages by:

- Requiring the department and the preparation program providers to develop plans with measurable objectives for increasing the number of teachers trained in core academic areas including math, science and technology;
- Creating the New Mexico Leadership Institute (NMLI) in response to an examination of administrator supply and demand by the Legislature. The Institute is working with LEAs, charters, and higher education administrator licensure programs to track demand and increase the needed supply. The institute is exploring online and non-credit based options for both teachers and school leaders, including principals and superintendents;
- Developing two Transition to Teaching (NMT2T) programs across the state that offer financial and mentoring support to 230 alternative licensure candidates working in high-needs schools (<http://teachnm.org/new-teachers/transition-to-teaching.html>);
- Recruiting math and science teachers with National Science Foundation-funded Noyce Fellowships at the University of New Mexico and New Mexico State University;

- Developing online bilingual education and TESOL licensure programs at New Mexico State University in response to shortages in those areas;
- Providing external funding to Northern New Mexico College to support candidates to complete alternative licenses with bilingual and TESOL endorsements; and,
- Creating a Return to Work Program pursuant to a statute that the Legislature adopted in 2001 and amended in 2003. This allows retired members of the Educational Retirement Fund to resume working for an Educational Retirement Board employer after completing a layoff (New Mexico statute uses the term “layout”) of 12 consecutive months. Members who apply can choose to work full- or part-time, with no income earning restrictions. Some 1,220 Educational Retirement Board retirees have opted to participate full time in the Return to Work program and another 800 are working part time. This represents 9% of the teachers who are teaching in New Mexico’s public schools.

**(D)(2) Improving teacher and principal effectiveness based on performance**

*The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—*

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)*
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)*
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and*
- (iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)*
  - d. Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;*
  - e. (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;*
  - f. (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and*
  - g. (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.*

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

**Goal #1:** By January 1, 2013, the NMPED will implement a model for measuring individual student growth that will be a significant factor in the performance evaluation process currently included in the state’s Three-Tiered Licensure and Teacher Evaluation System and the Principal Evaluation System.

**Goal #2:** By no later than July 1, 2013, the NMPED will fully implement the revised teacher and principal evaluation system.

**Goal #3:** The New Mexico Leadership Institute (NMLI) will use results from the Professional Practices and Standards Commission (PPSC) to strengthen the five programs currently aimed at improving the recruitment, preparation, and support of principals and other school leaders.

**Goal #4:** New Mexico will fully implement the state’s mentoring system for beginning teachers with emphasis on the lowest achieving schools.

**Goal #5:** By January 1, 2014, the NMPED will provide professional development on the use of teacher and principal evaluation data to inform key decisions related to effectiveness, compensation, promotion, retention, and dismissal.

---

**(D)(2)(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student.**

---

The NMPED will revise and strengthen the Three-Tiered Licensure and Teacher Evaluation System and the Principal Evaluation System to include student growth data, as follows:

- Adopt revised regulations to allow student growth to be measured by October 2010.
- Convene by January 1, 2011, the existing PPSC, which represents key stakeholder groups, to begin defining the approach for linking student academic growth to teacher and principal evaluation. The New Mexico Public Education Department created a Professional Practices and Standards Council in 2005 whose purpose it was to ensure that high standards are maintained in the preparation and practice of professional educators and support providers licensed by the NMPED. The

PPSC advises the Secretary of Education and NMPED on matters related to the approval of educator preparatory programs, licensure, professional development, and ethics of licensed school personnel.

- The PPSC will convene representatives of educators and education, PED assessment experts, superintendents, school success alliances, and turnaround schools to develop a model that measures individual student growth in a valid and reliable manner. New Mexico will adopt revised regulations for the PPSC to ensure that the sub-groups align with the work at hand and to ensure the teachers' unions the right to appoint the teachers/teacher representatives to the PPSC. Once a draft model is agreed upon, PPSC will hold focus groups throughout New Mexico with teachers, parents, principals, and community members to ensure broad input into the re-design of the teacher and principal evaluation systems.
- The PPSC's work will conclude on July 1, 2014, when the system to measure and determine the weight student growth will play as a significant factor in teacher and principal evaluations will be finalized and the evaluation systems will be revised accordingly.

New Mexico has statewide “buy-in” for ensuring that the LEAs and charters have the tools and plans to measure growth for every student. On April 15<sup>th</sup>-16<sup>th</sup>, 2010, over 75 stakeholders met to develop a Blueprint for Education Reform. The group reached consensus that, with or without Race to the Top funding, New Mexico will implement a student growth model linked to teacher and principal performance (Appendix D-2-1 contains the group's assurances). New Mexico's data warehouse already contains the data elements necessary to measure individual student performance on the State's Standards-Based Assessment (SBA) and to link individual student performance to individual teachers with its unique student and teacher identifier system.

New Mexico has been at the forefront of improving teacher and principal effectiveness based on performance since the state's high-stakes Three-Tiered Licensure and Teacher Evaluation System was approved by the Legislature in 2003, through passage of HB 212 *Public School Reforms*. The bill describes the Three-Tier system as “providing for more stringent competency requirements for teachers and school principals.” The system ensures teacher quality through accountability and support and encourages high-quality

teachers to keep teaching in New Mexico. The system links teachers' licensure levels and salaries to evaluations of performance demonstrated in the classroom.

The three tiers of licensure (Level I-beginning, Level II-professional, and Level III-master-level) are designed to encourage teachers' professional growth. Progress through the system is based on evaluations and is linked to statewide minimum salary levels for teachers at different licensure levels. Under the system, all new Level I teachers must demonstrate their competency within five years in order to obtain a Level II (professional) teaching license. If they do not obtain a Level II teaching license, they cannot remain in the teaching profession in New Mexico. To progress to Level III, teachers must have taught at Level II for at least three years, demonstrate Level II competencies, and have earned a Master's degree or National Board Certification in order to continue to teach in New Mexico. Due to the new system, over the past seven years New Mexico has seen a dramatic decrease in the number of teachers on waivers and significant increase in the percentage of classes taught by highly qualified teachers. In 2000, 1,051 waivers were granted to teachers not meeting licensure requirements. In 2009-2010, 19 waivers were granted. And in 2009-2010, 99.44% of core courses were taught by highly qualified teachers, an increase from 67% in 2003-2004.

---

**(D)(2)(ii)(a) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor.**

---

New Mexico will strengthen its existing statewide evaluation system and use student growth as a significant factor in determining overall effectiveness of teachers and principals (as defined in this grant). Other measures such as classroom observations, Professional Development Plans, portfolios, administrator judgment, student evaluations, and parent interviews will also be considered for inclusion in the revised evaluation systems. For example, teacher feedback (e.g., gathered from a working conditions survey) might be required in the principal evaluation system. The PPSC, working with the PED, will modify and enhance the existing evaluation systems by

identifying the data that will be used to determine teacher and principal effectiveness in each of the existing competencies. Appendix D-2-2 lists the teacher and principal competencies that are required and evaluated.

In addition, the PPSC and the NMPED will rely heavily on the work of the *Smarter Balanced Consortium* described in Section B of the proposal. New Mexico's participation in the Smarter Balanced Consortium is a commitment to transitioning to high, quality multiple measures of student growth and teacher impact, including, but not limited to, assessments conducted at multiple points in time, formative assessments, summative assessments, and evidence of student work. The PPSC will make the final recommendation to the Secretary of Education on exactly which measures should be required to evaluate the effectiveness of teachers and principals and how each should be weighted in the statewide evaluation systems by July 1, 2013.

---

**(D)(2)(ii)(b) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that are designed and developed with teacher and principal involvement.**

---

New Mexico will revise the teacher and principal evaluation system by including the key stakeholder groups through the existing PPSC; that is, licensed teachers, instructional support providers, school administrators, professional educators from higher education, Indian educators, business owners, tribal representatives, assessment experts. All parties will be responsible for designing and developing the revised teacher and principal evaluation systems. In preparation, the *Race to the Top* work group that met on April 26, 2010, developed a list of assurances to guide their work that is contained in Appendix D-2-1.

---

**(D)(2)(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools.**

---

Each school district in New Mexico must submit a written teacher performance evaluation plan that meets regulatory requirements of the department. Plans must include provisions for:

- annual teacher performance evaluations;
- training for all teachers and administrative or supervisory personnel who are assigned teacher performance evaluation duties; and,
- timely feedback.

In order to ensure that participating LEAs and charters conduct teacher and principal evaluations as required, the NMPED will do the following:

- Develop and implement a system to train all teacher and principal evaluators by January 1, 2012. Training for principals and superintendents on how to evaluate the performance of school employees is a critical need in New Mexico. New Mexico will use *Race to the Top* funds to develop a supervisor training model and delivery system that is aligned with the revised evaluation systems. The supervisor training model will be built into education leadership programs across the state, including the New Mexico Leadership Institute, by the PPSC. The supervisor training modules will function as “boot camps” to provide clear guidance for principals and superintendents on conducting meaningful teacher evaluations. Principals and superintendents will receive certification for participating in the training. Those who are not fully trained and certified will be prohibited from conducting teacher and administrator evaluations.

Use the electronic resource, e-PLCNM.com (see Section C and E) to provide access to evaluation tools, networking, and training.

This resource center will be linked to IDEAL-NM, New Mexico’s statewide digital learning resource.

---

**(D)(2)(iv)(a) Use these evaluations, at a minimum, to inform decisions regarding developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development.**

---

Goal: To ensure that participating LEAs and charters use evaluation results to inform decisions regarding the professional development of teachers and principals, the NMPED will refine and revitalize the state’s mentoring system for beginning teachers and

expand it to include principal and superintendent mentorship. In 2009, an appropriation of \$200,000 in New Mexico's General Appropriations Act, coupled with an additional \$210,000 from the Wallace Foundation, funded the New Mexico Leadership Institute, which was created by Senate Bill 85. The institute consists of five programs: licensure for aspiring principals, mentoring for new principals, intensive support for principals in the lowest-achieving schools, professional development for aspiring superintendents, and mentoring for new superintendents. Given that the number of individuals graduating with advanced degrees in education leadership has been steadily declining, principal and superintendent mentoring is a critical need that will be addressed over the next four years by NMLI providing professional development to 100 of the persistently lowest achieving schools in the state.

New Mexico has long recognized that induction and mentorship are a pivotal part of teacher retention, student achievement, and an enhanced school culture. Beginning teachers create Professional Development Plans with their principals and are supported in their first year through the Beginning Teacher Mentorship Program, established by the Legislature in 2001. *Teacher mentorship program for level one teachers; purpose; departmental duties* [Section 22-10A-9 NMSA 1978 of state laws] states: "The purpose of the teacher mentorship program is to provide beginning teachers with an effective transition into the teaching field, to build on their initial preparation and to ensure their success in teaching; to improve the achievement of students; and to retain capable teachers in the classroom and to remove teachers who show little promise of success." When the Three-Tiered Licensure System was developed, mentoring was included as a critical component of support for beginning and first year teachers. A major component of the Beginning Teacher Mentorship Program is the teacher's professional growth goals, which are developed with a teacher's mentor at the beginning of the school year.

The NMPED directed federal funding from its federal Transition to Teaching grant for mentor training and offered regional trainings for mentors. The department also developed a new District-Level Mentorship Plan that clarified minimal expectations for district mentor programs and developed program support. Given the state's current economic crisis, the New Mexico Legislature suspended funding for the Beginning Teacher Mentorship Program for Fiscal Year 2011. Using *Race to the Top* funds, the NMPED will revive

the teacher mentoring program and with NMLI expand the mentoring program to include principals and superintendents. Further, we will more effectively clarify expectations and requirements for mentor programs.

---

**(D)(2)(iv)(b) Use these evaluations, at a minimum, to inform decisions regarding compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities.**

---

To ensure that participating LEAs and charters use evaluations to provide opportunities for highly effective teachers and principals to obtain additional compensation, the NMPED will use *Race to the Top Funding* to do the following:

- Provide substantial financial incentives to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the lowest-performing schools. As recommended by the PPSC and approved by the Secretary, the NMPED will offer signing bonuses and/or retention bonuses to highly effective teachers and principals (as defined in this grant) who continue to demonstrate effectiveness in high- need schools. Stipends may also be provided to support transportation, housing, and extra responsibility pay. These incentives will be made available in the lowest-achieving schools as described in Section E. The financial incentives portion of New Mexico’s *Race to the Top* application will be implemented in the third year of the grant so that New Mexico has time to revise and implement the evaluation systems that link teacher and principal evaluations to student growth. New Mexico will gather data on other teacher and principal incentives program effectiveness in other states to inform the approach to incentives. All incentives will be contingent upon continuing to teach in the same (or a similarly) high-need school and maintaining a highly effective rating.
- Develop and implement a system to analyze, monitor, and report the impact of these incentives on student achievement; New Mexico’s Office of Educational Accountability in partnership with NMPED will have the responsibility for this activity.

New Mexico's high-stakes Three-Tiered Teacher Licensure System provides a progressive career path in which teachers are required to demonstrate increased competencies and take on increased responsibilities in return for increased levels of compensation. New Mexico has aligned the rigorous competencies that have previously been described to differentiate expectations for Level I (beginning), Level II (professional), and Level III (master-level) teachers, which represent the increased competencies and expectations portions of the Three-Tiered Licensure System. Level I licensure is a five-year non-renewable provisional license. It recognizes that beginning teachers are undergoing significant learning and adjusting to their new roles and duties. During the Level I license period, teachers are assessed annually through their Professional Development Plans. In order to continue in the teaching profession in New Mexico's public schools, at the end of the Level I license the teacher must be able to move to Level II. The Level I teacher may advance to Level II after the third year of experience, but must advance to Level II by the end of the fifth year of experience at Level I. Level I teachers that do not advance to Level II are ineligible to apply for a teaching license for three years. Level II and III licenses are each nine-year licenses. Teachers are not required to progress over their career to Level III. But if they choose to do so, they must have been at Level II licensure for at least three years, demonstrate that they meet Level II competencies, and earn a master's degree or National Board of Professional Teaching Standards certification.

The state's statutes outline the minimum salaries associated with the three licensure levels. Level I teachers make a minimum salary of \$30,000, Level II teachers make a minimum of \$40,000, and Level III teachers make a minimum of \$50,000 a year. *Level three licensure; tracks for teachers, counselors and school administrators* [Section 22-10A-11 NMSA 1978 of state laws] lays out a framework for paying school principals minimum annual salaries. Beginning with the 2007-2008 school year, the minimum annual salary for a Level III-B school principal or assistant school principal was set at \$50,000, multiplied by the applicable responsibility factor.

With support from *Race to the Top resources*, New Mexico will be able to collect data to inform decisions about compensation, promotion, and retention of highly effective teachers and principals in order to deliver high quality educational reforms in its lowest-achieving schools.

---

**(D)(2)(iv)(c) Use these evaluations, at a minimum, to inform decisions regarding whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures.**

---

New Mexico does not have tenure. And, to ensure that participating LEAs and charters use the rigorous standards and streamlined, transparent, and fair procedure of the revised evaluation systems to inform decisions regarding tenure and licensure, the NMPED will do as follows:

- Develop a training component for teachers and administrators that ties to the new supervisor training model [see D(2)(iii)] which will end its work on January 1, 2014, with completion of the revised teacher and principal evaluation systems and,
- Revise the Professional Development Dossier system. The Office of Education Accountability will work with the NMPED's Educator Quality Division, teachers' unions, tribal representatives, educator organizations, New Mexico Legislative Finance Committee, and New Mexico Legislative Education Study Committee to build on the data systems for tracking the number of teachers who have not been successful in their Professional Development Dossiers. This work will begin in October 2010 and continue through October 2012, with findings used to strengthen the Professional Development Dossier system and address any needed statute or regulation changes.

The Professional Development Dossier is the cornerstone of advancement for teachers in New Mexico's Three-Tiered Licensure and Teacher Evaluation System. Teachers must complete the dossier in order to advance from Level I to Level II and to advance from Level II to Level III. The dossier is a focused, compact collection of documentation. Beginning teachers are required to successfully pass a year of mentoring and all strands of the dossier in order to advance to Level II. They have up to five years to demonstrate their competency or they must leave the profession in New Mexico. Level II teachers, as well, must pass all strands to advance, in addition to other requirements.

The dossier documentation, which is submitted to independent reviewers, is tied to the rigorous teacher competencies and is a collection of classroom data such as lesson descriptions, handouts, student work, and video and audio recordings, and photos that require explanations about that data written by the teacher. This is accompanied by verification and recommendation by the district superintendent. No one part of the dossier serves to fully represent a teacher's work, rather, the entire dossier is intended to provide evidence to determine when a teacher is qualified to advance.

---

**(D)(2)(iv)(d) Use these evaluations, at a minimum, to inform decisions regarding removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.**

---

To ensure that participating LEAs and charters use the evaluation systems to inform decisions regarding dismissal of ineffective teachers and principals who have had ample opportunities to improve, the NMPED will:

- Develop an improved system to accurately track and report data on the dismissals of teachers and principals;
- Analyze the data and report on the correlation of dismissals to student achievement; and,
- Train teacher and principal evaluators to use the improved system effectively to obtain better and quicker results.

LEAs and charters currently have the ability to remove ineffective teachers after they have had ample opportunities to improve based on the following:

- NMSA 1978, 22-10A-21 through 22-10A-30, allows school LEAs to non-renew a licensed school employee if the individual has been employed by the district for fewer than three years;
  - Level I teachers have up to five years to demonstrate their competency or they must leave the profession in New Mexico;
- and

- Before the state suspends a Level III teaching license, the teacher shall be provided with professional development and peer intervention, including mentoring, for a period deemed necessary by the school principal.

When done correctly, the evaluation process, though separate from the hiring and firing process, directly influences decisions to remove ineffective teachers and principals. New Mexico intends to provide more professional development and support to implement the process with greater fidelity. State statutes detail requirements for termination or discharge decisions and appeals. Linking student growth to teacher and principal evaluations, improving and monitoring, and analyzing results of the evaluations will strengthen the system and increase the likelihood that ineffective teachers and principals will be removed.

### **Time Frame and Activities**

---

October, 2010	Adopt revised regulations to allow student growth to be measured as part of teacher & principal evaluation. – <i>Responsible Party: NMPED</i>
October, 2010 – October, 2012	Revise the Professional Development Dossier system. – <i>Responsible Party: NMPED</i>
January 1, 2011	Convene the Professional Practices and Standards Council (PPSC) to begin the work of defining the approach for linking student growth to teacher and principal evaluation. – <i>Responsible Party: NMPED and PPSC</i>
September, 2010	Develop an improved system to accurately track and report data on the dismissals of teachers and principals. – <i>Responsible Party: NMPED</i>
September, 2011	Renew the state’s mentoring system for beginning teachers and expand it to include principal and superintendent mentorship. – <i>Responsible Party: NMPED, LEAs, and charters</i>
January 1, 2013	Implement a model for measuring individual student growth. – <i>Responsible Party: NMPED</i>

- July 1, 2013 Recommend to the Secretary of Education exactly which measures should be required to evaluate the effectiveness of teachers and principals and how each should be weighted to fully implement the revised statewide evaluation systems. – *Responsible Party: PPSC, LEAs, and charters*
- January 1, 2014 Provide professional development on the use of teacher and principal evaluation data to inform key decisions related to effectiveness, compensation, promotion, retention, and dismissal. Use the electronic resource, e-PLCNM.com to provide access to evaluation tools. – *Responsible Party: NMPED*
- July 1, 2014 Fully implement the revised teacher and principal evaluation system. – *Responsible Party: NMPED, LEAs, and charters*

**(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)**

*The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—*

- (i) *Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and*
- (ii) *(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)*

*Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.*

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Evidence for (D)(3)(i):*

- *Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State’s Teacher Equity Plan.*

**Goal:** To ensure equitable distribution of effective and highly effective teachers and principals in the LEAs, charters, and schools where they are most needed and increase the numbers of effective teachers in hard-to-staff subjects and specialty areas, with a focus on persistently lowest-achieving, high-poverty and/or high-minority schools.

New Mexico has dramatically increased percentages of classes taught by highly qualified teachers in the state in the past 12 years. In 1998, New Mexico received a federal Title II Teacher Quality Enhancement Grant that enabled public and higher education to partner on strengthening the recruitment, preparation, induction, and professional development of teachers. The collaboration resulted in a number of changes, including the development of a statewide mentoring program and the Three-Tiered Teacher Licensure and Evaluation System. As a result, the percentage of classes taught by highly qualified teachers statewide was 99.44% for 2009-2010.

In New Mexico's 2009-2010 Title II State Plan, the state committed to working with a broad cross-section of stakeholders to develop a "written equity plan" that includes collecting data that reflect teachers' levels of licensure, education, years of experience, and salaries in order to accurately measure where inequities in teacher assignment may exist. New Mexico's *Race to the Top* application builds on that plan and the work over the past 12 years to strengthen the recruitment, preparation, induction, and professional development of teachers and principals.

In addition, New Mexico has a robust STARS data warehouse that collects and stores data on individual students; for example, demographics, course enrollment, attendance, discipline, programs, and assessments, as well as individual staff data such as demographics, endorsements, professional development, and course assignments. The system links the unique student identifier with a unique teacher identifier and also serves as the foundation for calculating not only adequate yearly progress but disbursements of the state funding formula.

---

**(D)(3)(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students**

**Evidence for (D)(3)(i):**

**Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan**

---

The NMPED will continue to ensure that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals by:

- Using the new, comprehensive Teacher and Principal Evaluation System to feed data into the STARS data warehouse and create a data dashboard of the distribution of effective teachers and principals in high-poverty and/or high-minority schools. The dashboard is designed to summarize key critical information on a single page for quick monitoring purposes. NMPED, LEAs, charters, and schools can use this data to identify gaps, forecast needs, and study the successes of schools with similar demographics.
- Posting results of the effective teacher and principal distribution on the NMPED website by June 2011, to make it readily available, transparent, and accessible to all stakeholders.

---

**(D)(3)(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA.**

---

New Mexico will align its federal and state resources, particularly Title II funding, to increase the supply of effective teachers.

Specific activities will include the following:

- Building on the work of the NMPED’s Division of Indian Education (IED) and the Indian Education Advisory Council, the Indian Education Act, to develop and train a stronger and larger pool of educators who can effectively address the cultural and educational needs of minority students in persistently lowest-achieving, high-poverty and/or high-minority schools. Federal funds will be used to deliver training to the teachers and principals in 200 of the lowest-achieving schools.
- Increasing the number of teachers in math and science. New Mexico will implement and build on the recommendations in *New Mexico Project 2012* (Appendix D-3-1), based on the *Strategic Action Plan for Advancing Math and Science Education in New Mexico 2007-2010* (Appendix D-3-2) that was prepared in 2006-2007 by the Math and Science Advisory Council. With *Race to the Top* funding, New Mexico will be able to implement some components of the plan more quickly. For example, colleges of education will revise teacher education programs and create a system of incentives that will attract more New Mexico *college and university* students to K-12 math and science *teaching careers*. In addition, New Mexico will help recruit high school math and science teachers from out of state (e.g. from *Teach for America* and *Troops to Teachers* programs), and help recruit STEM (Scientific, Technical, Engineering and Mathematics) professionals into the teaching ranks.
- Developing “Grow Your Own” programs. New Mexico statutorily created the Math and Science Advisory Council, which identified the critical need to produce more high school math teachers. To attract STEM professionals, the Math and Science Advisory Council encourages use of “Pathways to Teaching in New Mexico – A *Second Career for Those with a Degree via an Alternative Licensure Program*”; elements are outlined in Appendix D-1-1. Some *Race to the Top* funding will be used to complete implementation of the program. The NMPED’s Indian Education Division, Educator Quality Division, Bilingual and Multicultural Education Bureau, Math and Science Education Bureau, Special

Education Bureau, and public information officers will work with the state’s teachers’ unions, appropriate tribal representatives, education organizations, and community stakeholders to develop “Grow Your Own” programs with the goal of adding a significant number of new teachers to the pipeline by 2020. The Golden Apple Foundation in New Mexico sponsors the Scholars program which provides an annual summer institute to college students preparing to become teachers in New Mexico schools. The Scholars Program also provides mentoring and continuing professional development once the Scholars begin their teaching careers. Working together, we will develop a framework for LEAs and charters to use in building their “grow your own” programs and marketing plans designed to recruit participants into shortage areas that are unique to each LEA. One advantage of the “grow your own” approach is that it identifies and trains local expertise who are members of the community and more likely to be committed to staying in their communities.

- Partnering with the Bureau of Indian Education (BIE) to hold teacher recruitment fairs.
- Providing incentives to teachers and principals working in the state’s persistently lowest-achieving schools. The New Mexico New Mexico Public Education Department’s Educator Quality Division will work with LEAs, teachers’ unions, education organizations, tribal representatives, and community stakeholders on using *Race to the Top*, Title II and other federal and state funding to develop an incentive program for teachers and principals in the state's persistently lowest-achieving schools. Incentives might take the form of extra pay for longer days, greater responsibilities, and/or additional professional development. Incentives could also be used to pay tuition for teachers to take coursework leading to bilingual and TESOL endorsements and increase proficiency in teaching indigenous languages. Signing bonuses will be available for highly effective teachers and principals who choose to work in the lowest-achieving schools.
- Requiring the persistently lowest-achieving schools to submit a recruitment plan. LEAs and charters will use the plan developed for the School Improvement Grant and monitor its implementation via the online WebEPSS. One hundred of

the persistently lowest- achieving schools will be required to submit their plans by June 2011. All LEAs and charter schools will be required to submit their plans by June 2012.

- Expanding the Teachers-Teachers.com initiative to all LEAs, schools, and charter . In May 2009, the New Mexico New Mexico Public Education Department partnered with Teachers-Teachers.com to manage a statewide educator recruitment initiative. This was established to help schools and LEAs and charters with high-need students recruit highly qualified and effective teachers and administrators by accumulating a statewide pool of qualified job seekers that school recruiters can access. By focusing this initiative on high-need schools and LEAs and charters, New Mexico is making it possible to have a larger pool of highly effective educators from which they can recruit. (See Appendix D-3-3).

### **Time Frame and Activities**

---

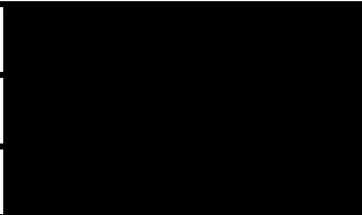
September, 2011	Develop a training module for teachers and principals in persistently lowest-achieving, high-poverty, and/or high-minority schools on effective best practices for working with Native American and Hispanic students. – <i>Responsible Party: NMPED</i>
September, 2011	Launch the Data Dashboard with initial reporting to begin on January 1, 2012. Train superintendents and principals to use the dashboard effectively to ensure more equitable distribution of effective and highly effective teachers and principals to schools with persistently low achievement, high poverty, and/or high minority populations. – <i>Responsible Party: NMPED will partner with NMLI</i>
September, 2011	Develop incentives to recruit and retain effective and highly effective teachers and principals in persistently lowest-achieving, high-poverty and/or high-minority schools. – <i>Responsible Party: New Mexico Public Education Department, teachers’ unions, tribal representatives, education organizations, and community stakeholders.</i>

- September, 2012 Provide professional development to administrators of schools and LEAs and charters with persistently low achievement, high-poverty, and/or high-minority populations in effective turnaround leadership strategies. – *Responsible Party: NMPED will partner with NMLI*
- September, 2012 Provide diversity training to all principals in LEAs with persistently lowest-achieving, high-poverty, and/or high-minority schools. – *Responsible Party: NMPED and New Mexico Highlands University’s Center for the Education and Study of Diverse Populations*
- June, 2013 Develop and launch “grow your own” programs to produce highly effective teachers to fill hard-to-staff subject areas and specialty areas. – *Responsible Party: NMPED, state’s teachers’ unions, educational organizations, and community stakeholders.*
- June, 2014 Implement identified areas from *New Mexico Project 2012* on producing more high school math and science teachers. – *Responsible Party: NMPED and the New Mexico Math and Science Advisory Council*
- Ongoing Recruit teachers and principals to fill hard-to-staff subject areas and specialty areas through alternative licensure programs, including Return to Work. – *Responsible Party: NMPED, LEAs, and charters*

<b>Performance Measures for (D)(3)(i)</b>	recent)	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<i>Note: All information below is requested for Participating LEAs.</i>						
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>					

Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	NA	NA	30
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	NA	NA	40
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	NA	NA	NA	25
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	NA	NA	NA	20
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	NA	NA	30
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	NA	NA	NA	40
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	NA	NA	NA	30
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	NA	NA	NA	20
[Optional: Enter text here to clarify or explain any of the data]: New Mexico currently gathers data on the percentage of classes taught by Highly Qualified Teachers, as required by ESEA. As New Mexico develops the methodology for evaluating teacher and principal effectiveness using student growth, as defined in <i>Race to the Top</i> , the State will gather the data in that manner. According to plans outlined in this application, New Mexico will have the requested data in School Year 2013-14.					
<b>General data to be provided at time of application:</b>					
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	206				

Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	206	
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	6,167	
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	6,977	
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	302	
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	330	
[Optional: Enter text here to clarify or explain any of the data]		
<b>Data to be requested of grantees in the future:</b>		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		

<b>Performance Measures for (D)(3)(ii)</b>  <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of mathematics teachers who were evaluated as effective or better.	NA	NA	NA	NA	60
Percentage of science teachers who were evaluated as effective or better.	NA	NA	NA	NA	60
Percentage of special education teachers who were evaluated as effective or better.	NA	NA	NA	NA	30
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	NA	NA	NA	NA	40
<p>New Mexico currently gathers data on the percentage of classes taught by Highly Qualified Teachers, as required by ESEA. As New Mexico develops the methodology for evaluating teacher and principal effectiveness using student growth, as defined in <i>Race to the Top</i>, the State will gather the data in that manner. According to plans outlined in this application, New Mexico will have the requested data in School Year 2013-14.</p>					
<b>General data to be provided at time of application:</b>					
Total number of mathematics teachers.	1,166				
Total number of science teachers.	968				
Total number of special education teachers.	3,778				

Total number of teachers in language instruction educational programs.	1,963
[Optional: Enter text here to clarify or explain any of the data]	
<b>Data to be requested of grantees in the future:</b>	
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

<b>Performance Measures</b>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	N/A	N/A	N/A	N/A	100
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	N/A	N/A	N/A	N/A	100

Baseline data using student growth from the Comprehensive Teacher and Principal Evaluation System made available to the Licensure program and the public in 2013. Therefore, the teacher and principal preparation programs in the state will have the requested data in 2013-2014 and will be made available to the public.		
<b>General data to be provided at time of application:</b>		
Total number of teacher credentialing programs in the State.	15	
Total number of principal credentialing programs in the State.	9	
Total number of teachers in the State.	23,611	
Total number of principals in the State.	1,047	
<b>Data to be requested of grantees in the future:</b>		
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.		
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.		
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.		
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.		
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.		

Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.

**(D)(4) Improving the effectiveness of teacher and principal preparation programs**

*The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—*

- (i) *Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and (ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)*
- (ii) *Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).*

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

**Goal:** To ensure equitable distribution of effective and highly effective teachers and principals in the LEAs and charter schools where they are most needed and increase the numbers of effective teachers teaching in hard-to-staff subjects and specialty areas, with a focus on persistently lowest-achieving, high-poverty and/or high-minority schools.

The NMPED will link the revised Three-Tier Teacher Licensure and Principal Evaluation systems that include student growth data to the in-state programs where teacher and principals received their preparation and completed their licensure requirements. NMPED will make program-level results publicly available and will accomplish this goal with the following activities:

- Link results from the revised evaluation systems to all of New Mexico’s teacher and principal preparation programs by no later than the 2014-15 school year;
- Publicly report the teacher and principal effectiveness data as defined in this grant for each of New Mexico’s licensure preparation programs on the NMPED website; and,
- Provide incentives for teacher and principal licensure programs that have demonstrated effectiveness, and take steps to improve or close programs that are shown to be ineffective. These tasks will be carried out in partnership with NMPED, the Office of the Secretary of Education, appropriate stakeholder groups, including teachers, administrators, and unions.

---

**(D)(4)(i) Link student achievement and student growth (both as defined in this notice) data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State.**

---

New Mexico will link the revised teacher and principal evaluation systems as described in Section (D)(2) and the Educator Accountability Reporting System (EARS) described in Section C, as follows:

- Student growth measures from the revised evaluation systems will be the first item in EARS and will be available on the NMPED website for all preparation programs. Individual institutions of higher education will post their specific results on their websites.

- A methodology will be developed that will include the kind of license the teacher has received and whether or not the individual college of education is classified as “high need.”
- The New Mexico Deans and Directors of Education will implement ways that the Comprehensive Teacher and Principal Evaluation System will interface with their work with the National Council of Accreditation of Teacher Education’s (NCATE) and the reporting submitted each year for Title II.

The revised evaluation systems will be implemented in 2014. However, beginning in 2010 the state’s preparation programs will receive results of student performance on the New Mexico Standards Based Assessment linked to individual teachers and principals who have completed licensure preparation programs at their institutions so that those institutions will have a preliminary indication of their graduates’ effectiveness. In 2011, the preparation programs will be provided with results from the revised evaluation systems for teachers and principals who have completed licensure preparation programs at their institutions.

---

**(D)(4) (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals**

---

Once the measures of teacher and principal effectiveness are available, the Professional Practices and Standards Council (PPSC) will use *Race to the Top* funds to offer incentives of up to \$100,000 to highly effective IHE educator preparation programs. The programs that receive the incentives will be able to choose how to use the funds. For example, they may choose to expand recruitment and marketing efforts to fill shortages in identified high-need areas or to offer increased student financial aid. New Mexico will also seek support for sustaining highly effective programs from the Higher Education Funding Formula to enhance and expand courses in such programs for a period of time. Additionally, New Mexico will request special funding for such programs from the appropriate legislative committees.

In the past, New Mexico has had credentialing programs that failed to receive full accreditation through the state’s process, which works in partnership with NCATE. The new teacher and principal effectiveness measures will provide the link to student achievement that is needed to inform decisions regarding program effectiveness. If the PPSC determines that a particular program is ineffective, they will initiate the following process:

- Stage 1: NMPED will issue written warning, require development of an improvement plan, and grant no approvals for any new programs.
- Stage 2: NMPED will require the institution/program to implement the improvement plan and notify students of the status of the program.
- Stage 3: NMPED will prohibit admission of new students to the ineffective program.
- Stage 4: NMPED Educator Quality Division will recommend closure of the program to the New Mexico Secretary of Education who makes the final decision.

**Time Frame and Activities**

---

June, 2010-August, 2010	Procedures for providing student results from New Mexico Standards to Licensure programs developed and implemented. – <i>Responsible Party: Deans and Directors of the Colleges of Education and New Mexico Public Education Department’s Information Technology Division and Licensure Staff</i>
September, 2010-June, 2011	Procedures for providing current teacher and principal evaluation results to Licensure programs developed and implemented. – <i>Responsible Party: PPSC, Deans and Directors of the Colleges of Education and New Mexico Public Education Department’s Information Technology and Licensure Staff</i>

June, 2011 – May, 2013	Criteria for identifying Highly Effective Licensure programs developed, as well as Ineffective Licensure programs, and format for public reporting developed. – <i>Responsible Party: PPSC and Deans and Directors of the Colleges of Education</i>
August, 2013	Baseline data from the Comprehensive Teacher and Principal Evaluation System made available to the Licensure program and the public. – <i>Responsible Party: New Mexico Public Education Department</i>
August, 2014	Second data point from the Comprehensive Teacher and Principal Evaluation System made available to the Licensure program and the public, and initial effective and ineffective programs identified. – <i>Responsible Party: PPSC and New Mexico Public Education Department</i>
August, 2014 – July, 2015	Implement incentives for effective preparation programs. Ineffective programs develop improvement plans and are ineligible to start new programs. – <i>Responsible Party: PPSC and institutions of higher education</i>
August, 2015 – July 2016	Continued implementation of effective program incentives. Programs still classified as ineffective continue implementation of improvement plans and notify students of their status. – <i>Responsible Party: PPSC and institutions of higher education</i>
August, 2016 – July 2017	Continued implementation of effective program incentives. Programs still classified as ineffective continue implementation of improvement plans and can admit no new students. – <i>Responsible Party: PPSC and institutions of higher education</i>
August 2017 – July 2018	Continued implementation of effective program incentives. Programs still classified as ineffective continue implementation of improvement. – <i>Responsible Party: PPSC and institutions of higher education</i>

August, 2018

Programs still classified as ineffective are recommended for closure by the PPSC to the New Mexico Secretary of Education. – *Responsible Party: PPSC and NMPED Secretary.*

**(D)(5) Providing effective support to teachers and principals**

*The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—*

- (i) *Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and*
- (ii) *Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).*

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

---

**(D)(5)(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific**

**needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes.**

---

**GOAL:** New Mexico will expand and strengthen data-informed professional development opportunities for teachers and principals in the lowest-performing schools.

New Mexico's plan to provide effective support to teachers and principals focuses on data-informed professional development that:

- Improves teachers' knowledge of the subjects they teach and the ability to teach those subjects to all of their students by gathering, analyzing, and using data to inform instruction;
- Is aligned to standards, assessments, and interventions leading to student growth;
- Is supported by instructional coaches, mentors, and principals;
- Is effective, sustained, intensive, and focused on needs of teachers classroom;
- Is developed and evaluated regularly with extensive participation of school employees and parents.

New Mexico will build on current state requirements for high-quality professional development to make the following improvements:

- Align the revised evaluation systems and the system of professional development to ensure that effective and highly effective teachers and principals have the knowledge and skills to turn around persistently lowest-achieving schools and close achievement gaps. The revised evaluation systems will require participation in professional development activities;
- Expand and improve the state's mentoring system for beginning teachers, as described in Section (D)(2);
- Respond to professional development delivery challenges faced by rural districts by expanding IDEAL-NM (Innovative Digital Education and Learning in New Mexico) system. Since 2007, the Legislature has appropriated approximately \$11 million to support the implementation of IDEAL-NM. Funds are being used primarily to provide on-line learning opportunities

for New Mexico's students, particularly those in rural areas who lack highly qualified teachers. Cyber academies, designed to train master teacher leaders and rural educators, will be made available through IDEAL-NM.

- Expand the New Mexico Leadership Institute training for principals and superintendents. In 2009, an appropriation of \$200,000 in New Mexico's General Appropriations Act, coupled with an additional \$210,000 from The Wallace Foundation, funded the New Mexico Leadership Institute. The institute consists of five programs: licensure for aspiring principals; mentoring for new principals; intensive support for principals in Schools in Need of Improvement; professional development for aspiring superintendents; and mentoring for new superintendents.

In accordance with legislation and regulations, New Mexico's professional development program is defined through the professional development plans component of districts' comprehensive Educational Plans for Student Success (EPSS) and the individual teacher's Professional Development Plan. In addition, New Mexico has implemented several initiatives that support improved professional development:

- Since 1992, New Mexico has used continuous improvement criteria to fully deploy a systems approach to improve student achievement. Significant resources have been dedicated to continuous improvement professional development and have played an important role in the turnaround of some low-achieving schools (see Appendix D-5-1).
- The Office of Educational Accountability trains teachers and principals on data driven decision-making. With funding from The Wallace Foundation, participants engage in real-world, real-time training on how to analyze data from the New Mexico Standards-Based Assessment in order to address questions that inform instruction and improve student achievement. This training has been piloted and refined over the last five years with school administrators from 82 of New Mexico's 89 school districts and charter schools and with administrators from New Mexico's Bureau of Indian Education Schools.

New Mexico's Professional Development Framework includes standards, design and implementation guidelines, resources and evaluation tools to ensure consistent quality in professional development across the state. The State will refine the Professional

Development Framework to reflect critical elements of the Interstate New Teacher Assessment and Support Consortium and address findings from a legislative review that identified elements that may be missing from or need to be strengthened in the current framework. Information to guide districts in providing professional development is provided at [www.teachnm.org](http://www.teachnm.org), Appendix D-5-2 contains a sample of information that can be found on this teacher-friendly website.

---

**(D)(5)(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement.**

---

Expansion of the STARS Data Warehouse will allow the State to collect data on the professional development in which each teacher and principal participates. The NMPED will also develop a standard protocol for evaluating the effectiveness of the professional development that teachers and principals receive. Immediately following the initial workshop or training, all participants will be asked to respond to survey questions about the quality of the professional development; surveys will be administered and compiled electronically using the expanded capacity of STARS. Four to six weeks after the initial training and periodically thereafter, participants will be surveyed again to determine if and how they continue to implement the skills and knowledge they were taught during the initial training. They will also be asked to describe what, if any, follow up and support they have received from the trainers. The NMPED will use this information to determine which professional development offerings they will continue to support and which ones will no longer be supported.

## Time Frame and Activities

---

January, 2011	Offer professional development via IDEAL-NM that will improve the effectiveness of teachers and principals and respond to the delivery challenges faced by rural districts. – <i>Responsible Party: New Mexico Public Education Department, teachers’ unions, educational associations, school administrators, Level III teachers, and community stakeholders</i>
March, 2012	Refine the Professional Development Framework. – <i>Responsible Party: NMPED</i>
June, 2012	Refine the Three-Tier Licensure, Professional Development, and Evaluation system to include professional development and additional responsibilities and compensation for master teacher leaders. – <i>Responsible Party: NMPED and PPSC</i>
June, 2012	Provide additional data reporting tools and training on how professional development has impacted student growth and developed highly effective teachers and principals, – <i>Responsible Party: NMPED, Office of Education Accountability, Legislative Education Study Committee, information technology and human resources staff from five districts with persistently lowest-achieving, high-poverty, and high-minority schools, and New Mexico Data Warehouse Council</i>
June, 2013	Implement procedures and tools for districts to report how professional development has impacted student growth and developed highly effective teachers and principals. – <i>Responsible Party: PPSC, OEA, and NMPED</i>

September, 2013

Align New Mexico's Three-Tier Licensure and Evaluation System and system of professional development to ensure effective and highly effective teachers and principals, turn around persistently lowest-achieving schools, and close achievement gaps. – *Responsible Party: NMPED, teachers' unions, educational associations, school administrators, Level III teachers, and community stakeholders*

---

## **(E) Turning around the Lowest-Achieving Schools**

---

### **(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)**

*The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State’s persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.*

*The State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Evidence for (E)(1):*

- *A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.*

*Recommended maximum response length: One page*

New Mexico currently has strong legal, statutory, and regulatory authority to intervene directly in the state’s persistently lowest-achieving schools. The Assessment and Accountability Act (NMSA, 1978, 22-2C-7) defines the statutory process that occurs when a school consistently fails to make adequate yearly progress. The school district and the Public Education Department has the authority to:

- reopen the public school as a state-authorized charter school;
- replace all or most of the staff;
- turn over the management of the public school to a non-private entity; and
- make other governance changes.

New Mexico has the statutory authority to engage in all four school improvement/ intervention models (turnaround, restart, school closure, or transformation) with one important caveat: NMSA, 1978 Section 22-2C-7 L states that “The state, a school district, or a charter school shall not enter into management contracts with private entities for the management of a public school or a school district subject to corrective action.” In other words, the school district and the Public Education Department may convert or close a persistently low-achieving school and reopen it under a state-charter school operator; or enter into a contract with another organization with a demonstrated record of effectiveness, to operate the school, but the contracted organization cannot be a private entity. New Mexico also has a regulatory framework for identifying and supporting low-achieving schools. The Standards of Excellence are part of the New Mexico Administrative Code (NMAC). Title 6 Primary and Secondary Education Act, Chapter 29- Chapter 34 explains what is required of the NMPED, LEAs, and charters when a school enters improvement status. This School Improvement Framework is contained in Appendix E-1-1.

The New Mexico Public Education Department also has the legal authority and responsibility for intervening in low-performing districts. In Article 2 of Chapter 22 of New Mexico Statutes Annotated, school and district takeover is included in the department’s general duties: "Supervise all schools and school officials communing under its jurisdiction, including taking over the control and management of a public school or school district that has failed to meet requirements of law or department rules or standards, and, until such time as requirements of law, standards or rules have been met and compliance is ensured, the powers and duties of the local school board and local superintendent shall be suspended."

**(E)(2) Turning around the lowest-achieving schools: The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—**

- (iv) *Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds;*
- (iii) *Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools).*

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Evidence for (E)(2) (please fill in table below):*

- *The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.*

- (v) *Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I fund.*

*New Mexico has identified the persistently lowest-achieving schools using the definition and processes approved by the U.S. Department of Education (USDOE) in New Mexico's School Improvement Grant (SIG) application. The approved rules for identifying the lowest-achieving schools can be found in Appendix E-2-1. The nine schools that have already been selected by the*

*PED to receive SIG funding in 2009-10 are identified in Appendix E-2-2, along with the model each plans to implement in order to improve student performance. With RTTT funding, New Mexico will serve ten additional lowest-achieving schools in the first and in the second year of the grant; these twenty schools will continue to receive funding for the duration of the grant. NMPED will use the persistently lowest achieving definition as approved by the USDOE, and the identification process will be applied annually.*

*(iv) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools).*

New Mexico will support its LEAs and charters in turning around persistently lowest achieving schools by implementing rigorous standards and assessments, investing in better data systems, linking student growth to teacher and principal effectiveness, and requiring districts to effectively implement one of the four intervention models.

**Goal:** New Mexico will turn around 29 of its lowest achieving schools in the next four years. Current funding does not allow New Mexico which represents almost 6% of the schools with NCLB status (improvement, corrective action, or restructuring).

This goal will require the state to build capacity, improve the conditions, and organize for support in these identified schools. New Mexico will improve the conditions in schools by removing barriers to improvement, innovation, and transformation and delivering incentives to students and staff; improve the capacity of the turnaround schools — both inside the schools and districts to sustain outcomes; and organize its turnaround strategies by partnering with all stakeholders for support and a focus on long-lasting reforms. The lessons learned from successful turnaround schools in the state drive our strategies for changing the conditions at the school — hiring a turnaround leader, engaging teachers in the strategies, involving the parents, students, and community, aligning the instruction to standards and student data, and leveraging resources to support the strategies. All of those conditions for reform require that the school site have the support and autonomy to make decisions about time, human resources, instruction, and fiscal resources. Activities to accomplish the goal include the following:

- (1) The NMPED will play a direct role in those situations where districts lack the capacity or will to implement dramatic reforms in persistently low-performing schools. The state's School Improvement Grant was a rigorous process that set high standards for these persistently low-performing schools. The state worked directly with the districts that applied for the grant to ensure that schools and districts did not engage in the kinds of incremental approaches that have been used in the past. NMPED assigned one of its regional support specialists to partner with them in developing their applications and the state provided a series of webinars on acceptable dramatic reform initiatives; Appendix E-2-2 lists the webinars that were offered, archived, and made available on the Department's website. New Mexico selected nine schools to receive the School Improvement Grants and will monitor those schools for fidelity of implementation using indicators found in Appendix E-2-2, New Mexico's LEA SIG application. The *Race to the Top funds* will be dedicated to similar interventions in at least twenty more schools over the next four years. Each of the identified lowest-achieving schools eligible for RTTT funding will be required to submit a plan to the State using the LEA application process developed for the Title I School Improvement Grant Application (E-2-2). The SEA will be involved in finalizing and approving turnaround plans, following a rigorous process similar to the one used for the School Improvement Grant. The SEA will carefully review each plan to determine if the LEA has the political will and capacity to successfully implement the intervention model using the same criteria applied in the School Improvement Grant process.

Under existing laws, New Mexico will identify schools that will use an alternative governance structure called the School Success Alliance (SSA) — a collaborative of school and community leaders committed to leveraging resources and creating a sense of urgency to intervene and turn around a school. The SSA concept was developed by New Mexico stakeholders who recognized that dramatic reforms need grassroots support to yield long lasting results.

If the SEA determines that the LEA does not have the political will and/or capacity to be successful, the SEA may direct the LEA to use a School Success Alliance as its alternative governance structure in lieu of a state takeover. NMPED's Turnaround

Office will meet with the district leadership and make a recommendation to the Secretary of Education for approval to implement the SSA option after a thorough analysis of the LEA's political will and capacity using the LEA application as the basis. If the SEA determines that the School Success Alliance is not meeting the performance measures and results of an external review of the school using the Collaboration, Leadership, and Accountability for Student Success (CLASS) needs assessment tool (the State's system of support for school improvement) also conclude that the school is not making enough progress, the SEA will take over a school or a district or provide other direct services as necessary. The state could take over the budget authority or the programmatic authority; for example, the state could select a service provider to be the instructional coach or leadership coach for the principal. The Secretary of Education has final decision-making authority over the SSAs.

The SSA framework requires the identification of a group of 10-12 members depending on the needs of the school. Core members will include representatives from the school/parent advisory council, students, the district, the Public Education Department, school leadership team, school board, and the business community. Additional members will represent tribal leaders, higher education, and unions as appropriate.

- (2) NMPED will expand its Regional System for Schools in Need of Improvement, implemented in 2008, to create Community Collaboratives throughout the state. One key component of the Collaboratives is staff who are effective turnaround specialists and can coordinate and provide technical assistance. These Collaboratives will be customized based on the demographics, culture, community leadership, and school needs assessment evident on the school/district Educational Plan for Student Success. The assistance and support provided to the lowest achieving schools will be built at both the state level and the community level. These collaboratives will coordinate with districts and schools as they implement turnaround strategies. The Community Collaborative model is part of New Mexico's strategy to demonstrate sustainability of its Race to the Top efforts and will be

important for School Improvement Grant implementation regardless of Race to the Top funding. Staffing of these offices will involve the following:

–An effective network of partners within the local communities. NMPED is partnering with Elev8 and the Regional Education Centers for the School Improvement Grant to build community support for the intervention models in those schools. NMPED will expand the network with the *Race to the Top* resources in additional communities with the persistently lowest achieving schools. Elev8 partners with local and national organizations to increase learning time, engage families, strengthen community and school connections, and coordinate resources. Elev8 seeks to improve both student outcomes and school climate by engaging students, families, and the broader community in the educational process; Appendix E-2-3 describes the Elev8 model.

–Turnaround Specialists. The Governor’s Graduate NM Initiative approved funding for three full-time Turnaround Specialists for 2009-2012 using the State Fiscal Stabilization Government Services Fund. New Mexico will use Race to the Top funds to add four turnaround specialists to this cadre. These Turnaround Specialists will be assigned to the lowest achieving districts and schools and will monitor progress and provide targeted technical assistance. They will be in each school a minimum of once every three weeks and will monitor progress via the online WebEPSS; the job description for Turnaround Specialists is found in Appendix E-2-4. They will also oversee the work of the Community Collaboratives.

- (3) A Turnaround Coordinator will monitor and support all the state’s activities for turning around the lowest-performing schools, including overseeing the work of the Turnaround Specialists, and who will report directly to the Race to the Top Director.
- (4) Each of the schools identified for turnaround or transformation will be required to use a common Instructional Delivery System that aligns standards, curriculum, instruction, interventions, and assessments as described in the Table below.

New Mexico Instructional Delivery System	
Common Core Standards	Clear, high standards that establish what all students need to know and be able to accomplish. Appendix B-1-3 contains the common core standards.
Multiple Assessments	High quality, multiple assessments (formative and summative) aligned to the standards. Appendix B-2-1 contains a description of these assessments.
Curriculum Framework	A framework specifying Big Ideas, Concepts, and Competencies in each subject area/at each grade level. Appendix E-2-5 contains a draft of the curriculum audit that reflects elements of the curriculum framework.
Instruction	Aligned instruction with standards — involves identifying strategies that are best suited to help students achieve the expected performance. Appendix E-1-1 contains the CLASS tools that address instruction.
Materials and Resources	Materials that align to the standards. Appendix E-2-6 outlines New Mexico’s process and standards for selecting instructional materials and resources.

Interventions	A safety net/intervention system that ensures all students meet standards. New Mexico Administrative Code requires that all districts and charter schools operate using the New Mexico Response to Intervention (RtI) Framework (Appendix E-2-7) for all student interventions.

NMPED will assign a Turnaround Specialist to work directly with each of the persistently lowest achieving schools on an instructional delivery system, similar to the system of support provided to the nine schools awarded the School Improvement Grants. Each school will use the CLASS tools and will be required to conduct an instructional audit with external reviewers. Each district with one or more of these schools will be required to conduct a curriculum audit with external reviewers. The results of the audits will be central to the development, implementation, and monitoring of the intervention goals, strategies, and action steps. The online WebEPSS will be the repository of the results and will provide transparency for accountability and project management (Appendix E-2-4 includes an example of WebEPSS). Additional support for the Instructional Delivery System will include the following:

- The NMPED will hire and train outside evaluators to assess strengths and weaknesses of New Mexico’s lowest achieving schools that are selected for the *Race to the Top* funding using the Collaboration, Leadership, and Accountability for Student Success (CLASS), the State’s system of support for school improvement. The CLASS system of support examines organizational performance in three primary categories: Dynamic and Distributed Leadership, Quality Teaching and Learning, and Culture and Collaborative Relationships. CLASS tools are built around a rubric that describes characteristics of schools in the three major categories at various levels of performance: “Does Not Meet”; “Partially Proficient;” “Proficient;” and “Exemplary.” Appendix E-2-2 contains the CLASS tools.
- With this RTTT grant, a trained team of experts will use the CLASS tools to assess each school’s strengths and weaknesses, develop recommendations for improvement that align with the intervention model that the school has selected, and help the

school write a detailed implementation plan. Schools will be required to submit quarterly progress reports to the local school board and/or local school governing councils and the PED.

- (5) New Mexico will build on the successes of schools that have made significant progress in student achievement by formalizing a statewide Professional Learning Community System to build capacity within classrooms, schools, and districts. According to the National Staff Development Council, professional development that meets the standard for learning communities improves the learning of all students and organizes adults into learning communities whose goals are aligned with those of the school and district. The three roles of a professional learning community are to focus on learning rather than teaching; work collaboratively; and hold yourself accountable for results.

In 2009, New Mexico built e-PLCNM.com, an online professional development resource for New Mexico's teachers and administrators; however, the State did not have the resources to implement it. New Mexico will use *Race to the Top* funding to implement e-PLCNM. The lessons learned from the schools in New Mexico that have implemented education reforms and have come out of restructuring will be pivotal to the core elements of the e-PLCNM. In addition, Turnaround Specialists will use e-PLCNM to share successes, improvement strategies, and data in order to maximize effectiveness. Features of the site include the following:

- Sample lesson plans
- Continuing education resources
- Individual web pages for each Community Collaborative that includes successes, strategies, and other relevant data to improve student performance;
- Discussion Boards and Career Builders sites
- Tools to share resources and survey results

- Surveys to elicit opinion and advice from the teaching community.
- Links to existing sites such as the New Mexico Leadership Institute, TEACH-NM, LEAD-NM, UNM Rural Education Institute, and NMPED Licensure, and IDEAL-NM. The online resource, e-PLCNM will link to IDEAL-NM for delivering eLearning services to New Mexico P-12 schools, higher education institutions, and government agencies. Currently, IDEAL-NM is used to: collaborate with New Mexico schools in providing online courses — taught by New Mexico teachers — that expand educational opportunity for all students; work with Regional Education Cooperatives in facilitating eLearning best-practices training for member schools; and implement a shared eLearning infrastructure using a single statewide Learning Management System, web conferencing system, and Help Desk.
- A section devoted to strengthening instructional coaching. New Mexico currently has approximately 200 instructional coaches in schools statewide. To improve its capacity and the performance of the low-achieving schools in which they work, e-PLCNM.com will be expanded to include resources targeted to this audience. Instructional coaches work one-on-one with teachers in their classrooms, providing guidance, training, and other resources as needed. Together, they focus on practical strategies for engaging students and improving their learning. Coaches also are often responsible for providing or arranging professional development activities for all teachers in a school or district. Instructional coaching reflects the growing consensus about what constitutes high-quality professional development for teachers. The e-PLCNM will provide much needed support to these coaches in order to maximize their effectiveness and motivate other educators to consider this as a viable career path option. Large school districts are delivering high quality professional development and support to their instructional coaches; however, the smaller, rural schools do not have access to these resources. The e-PLCNM will better leverage those resources and provide networking capability for coaches throughout the State.

- (6) New Mexico will reward schools that demonstrate dramatic improvement in student achievement. For the past four years, New Mexico has identified schools that were in some form of school improvement status and that made Adequate Yearly Progress for two consecutive years. These schools were recognized by the Governor, the Legislature, and the New Mexico Public Education Department at the Schools on the Rise Day at the Capital and were awarded \$4,000 for their exemplary accomplishments (Appendix E-2-8 describes *Schools on the Rise*). New Mexico will expand the award to \$10,000 to use for student and staff recognition. Each “high-improving” school will receive a minimum award of \$10,000, with increases above that amount based on the number of students in each school. In addition, New Mexico will use the Race to the Top funds to re-establish the Incentives for School Improvement Fund. In the past, New Mexico distributed financial incentives to “high-improving” schools that used the funding to provide incentives to students and purchase materials and supplies to continue improved learning.
- (7) The Public Education Department will issue a Request for Proposal (RFP) for work by an educational research center that will benchmark progress and performance to evaluate the success of these turnaround efforts. The research center will provide data and anecdotal information on lessons learned that will be used to develop the models and methods that New Mexico will want to use in all schools. Performance measures will be tracked via the WebEPSS system described earlier in the application including:
- Student proficiency (including students with disabilities, English language learners, and the economically disadvantaged and five racial/ethnic subgroups) in reading/language arts;
  - Student proficiency (including students with disabilities, English language learners, and the economically disadvantaged and five racial/ethnic subgroups) in mathematics;
  - Highly qualified teachers and will be augmented by highly effective teacher data once the metrics have been established (see Section D);
  - English language learners’ proficiency in English;
  - Safe and drug free schools;

- Attendance rates and graduation rates;
- Parent and family involvement; and,
- Number of students in AP courses and dual credit enrollment.

<b>Performance Measures</b>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	9	10	10		

<b>Historical performance on school turnaround</b>		
Approach Used	# of Schools Since SY 2004-05	Results & Lessons Learned
Major restructuring — most of the components of the transformational model were implemented.	2 schools implemented many of the components of this model in 2008-09	No achievement results yet since this is the second year of implementation. The main lesson that both of those schools learned was that an effective turnaround principal is the most important factor. In one school, the principal is very effective and, in the other, the principal is not effective. The second school referenced here is replacing that principal for 2010-2011.

Other restructuring	39 Schools came out of NCLB status (made AYP for two straight years)	Leadership is key at the school level and the district level; changes in scheduling; improved after-school programs; more community engagement and partnerships; continuous improvement works.
---------------------	--	--

---

**(F) General (55 total points)**

---

**State Reform Conditions Criteria**

**(F)(1) Making education funding a priority (10 points)**

*The extent to which—*

- (vi) *The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and*
- (v) *The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.*

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Evidence for (F)(1)(i):*

- *Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.*

*Evidence for (F)(1)(ii):*

- *Any supporting evidence the State believes will be helpful to peer reviewers.*

*Recommended maximum response length: Three pages*

---

**(F)(1) Making Education Funding a Priority**

---

In 1974, the New Mexico Legislature enacted the Public School Finance Act with a formula that is designed to objectively distribute operational funds to school districts while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities. Since 2003 New Mexico has also funded educational reform with categorical funding that must be spent for narrowly defined purposes and with non-categorical funds that are targeted to meet specific program requirements, but can be spent at local school district discretion. The State has provided funding for educational reforms such as quality early learning, highly qualified educators, Indian education, bilingual education, school improvement, elementary arts education, elementary physical education, elementary breakfast, mathematics and science education, data collection and reporting, assessments, truancy, dual credit, distance learning, and charter schools.

---

**(F)(1)(i) The extent to which “the percentage of the total revenues available to the state that were used to support elementary, secondary and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the state that were used to support elementary, secondary and public higher education for FY 2008.” Evidence for F(1)(i): Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the state, increased, decreased or remained the same.**

---

NM funds public elementary and secondary education from the state general fund through the State Equalization Guarantee (SEG). Table F-1.1 shows the SEG funding for Fiscal Year 2008 and Fiscal Year 2009. In Fiscal Year 2008, total SEG funding for public

elementary and secondary education was approximately \$2.3 billion or 37.8% of the total recurring dollars in the state’s general fund. In Fiscal Year 2009, the SEG funding was approximately \$2.4 billion or 44.4% of the total recurring dollars in the state’s general fund. This amount only represents the formula funding and does not represent the total funding for education in New Mexico. It is actually closer to 46% of the total state budget.

NM also funds public higher education from the state’s general fund; the primary higher education formula is known as Instruction and General Operations (I&G). In addition, New Mexico uses other state funds to support public higher education, including the Land and Permanent Fund Revenue. Table F-1.1 shows the Higher Education funding for Fiscal Year 2008 and Fiscal Year 2009 in millions of dollars. In Fiscal Year 2008, total funding for public higher education was \$662.6 million or 11.0% of the total recurring dollars in the state’s general fund. In Fiscal Year 2009, it was \$671.6 million or 12.6% of the total recurring dollars in the state’s general fund.

Table F-1.1: SEG Funding for FY08 and FY09		
Category	FY08	FY09
Total Recurring Revenue for New Mexico	\$6,015.5 B	\$5,319.6 B
Total Recurring Funding for Public K-12 Education SEG	\$2,272.5 B	\$2,359.7 B
% of Total Revenues Used to Support Public K-12 Education SEG	37.8%	44.4%
Total Recurring Funding for Public Higher Education I&G	\$662.59 M	\$671.61 M
% of Total Revenues Used to Support Public Education I&G	11.0%	12.6%

---

**(F)(1)(ii) The extent to which the state’s policies lead to equitable funding between (a) high-need LEAs and charters (as defined in this notice) and other LEAs, and (b) within LEAs and charters, between high-poverty schools (as defined in this notice) and other schools. Evidence for (F)(1)(ii): Any supporting evidence the State believes will be helpful.**

---

NM’s public school funding formula is both equitable and equalized. The formula guarantees 100% of program cost or a minimum amount of funding in order to provide instructional services to students and day-to-day operations to each LEA regardless of the LEA’s wealth; No LEA in New Mexico relies on its property tax base to support its operational needs. The New Mexico formula not only removes the inequity caused by local wealth, it also distributes funding by student need so that students who are younger, at risk of dropping out, or are in other special needs categories all draw more money through the formula

Article 12, Section 1 of the New Mexico Constitution provides that a uniform system of free public schools sufficient for the education of, and open to, all the children of school age in the state shall be established and maintained. Chapter 22, Section 8 of the New Mexico Statutes Annotated (NMSA) encompasses the Public School Finance Act:

- As provided in Section 22-8-5 NMSA 1978, the New Mexico Public Education Department adopts rules and procedures for a uniform system of accounting and budgeting of funds for all public schools and school districts in the state. State statute requires all public schools and districts to comply with the rules and procedures.
- Section 22-8-14 NMSA 1978 creates the “public school fund” to be distributed to school districts and state-chartered charter schools in the following parts: State Equalization Guarantee distribution; transportation distribution; and supplemental distributions.
- Section 22-8-15 NMSA 1978 provides that the New Mexico Public Education Department shall determine the allocations to each school district from each of the distributions of the public schools fund, subject to the limits established by law.

---

**(F)(1)(ii)(a) The state’s policies lead to equitable funding (a) between high-need LEAs, charters, and other LEAs.**

---

Under New Mexico’s public school funding formula, each LEA’s program cost is calculated using a three-step process:

1. The actual student membership counts of specified categories of students are multiplied by statutory weighting factors. Enrollments in early childhood education, basic education, special education, bilingual multicultural education, fine arts education, size adjustment, at-risk programs, enrollment growth, and/or new district adjustment and National Board for Professional Teaching Standards Certification determine the number of program units in each category. Specific funding amounts are attached to these program units.
2. Some of the LEA’s program units are multiplied by an instructional staff training and experience index, then summed with the other program units that are not adjusted by this index (i.e., program units for size, at-risk students, enrollment growth, new district adjustments, or certain special education students).
3. The number calculated in the second step is multiplied by a dollar figure established by the Secretary of Education, as directed by the Legislature, to derive the LEA’s total program cost and funding from the State.

The New Mexico formula guarantees each LEA 100% of its calculated program costs.

The at-risk factor in the formula specifically relates to high-need LEAs and charters as defined by *Race to the Top*. For the at-risk factor, the New Mexico Public Education Department must compute a three-year average of the school district’s percentage of membership in the following categories: Title I; English language learners, using criteria established by the federal Office of Civil Rights; and student mobility. The department then adds the three-year average rates to derive a three-year average total rate that, in turn, determines the number of funding units. This results in more funding for LEAs and charters with high percentages of Title I students, English language learners, and students with high mobility.

---

**(F)(1)(ii)(b) The state’s policies lead to equitable funding (b) within LEAs and charters, between high-poverty schools and other schools.**

---

As stated in Section 22-8-18 NMSA 1978, “It is the responsibility of the local school board to determine its priorities in terms of the needs of the community served by that board. Funds generated under the Public School Finance Act are discretionary to local school boards, provided that the special program needs as enumerated... are met.” In determining its local priorities, boards of education consider the needs of children and the characteristics of their districts in tandem with their local communities. New Mexico recognizes through its statutes that local communities, boards, and superintendents are in the best position to understand the unique needs of their schools. State statute requires that districts’ budget setting efforts be transparent. Local school boards must give notice to parents and provide an open hearing regarding the development of their annual budget. Local boards of education must approve the budget, which is sent to the New Mexico Public Education Department for final review and approval.

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)**

*The extent to which—*

- (vii) *The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;*
- (vi) *The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;*
- (vii) *The State’s charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;*
- (viii) *The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and*
- (ix) *The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.*

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Evidence for (F)(2)(i):*

- *A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.*

- *The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State. The number and types of charter schools currently operating in the State.*

*Evidence for (F)(2)(ii):*

- *A description of the State’s approach to charter school accountability and authorization, and a description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.*
- *For each of the last five years:*
  - *The number of charter school applications made in the State.*
  - *The number of charter school applications approved.*
  - *The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).*
  - *The number of charter schools closed (including charter schools that were not reauthorized to operate).*

*Evidence for (F)(2)(iii):*

- *A description of the State’s applicable statutes, regulations, or other relevant legal documents.*
- *A description of the State’s approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.*

*Evidence for (F)(2)(iv):*

- *A description of the State’s applicable statutes, regulations, or other relevant legal documents.*
- *A description of the statewide facilities supports provided to charter schools, if any.*
- *Evidence for (F)(2)(v):*
- *A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.*

*Recommended Maximum Response Length: 6 pages*

In New Mexico, a charter school is a public school developed by one or more parents, teachers, or community members authorized by the local school board or the New Mexico Public Education Commission to provide an alternative educational setting to parents and students in the public school system. Charter schools provide an opportunity to create new, innovative, and more flexible ways of

educating children. They are nonsectarian, nonreligious, and non-home-based public schools. As stated in Section 22-8B-3 NMSA 1978, “The Charter Schools Act 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 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.”

---

**(F)(2)(i) The extent to which the state has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools in the state, measured by the percentage of total schools in the state that are allowed to be charter schools or otherwise restrict student enrollment in charter schools. Evidence: A description of the state’s applicable laws, statutes, regulations or other relevant legal documents; the number of charter schools allowed under state law and the percentage this represents of the total number of schools in the state; the number and types of charter schools currently operating in the state.**

---

Since 1993, the Public School Code has allowed charter schools to operate in New Mexico. From the original 5 that were authorized under the 1993 state legislation, the number of charter schools in New Mexico has grown to 73 operating in school year 2009-2010 with another 8 authorized to open for school year 2010-2011. Of those 81 charter schools, 21 have been either authorized or renewed as state-chartered charter schools, and the rest have been authorized by local school boards. While the largest concentration of charter

schools and students is in the Albuquerque metropolitan area, charter schools exist in 23 of New Mexico's 89 school districts and in urban, suburban, and rural areas. The Charter Schools Act is contained in Chapter 22, Section 8B of the New Mexico Statutes Annotated and is summarized in Appendix F-2-1.

Since the passage of the New Mexico Charter Schools Act in 1999, the number of students enrolled in charter schools has grown steadily. Charter schools enrolled 2,000 students in 2001 and over 12,000 students in 2009-10 (4% of the state's public school enrollment). Statewide, charter schools enroll a higher percentage of special education students than traditional public schools do (21% vs. 19%) and also a higher percentage of students who are eligible for free and reduced-price lunch (62% vs. 55%). More than half of New Mexico's charter schools are middle and high schools and 18 have been established to serve the needs of students classified as "at risk for failure."

New Mexico's Charter Schools Act contains a provision that permits 15 new charter schools to be authorized annually with a maximum of 75 new charters within any five-year period. This limitation has yet to come into play and will not, in actuality, impact the growth of charter schools in the state. New Mexico has a "high cap" as defined in Appendix B of the *Race to the Top* grant announcement. A "high cap" is defined as a cap that, if it were filled, would allow 10% or more of the total schools in the state to be charter schools. New Mexico currently has a total of 874 public schools: 793 traditional public schools, a number that is expected to remain constant; and 81 charter schools that constitute 9.3% of all public schools. If the maximum cap of 15 schools were authorized in 2010, the total number of charter schools would reach 96 and the total number of public schools would be 889; charter schools would comprise 10.8%, over 10% of the total of 889 public schools, thereby achieving the "high cap" criterion of 10% or more. Further, the number of newly authorized charter schools has never reached the 15-school maximum in any year or the 75-school maximum in any five-year period. In the event that more than 15 new charter schools are authorized in any year, state regulation provides that a lottery will determine which 15 of those schools will be approved to begin operation in the fiscal year following the lottery. The remaining newly authorized schools are automatically approved to begin operations in the second fiscal year following

the lottery. Thus, no newly authorized school is actually prevented from beginning operations due to the 15-school limit. In addition, if the 15-school limit is not reached in any year, the unfilled charter school slots remaining for that year are transferred to succeeding years up to a maximum of 75 schools in any five-year period.

New Mexico state law does not restrict student enrollment in charter schools except that an initial application for a charter school in a district with an enrollment of 1,300 students or less may not propose an enrollment that exceeds 10% of the district enrollment. This provision serves the same purpose of balancing financial resources necessary for both charter school and small district operational needs as does the 15/75 school provision described above. And, like the 15/75 provision, it serves solely as a safeguard to maintain adequate funding for those students who choose to remain in traditional schools and has never actually been a factor in charter school authorization. In larger districts, charter schools are free to set unlimited enrollment goals, with class sizes and student-teacher ratios subject to the same requirements of state law as traditional schools. Parents are free to apply for admission of their children to any or as many charter schools as they wish, with final admission based on a lottery selection process.

New Mexico law has no restrictions on charter school operations in certain geographic areas, and no limits on the number, or percent or demographics of students that may enroll in charter schools with the exception noted above. Accordingly, this provision of state law has not and does not “effectively inhibit increasing the number of high performing charter schools.”

The Charter Schools Act encourages many types of charter schools, including those that serve high-need student populations. For example, the Public Education Commission approved the International School at Mesa del Sol in Albuquerque to pursue authorization as an International Baccalaureate World School; it is also a candidate for the Primary Years Programme. The New Mexico School for the Arts is a statewide residential state-chartered charter high school that offers pre-professional instruction in the performing and visual arts combined with a strong academic program that leads to a New Mexico diploma of excellence. Another charter school, The Albuquerque Sign Language Academy, will open to serve students who are deaf or hard of hearing. Other charter schools in New Mexico are focused on meeting the educational needs of Native Americans and students with disabilities.

---

**(F)(2)(ii) The state has laws, statutes, regulations or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize and close charter schools; in particular, whether authorizers require that student achievement be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students; and have closed or not renewed ineffective charter schools. Evidence: A description of the state’s approach to charter school accountability and authorization, and a description of the state’s applicable laws, statutes, regulations or other relevant legal documents. For each of the last five years: the number of charter school applications made in the state; the number of charter school applications approved; the number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other); the number of charter schools closed (including charter schools that were not reauthorized to operate).**

---

The New Mexico Charter Schools Act, originally passed in 1999, provides the legal requirements for charter school application, authorization, reauthorization (renewal), and closure. From 1999 until 2007, only local school districts were empowered to authorize charter schools. In 2006, state law was amended to allow for state authorization of charter schools by the Public Education Commission in addition to authorization by local schools districts. State authorization of charter schools began in September, 2007. Charter schools are approved for an initial six-year term, with the first year designated as a planning year. Renewals are for five-year terms.

State-chartered schools are LEAs and are exempt from any requirements of the districts in which they are located. The schools have greater autonomy and therefore greater responsibility for their programs, management, and budgets. State-chartered schools are monitored by the Charter Schools Division of the Public Education Department and progress is reported to the Commission.

---

## **Authorization and Renewal Process**

---

New Mexico's requirements for a new charter school application include a commitment from the founder(s) describing, among other things, the "... goals, objectives and student performance standards to be achieved ..." by the end of the first charter term and "... a description of the charter school's educational program, student performance standards and curriculum that must meet or exceed the department's educational standards..." (Section 22-8B-8, NMSA 1978)

The state's requirements for charter renewal allow a charter to be suspended, revoked, or not renewed if 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" (Section 22-8B-12 F(2) NMSA, 1978) and if a material violation of the charter, fiscal mismanagement, or other violation of law occurred during the term of the charter.

The Charter Schools Division has created initial application and renewal processes by which applicants must define clear, challenging, student achievement goals. Charter schools seeking renewal must demonstrate student achievement through reports of student scores on the state assessments (known as the NM Standards-Based Assessment or NMSBA) required under Title I of ESEA and other measures of student learning, such as short-cycle assessments.

## **Number of Charter School Applications Made and Approved Since 2005**

---

Since 2005, 73 charter school applications have been made and 53 have been approved. Districts are not required to report the number of applications received, only the number authorized; in 2005, 21 charter schools were authorized by school districts and in 2006, 15 new charters were approved by districts. In 2007, the first year of state authorizing, 9 applications were received by the Public Education Commission and 2 were authorized. One application was received by a district that was also authorized, for a total of 3

new charters in 2007. In 2008, 11 applications were received by the Commission with 6 authorized and in 2009 the Commission received 16 applications of which 8 were authorized. No new charter authorizations were made by school districts in 2008 or 2009.

In 2005 and 2006 they authorized 36 charter schools. From 2007, the first year of state authorizing, to the present, a total of 37 applications were made and 17 were approved.

### **Number of Charter School Applications Denied and Closed Since 2005**

---

From 2007 to 2009, 20 charter applications were denied by the Commission due to the inadequacy of the educational, financial and/or governance plans in the applications. Three district-chartered schools were closed from 2005 to 2007 due to findings of fiscal mismanagement. In 2008, one district charter was closed by the district for a combination of lack of academic progress, fiscal mismanagement and governance issues. In 2009, the Commission denied renewal as a state charter to one charter school due to lack of academic progress.

---

**(F)(2)(iii) The state’s charter schools receive equitable funding compared to traditional public schools, and a commensurate share of local, state and federal revenues. Evidence: A description of the state’s applicable statute, regulations or other relevant legal documents and a description of the state’s approach to charter school funding, the amount of funding passed through to charter schools per student and how those amounts compare with traditional public school per-student funding allocations.**

---

New Mexico charter schools are funded on the same per-pupil basis as are traditional schools and districts [see (F)(1)(ii) for the applicable statutes regarding funding of schools]. However, state law provides that: “The amount of funding allocated to a charter school shall not be 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 costs for its administrative support of a charter school.” (22-8B-13 NMSA 1978) This amount, 98%, exceeds the criterion specified in Appendix B of the *Race to the Top* grant announcement which requires funding for charter schools that is “equal to or greater than 90% of that which is provided to traditional public school students.” For 2010-2011, the state will distribute \$3,712.45 per pupil, based on the formula described in Section (F)(1)(ii)(a); traditional public, as well as charter schools receive the same amount.

---

**(F)(2)(iv) The state provides charter schools with funding for facilities (for leasing facilities, purchasing facilities or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies or other supports; and the extent to which the state does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools. Evidence: A description of the state’s applicable statutes, regulations or other relevant legal documents and a description of the statewide facilities supports provided to charter schools, if any.**

---

In addition to the per-pupil funding for operations, New Mexico, through the Public School Capital Outlay Council, provides charter schools with funding for lease payments in the amount of \$700 per student based on prior-year enrollment. Two years ago, a constitutional amendment was passed that allows districts and charter schools to enter into lease-purchase agreements for facilities. In 2007 and again in 2009, the New Mexico Legislature amended the Public School Capital Outlay law to support charter schools receiving local bond funding. Provisions of that law are contained in Appendix F-2-2.

New Mexico requires charter school facilities to meet the same standards of safety, size, and accessibility, known locally as E-Occupancy certification, as other public schools. The National Alliance for Public Charter Schools, in its January 2010 publication, *How State Charter Laws Rank Against the New Model Public Charter School Law*, noted New Mexico and four other states as leaders in facilities support policies for charter schools. 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 (Section 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 lesser. Bottom of Form

In Senate Bill 827, *Severance Tax Bond Projects*, of 2007, the Legislature appropriated \$4,500,000 for charter school facilities. And, in 2009, House Bill 76 directed the New Mexico Finance Authority to adopt rules governing the terms and conditions, criteria, and eligibility for determining loans made from Public Project Loan Fund to charter schools that include criteria for determining charter school eligibility for funding; and require that the New Mexico Public Education Department certify that a charter school is approved for funding through a fund and has met accountability standards.

---

**(F)(2)(v) The state enables LEAs and charters to operate innovative, autonomous public schools other than charter schools.**

**Evidence: A description of how the state enables LEAs and charters to operate innovative, autonomous public schools other than charter schools.**

---

New Mexico enables local school districts to operate innovative, autonomous public schools other than charter schools, such as magnet schools or special focus schools, generally through waivers allowed under regulation 6.29.1. Under the regulation, districts seeking to reorganize a school or institute collaborative school improvement must outline the expected educational benefits from their waiver requests. In 2010, New Mexico will clarify in its Standards for Excellence regulation (6.29.1) the process for establishing magnet schools as another route to creating innovative schools. Magnet schools have long operated in New Mexico. For example:

- For many years, the Albuquerque Public School District has operated Longfellow Elementary, which emphasizes dual language and fine arts; the career enrichment center which graduates students with associates degrees; New Futures School (a school for pregnant and parenting teens); and, School on Wheels (a school and career based alternative school). In the fall of

2010, APS will open Nex+Gen Academy, which will emphasize technology and 21st century skills. Sandia National Laboratories contributed nearly half a million dollars to help fund the partnership between the Albuquerque Public Schools and the New Technology Foundation to open the Nex+Gen Academy and Intel has agreed to purchase 200 laptop computers for the first group of students who will start class in the fall.

- The Santa Fe Public Schools operates the SER/Career Academy. Students who choose the academy have often had difficulties in traditional comprehensive high schools, prefer a smaller learning environment, may have personal issues or are returning from dropping out of high school. The Academy is also beneficial to fast learners who have grown bored in traditional classrooms. Students work at their own pace, learning is accelerated and credits are earned more quickly.
- Magnet and alternative schools are represented all over the state of New Mexico.

**(F)(3) Demonstrating other significant reform conditions (5 points)**

*The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.*

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Evidence for (F)(3):*

- *A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.*

*Recommended maximum response length: Two pages*

---

**(F)(3) Demonstrating Other Significant Reform Conditions**

---

Since 2003, the state added funding for education reform initiatives designed to increase student achievement or graduation rates, narrow the achievement gap, and other important outcomes, including the following.

**Kindergarten Three Plus:** Established through legislation, the program increases the length of the school year by 25 days with the focus on struggling high-poverty schools. From Fiscal Year 2007 to 2010, the Legislature appropriated more than \$24 million to K-3+. Funding of \$5,500,000 is appropriated for Fiscal Year 2011. According to an external K-3+ evaluation, kindergartners who attended K-3+ were more likely at benchmark at the beginning of the school year compared with kindergarten students at K-3+ schools who did not attend the program.

**Pre-Kindergarten:** Established by legislation, the PreK program for four-year-old children has, since 2005-2006, focused in areas where schools have the highest percentages of children who are noting meeting Adequate Yearly Progress in math and reading. As of Fiscal Year 2009, the Legislature appropriated approximately \$46.0 million in General Fund revenue to implement the program. Funding of \$8,000,000 is appropriated for Fiscal Year 2011. According to a report for 2009 by the National Institute for Early Education Research, children who attended New Mexico PreK during the 2007-2008 school year scored higher on assessments of early math and literacy skills compared to children who did not attend.

**Bilingual Education:** In 2004, the state Bilingual and Multicultural Education Act brought new efficiencies and accountability to bilingual programs in New Mexico, such as better tracking of student achievement and establishing parent advisory committees. For School Year 2009, districts and charter schools spent \$87 million in a combination of bilingual multicultural education program and other operational funds on bilingual and multicultural education (\$37 million was allocated through the State Equalization Guarantee for bilingual multicultural education programs). Hispanic English language learner students who participated in bilingual and multicultural education programs have outperformed their ethnic peers statewide in both reading and mathematics. The differences in math were more pronounced in the earlier grades. Native American English language learner students who participated in bilingual and multicultural education programs have equaled or outperformed their ethnic peers in five out of seven grades in reading, with differences in math more equivalent.

**IDEAL-NM:** This statewide cyber academy was created in statute and is operated by the NMPED and HED. It is a single central facility for statewide distance education services in New Mexico, delivering coursework electronically to students, state employees, teachers, instructional support providers and school administrators. In 2008-09, IDEAL-NM delivered 1,506 courses to 1,282 students.

With ARRA funding, the state has launched *Graduate New Mexico — It's Everybody's Business*, announced in August 2009 by Governor Richardson to bring back 10,000 dropouts, address the achievement gap, and improve graduation rates in New Mexico. The total investment in new education reform is \$8.9 million dollars and includes the following:

- An expansion of IDEAL-NM (Innovative Digital Education And Learning). The New Mexico Public Education Department will make online courses available to up to 10,000 students that need to make up credits to graduate.
- The appointment of a task force for the Schools Most In Need of Improvement. The task force will examine the schools that have consistently failed to improve over the last five years and make recommendations about intensive interventions to improve the state's persistently low-performing schools.
- The creation of a Hispanic education liaison position at the Public Education Department. The purpose of this position, established in 2010, will communicate and partner with the Hispanic community to address the achievement gap.
- Three Governor Summits on the Achievement Gap each with a separate focus on Hispanic, Native American, and African American student achievement were held in October, November, and December of 2009. Summit participants called attention to educational challenges, collaboratively arrived at solutions, and engaged parents and community in the process.
- The availability of online cultural competence training for teachers. The course will be offered in collaboration with New Mexico Highlands University Center for the Study and Education of Diverse Populations to train teachers in culturally relevant teaching techniques and materials.

**Priority 1: Absolute Priority: Comprehensive Approach to Education Reform –see State Success Criteria**

**Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (15 points, all or nothing)**

*To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.*

*The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.*

*Recommended maximum response length, if any: One page*

---

**(i) Priority 2: Competitive Preference Priority – Emphasis on STEM**

---

New Mexico has made great strides in addressing STEM education beginning with the formation of the Math and Science Bureau in the Public Education Department in 2006 and subsequently the creation of Project 2012 (Appendix D-3-1). The State has placed a high priority on STEM education and continues to focus on STEM in order to enhance the State's competitiveness to attract industry and prepare and equip our students for jobs of the future.

Throughout this proposal, New Mexico has demonstrated its priority on addressing STEM education including:

- (1) The rigorous course of standards (aligned with the national Common Core Standards, NGA, and CCSSO) with an additional focus, per this proposal to address all four components of STEM;
- (2) Collaboration with industry experts, museums, universities, research centers, and other STEM partners throughout New Mexico to prepare and help teachers integrate STEM across all grades and disciplines; and,
- (3) Preparation of more students for advanced study and careers in the STEM fields, focusing on underrepresented groups, schools in need of improvement, and female students.

In addressing the STEM competitive priority throughout this proposal, we have identified the following areas of reform:

- Teacher quality in STEM fields, specifically strengthening STEM preparation for K-12 teachers. Section A of this proposal presents NAEP results (Table A-3.5) that show an upward trend in both math and science achievement. Over the last five years, the percentage of students proficient or above has increased 11% in math and 6% in science. With RTTT funding, we will focus on full alignment of the K-12 standards and continuing our work with the NGA Center for Best Practices/CCSSO in the Common Core State Standards Initiative. Courses to advance students in STEM will remain a priority to the State.

In Section D, we address effective teacher and leaders. With the passing of HB 322 in 2009, increased requirements for teacher licensure in STEM fields was determined to be critical to advancing STEM. An education system can be of no higher quality than the quality of its teachers. In the area of STEM education, this is especially important and the problem that our State currently faces is similar to that in the rest of the U.S. — 30%+ of STEM teachers are not certified in their subject of teaching. In addressing the STEM priority, The NM Leadership Institute (NMLI) will develop a Master STEM Certificate that will require teachers to pass four components of the Leadership Institute that demonstrate master proficiency in STEM. Upon completion of that certification, teachers will receive an opportunity for a Summer Fellowship with an industry partner. The Summer Fellowship is designed to transform teaching and learning through already established partnerships. In the *Race to the Top*, Teachers will be able to receive stipends, plus hands-on experience and exposure to the latest technology for classroom use in the Fall. The State will work with national STEM

partners, including NGA, TiesTeach, AIR Center for STEM Education, the Office of Science and Technology Policy, the Gates Foundation, Gates STEM Initiative, and other key partners, in developing this certification.

- Development and/or adoption of STEM curricula aligned to national and international standards. As Section B states, New Mexico's standards will be internationally benchmarked and consistently implemented to ensure that students are prepared for college and careers, and are grounded in STEM principles. As a result of being a part of the *SMARTER BALANCED* Consortium, New Mexico will have a system of assessment based on the Common Core Standards in English language arts and mathematics with the intent that all students across this consortium of states will know their progress toward college and career readiness.
- Online, dual credit, and AP STEM courses that are currently available will be expanded. Key partners will be IDEAL-NM, the New Mexico Advanced Placement Initiative (NMAPI), and higher education institutions in New Mexico. All students graduating from high school in New Mexico must have completed an online, dual credit, honors, or AP course. Expansion will provide additional opportunities and courses to New Mexico's students, while increasing STEM opportunities.
- A full-time STEM specialist in the New Mexico Math and Science Bureau, who will ensure full implementation of the statewide STEM strategy and the use of data to improve STEM instruction.

Two other initiatives are defined under this STEM priority as follows:

- STEM-C – NM Computing Initiative. New Mexico has more computing power per capita than any other State in the nation. A 2009 survey by the New Mexico Higher Education Department determined that many of the skills that industry needs in New Mexico have computational science and computing as the backbone. Several projects in New Mexico have been in existence for years that engage students in computational modeling and computing. One of the projects for New Mexico that will be overseen by Innovate-Educate (our public/private partner) will involve recruiting students in computing beginning as early as 5<sup>th</sup> grade. Recruiting students (with a priority on minorities and females) in STEM programs with this computing focus will ensure that the future workforce for New Mexico will have the skills necessary for jobs at Intel, Hewlett Packard, Los Alamos

National Laboratory, Sandia National Laboratories and other key employers in the State. Our statewide museums, under the auspices of the New Mexico Department of Cultural Affairs, will help to develop online professional development materials in partnership with IDEAL-NM.

- A five-year Public Awareness Campaign – *STEM Matters!* NMPED, in partnership with Innovate-Educate and the New Mexico Math and Science Advisory Council – Project 2012, proposes to launch a five-year public awareness campaign for STEM education. Partners include Sandia and Los Alamos National Laboratories, Intel Corporation, Lockheed Martin, Hewlett Packard, and other Innovate-Educate board members. We are in discussions with our local ABC affiliate in New Mexico about an in-kind partnership to provide a full-time reporter to highlight STEM activities throughout the State. In addition, we are talking with national publications about providing stories and publications highlighting the innovation and transformation occurring throughout New Mexico. We believe public awareness is critical to raising the level of interest in STEM fields in New Mexico. The public awareness initiative will also be tied closely to the Community Engagement Collaborative.

**Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes (not scored)**

*The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.*

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

---

(ii) **Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes**

---

New Mexico has a long history of strong collaboration between the two primary administrative agencies for early childhood education — the NMPED and the Children, Youth and Families Department (CYFD) and other public and private agencies including representatives from all higher education early childhood preparation programs. The governor’s office and the State Legislature have also had a long-term commitment to early childhood education and funding in this area, and recently established a Children’s Cabinet in 2009 at the highest level coordinated by Lt. Governor Diane Denish. Strong efforts to align all early care, education, and family support systems began in 2003 with the establishment of an Early Childhood Alignment Task Force. The Task Force provided a comprehensive review of the early learning systems with the goal of preventing duplication of efforts, lessening costs, and improving educational outcomes for all young children. The NM Legislative Education Study Committee (LESC) also requested the development of an Early Learning Plan in collaboration with the New Mexico Department of Health. With input from hundreds of

stakeholders and early childhood professionals throughout the state, committees researched and documented their recommendations. All of these documents were based upon New Mexico's adaptation of the readiness framework of the National Governors Association:

*"To be successful in school, pre-kindergarten children require: Ready Communities that support Ready Families with access to Ready Pre-kindergarten Programs that work collaboratively with Ready Schools."* *New Mexico Child Development Board, August 30, 2004*

In 2004, Governor Richardson announced the establishment of a state-funded PreK initiative. In mid-2004, the Early Learning Plan, Early Learning Outcomes, and Program Standards were transformed into a New Mexico PreK program for four-year-olds. While the emphasis below is on New Mexico's exemplary PreK program, it is only one of a number of early childhood initiatives funded by the State of New Mexico with the goal of establishing a system of systems for early childhood care from birth to third grade, all of which possess common high standards for operating and evaluating programs for young children. 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 to help maintain the gains in reading and numeracy that were begun in the Pre-K programs. These state initiatives are complementary efforts providing a variety of supports to young children and their families.

Established during the 2005-2006 school year, the New Mexico PreK program is among the nation's strongest state prekindergarten initiatives with statewide coordinated evaluation of both program and child educational outcomes, as well as increased standards for the quality of child care workers, teachers, and directors. 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 student educational services. At the same time as the initiation of the Pre-K program, higher academic standards were set for early childhood educators, requiring lead teachers to obtain a bachelor's degree and licensure in early childhood education, while assistant directors and early childhood teachers work toward a community college AA degree. Child care educators must make ongoing academic progress toward meeting these standards within five years. The statewide Higher Education

Early Childhood Task Force has brought together early childhood educators from community colleges and higher education institutions, and has developed a statewide early childhood quality curriculum, as well as guides for teaching young children. Unique to New Mexico is the fact that this common high-quality curriculum based on principles of early childhood development and learning is used in programs across the state, making evaluation easier and ensuring the high quality of educational programs. The same task force has also developed a statewide career matrix that helps child care providers move from a license for home care to a license for working in child care centers and eventually support for AA and Bachelor's degrees, thus strengthening the work force needed to provide quality early childhood education. New Mexico also has scholarships for early childhood workers who want to improve their skills and knowledge and move up this career ladder.

Evaluation of state child care centers and PreK centers is also coordinated statewide by CYFD and sub-contracted agencies including Rutgers University in order to ensure that all programs are meeting high standards while gathering common data about student performance at the end of the Pre-K program and during the follow-up year in kindergarten.

Since research and evaluation began at the same time as the PreK program, information about the effectiveness of New Mexico PreK in its initial years of operation and during a period of rapid expansion is available. 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. (See Appendix P-3-1.) NIEER is administered by Rutgers University in collaboration with the Early Childhood Program at New Mexico State University; the latter works collaboratively with Rutgers to analyze and synthesize data on the impacts of prekindergarten on young children's academic skills.

The comprehensive New Mexico PreK program evaluation includes 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

Results from the NIEER 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. During the 2007-2008 school year, unlike in previous school years, the impact of PreK on children’s vocabulary 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. 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.

Separate analyses conducted for programs operating in CYFD settings and programs in NMPED 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 NMPED settings.

In the Final Report of the New Mexico PreK Evaluation: Results from the Initial Four Years of a New State Preschool Initiative (see Appendix P-3-2), NIEER noted the following key findings of its economic impact analysis:

- (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 NMPED, 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, 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 an 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) Pre-kindergarten 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 New Mexico’s investment 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. A large body of high-quality economic research concludes 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 as well as coordinated efforts with supplementary programs including Head Start, home child care services, infant and toddler programs, and family visitation programs.

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 in benefits is generated in New Mexico for every dollar invested in New Mexico PreK.

Based on evaluations, New Mexico’s PreK program has been recognized by the state agencies, the Governor’s Office, and the public schools as contributing greatly to students readiness for school, and as a result, has increased funding and the number of students served every year since its first year of implementation in 2005 as shown in Table P3-1.

Table P-3.1: 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.*

The New Mexico PreK initiative has grown quickly since it was launched during the 2005-2006 school year due to the demonstrated effectiveness of the program and the 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 7 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.

### **Policy Recommendations Based on NIEER's Evaluation**

---

Based on evaluation data gathered during the first four years of operation for the New Mexico PreK initiative, the external evaluators offered the State 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.

**Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems** *(not scored)*

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State’s statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

**Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems**

In all of the sections of this application, the State outlined its plans and progress toward creating a Statewide Longitudinal Data System entitled NM-ACHIEVeS. NM-ACHIEVeS will “develop and implement procedures to standardize data elements, determine data ownership and ensure data sharing among executive agencies.”

In June 2009, New Mexico Governor Bill Richardson signed executive order (EO 2009-019), which created the Data Warehouse Council (DWC), consisting of eight Agency Secretaries, representatives from three Executive Agencies (including the Governor’s Office), three School District Superintendents and three University Presidents. The council’s goals include identifying ways to improve P-20 Student Success through the educational and workforce systems and providing timely data to teachers, principals, parents and policy-makers in order to assist these efforts. One of the outcomes of this Council is the drafting and completion of this grant application.

ACHIEVeS will bring together data from NMPED, Higher Education Department (HED), Children, Youth & Families Department (CYFD), and Department of Workforce Solutions (DWS) into a common data collecting and reporting system. This will be done by updating or replacing data collection systems at the agencies, linking them through a common, unique identifier, and amassing relevant data elements into one data warehouse. This will allow New Mexico to take its current K-12 data system which collects information on factors such as student mobility, English Language Learners, Special Education, educator quality and school finance, and tie to it information about early childhood education, post secondary attainment and workforce development data.



**Section VII: Budget Part I: Budget Summary**

**Table of Contents**

Budget Summary Table ..... 2

Introduction..... 3

Budget Summary Narrative ..... 3

Section A Budget Narrative – Progress and Plans in The Four Education Reform Areas ..... 5

Section B Budget Summary – Standards and Assessments..... 6

Section C Budget Summary – Data Systems To Support Instruction ..... 7

Section D Budget Summary – Great Teachers and Leaders..... 8

Section E Budget Summary – Turning Around Low Performing Schools..... 9

Priority 2 Budget Summary – STEM..... 10

## Budget Summary Table

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 686,847	\$ 731,085	\$ 503,245	\$ 503,245	\$ 2,424,422
2. Fringe Benefits	\$ 261,235	\$ 267,661	\$ 251,446	\$ 196,265	\$ 976,607
3. Travel	\$ 30,268	\$ 27,940	\$ 28,937	\$ 28,937	\$ 116,082
4. Equipment	\$ 157,825	\$ 6,486	\$ 8,149	\$ 6,320	\$ 178,780
5. Supplies	\$ 12,307	\$ 8,149	\$ 5,821	\$ 5,488	\$ 31,765
6. Contractual	\$ 599,536	\$ 700,983	\$ 358,391	\$ 375,022	\$ 2,033,933
7. Training Stipends	\$ 135,041	\$ 339,599	\$ 497,590	\$ 414,437	\$ 1,386,667
8. Other	\$ 439,050	\$ 439,050	\$ 460,670	\$ 460,670	\$ 1,799,440
9. Total Direct Costs	\$ 2,322,110	\$ 2,520,953	\$ 2,114,249	\$ 1,990,384	\$ 8,947,696
10. Indirect Costs	\$ 357,698	\$ 408,624	\$ 389,938	\$ 360,013	\$ 1,516,273
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ 2,198,577	\$ 3,778,492	\$ 4,626,657	\$ 3,878,276	\$ 14,482,003
13. Total Costs	\$ 4,878,385	\$ 6,708,069	\$ 7,130,845	\$ 6,228,673	\$ 24,945,972
14. Funding Subgranted to Participating LEAs	\$ 9,788,431	\$ 13,459,675	\$ 14,307,971	\$ 12,497,771	\$ 50,053,848
15. Total Budget	\$ 14,666,816	\$ 20,167,744	\$ 21,438,816	\$ 18,726,444	\$ 74,999,820

## **Introduction**

New Mexico is a state that presents many challenges and opportunities related to educational reform. In this *Race to the Top (RTTT)* grant proposal, we define these challenges, highlight the successes achieved since our education reform bill was passed in 2003, and identify the reform efforts that funding through the Race to the Top will enable the state to expand upon and accelerate.

The following information provides a budget narrative, detailing aspects associated with the project. With a vision to create a world-class educational system in which all New Mexico students are prepared to succeed in a diverse and increasingly complex world, the Governor and Legislature (through HB212 and other critical educational reform actions) have committed to providing the leadership, technical assistance, and quality assurance to improve student performance and close the achievement gap. We firmly believe that the *RTTT* grant program is an unparalleled opportunity for New Mexico; and that New Mexico is in a unique historical, educational, and political position to take full advantage of the opportunity.

## **Budget Summary Narrative**

The New Mexico Public Education Department (NMPED) requests a \$74,999,820 grant over the course of four years (\$14,666,816 for Year One, \$20,167,744 for Year Two, \$21,438,816 for Year Three, and \$18,726,444 for Year Four) to enable the success of each and every student and to recognize that reaching this goal takes the combined effort of the student, the family, the teachers and principals, the districts and schools, the community, and the state. The sections of the project are as follows:

### **A. Progress and Plans in The Four Education Reform Areas (\$1,997,715)**

- 1) Articulating state's education reform agenda and LEA participation in it
- 2) Building strong statewide capacity to implement, scale up and sustain proposed plans
- 3) Demonstrating significant progress in raising achievement and closing gaps

### **B. Standards and Assessments (\$6,263,401)**

- 1) Developing and adopting common standards
- 2) Supporting the transition to enhanced standards and high-quality assessments

**C. Data Systems To Support Instruction (\$10,445,297)**

- 1) Fully implementing a statewide longitudinal data system
- 2) Accessing and using State data
- 3) Using data to improve instruction

**D. Great Teachers and Leaders (\$13,531,216)**

- 1) Providing high-quality pathways for aspiring teachers and principals
- 2) Improving teacher and principal effectiveness based on performance
- 3) Ensuring equitable distribution of effective teachers and principals
- 4) Improving the effectiveness of teacher and principal preparation programs
- 5) Providing effective support to teachers and principals

**E. Turning Around Low Performing Schools (\$41,126,197)**

- 1) Intervening in the lowest-achieving schools and LEAs
- 2) Turning around the lowest-achieving schools

**F. General (No cost to this Grant)**

- 1) Making education funding a priority
- 2) Ensuring successful conditions for high-performing charter schools and other innovative schools
- 3) Demonstrating other significant reform conditions

**G. Priority 2 (\$1,635,995)**

- 1) Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

The project budget that follows illustrates our expected spending plan over the term of the project.

**Section A Budget Narrative – Progress and Plans in The Four Education Reform Areas**

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 210,000	\$ 210,000	\$ 210,000	\$ 210,000	\$ 840,000
2. Fringe Benefits	\$ 81,900	\$ 81,900	\$ 81,900	\$ 81,900	\$ 327,600
3. Travel	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
4. Equipment	\$ 15,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 24,000
5. Supplies	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
6. Contractual	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs	\$ 433,900	\$ 421,900	\$ 421,900	\$ 421,900	\$ 1,699,600
10. Indirect Costs	\$ 76,446	\$ 73,890	\$ 73,890	\$ 73,890	\$ 298,115
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Total Costs	\$ 510,346	\$ 495,790	\$ 495,790	\$ 495,790	\$ 1,997,715

**Section B Budget Summary – Standards and Assessments**

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 262,000	\$ 255,000	\$ 255,000	\$ 255,000	\$ 1,027,000
2. Fringe Benefits	\$ 102,180	\$ 99,450	\$ 99,450	\$ 99,450	\$ 400,530
3. Travel	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 25,000
4. Equipment	\$ 7,500	\$ 1,000	\$ 1,000	\$ 1,000	\$ 10,500
5. Supplies	\$ 5,500	\$ 1,000	\$ 1,000	\$ 1,000	\$ 8,500
6. Contractual	\$ 90,000	\$ 100,000	\$ 150,000	\$ 200,000	\$ 540,000
7. Training Stipends	\$ 25,000	\$ 325,000	\$ 300,000	\$ 300,000	\$ 950,000
8. Other	\$ 110,000	\$ 110,000	\$ 100,000	\$ 100,000	\$ 420,000
9. Total Direct Costs	\$ 612,180	\$ 896,450	\$ 911,450	\$ 961,450	\$ 3,381,530
10. Indirect Costs	\$ 121,874	\$ 174,969	\$ 167,514	\$ 167,514	\$ 631,871
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ -	\$ -	\$ 2,250,000	\$ -	\$ 2,250,000
12. Total Costs	\$ 734,054	\$ 1,071,419	\$ 3,328,964	\$ 1,128,964	\$ 6,263,401

**Section C Budget Summary – Data Systems To Support Instruction**

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 844,000	\$ 984,000	\$ 284,000	\$ 284,000	\$ 2,396,000
2. Fringe Benefits	\$ 309,210	\$ 331,260	\$ 276,660	\$ 110,760	\$ 1,027,890
3. Travel	\$ 32,500	\$ 32,500	\$ 32,500	\$ 32,500	\$ 130,000
4. Equipment	\$ 420,000	\$ 13,000	\$ 11,500	\$ 11,500	\$ 456,000
5. Supplies	\$ 16,000	\$ 11,000	\$ 3,500	\$ 3,500	\$ 34,000
6. Contractual	\$ 1,200,000	\$ 1,075,000	\$ 75,000	\$ 75,000	\$ 2,425,000
7. Training Stipends	\$ 10,000	\$ 205,000	\$ 555,000	\$ 305,000	\$ 1,075,000
8. Other	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,200,000
9. Total Direct Costs	\$ 3,131,710	\$ 2,951,760	\$ 1,538,160	\$ 1,122,260	\$ 8,743,890
10. Indirect Costs	\$ 341,164	\$ 414,873	\$ 316,978	\$ 228,391	\$ 1,301,407
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
12. Total Costs	\$ 3,572,874	\$ 3,466,633	\$ 1,955,138	\$ 1,450,651	\$ 10,445,297

**Section D Budget Summary – Great Teachers and Leaders**

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 210,000	\$ 210,000	\$ 225,000	\$ 225,000	\$ 870,000
2. Fringe Benefits	\$ 81,900	\$ 81,900	\$ 87,750	\$ 87,750	\$ 339,300
3. Travel	\$ 14,000	\$ 12,000	\$ 15,000	\$ 15,000	\$ 56,000
4. Equipment	\$ 13,000	\$ 1,000	\$ 7,500	\$ 2,000	\$ 23,500
5. Supplies	\$ 7,000	\$ 4,500	\$ 5,000	\$ 4,000	\$ 20,500
6. Contractual	\$ 37,500	\$ 257,500	\$ 257,500	\$ 257,500	\$ 810,000
7. Training Stipends	\$ 350,000	\$ 450,000	\$ 600,000	\$ 600,000	\$ 2,000,000
8. Other	\$ 810,000	\$ 810,000	\$ 950,000	\$ 950,000	\$ 3,520,000
9. Total Direct Costs	\$ 1,523,400	\$ 1,826,900	\$ 2,147,750	\$ 2,141,250	\$ 7,639,300
10. Indirect Costs	\$ 321,822	\$ 344,932	\$ 413,273	\$ 411,889	\$ 1,491,916
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ 950,000	\$ 950,000	\$ 1,250,000	\$ 1,250,000	\$ 4,400,000
12. Total Costs	\$ 2,795,222	\$ 3,121,832	\$ 3,811,023	\$ 3,803,139	\$ 13,531,216

**Section E Budget Summary – Turning Around Low Performing Schools**

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 465,000	\$ 465,000	\$ 465,000	\$ 465,000	\$ 1,860,000
2. Fringe Benefits	\$ 181,350	\$ 181,350	\$ 181,350	\$ 181,350	\$ 725,400
3. Travel	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 18,000
4. Equipment	\$ 15,000	\$ 1,500	\$ 1,500	\$ 1,500	\$ 19,500
5. Supplies	\$ 3,500	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,500
6. Contractual	\$ 275,000	\$ 475,000	\$ 395,000	\$ 395,000	\$ 1,540,000
7. Training Stipends	\$ 21,000	\$ 41,000	\$ 41,000	\$ 41,000	\$ 144,000
8. Other	\$ 50,000	\$ 50,000	\$ 10,000	\$ 10,000	\$ 120,000
9. Total Direct Costs	\$ 1,015,350	\$ 1,221,350	\$ 1,101,350	\$ 1,101,350	\$ 4,439,400
10. Indirect Costs	\$ 173,670	\$ 180,273	\$ 166,428	\$ 166,428	\$ 686,797
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ 5,250,000	\$ 10,250,000	\$ 10,250,000	\$ 10,250,000	\$ 36,000,000
12. Total Costs	\$ 6,439,020	\$ 11,651,623	\$ 11,517,778	\$ 11,517,778	\$ 41,126,197

**Priority 2 Budget Summary – STEM**

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 74,000	\$ 74,000	\$ 74,000	\$ 74,000	\$ 296,000
2. Fringe Benefits	\$ 28,860	\$ 28,860	\$ 28,860	\$ 28,860	\$ 115,440
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment	\$ 4,000				\$ 4,000
5. Supplies	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000
6. Contractual	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 50,000	\$ 50,000	\$ 25,000	\$ 25,000	\$ 150,000
9. Total Direct Costs	\$ 264,860	\$ 260,860	\$ 235,860	\$ 235,860	\$ 997,440
10. Indirect Costs	\$ 40,440	\$ 39,588	\$ 34,263	\$ 34,263	\$ 148,555
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 310,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 490,000
13. Total Costs	\$ 615,300	\$ 360,448	\$ 330,123	\$ 330,123	\$ 1,635,995

**Section VII Budget Part II: Project Level Budget Narrative**

**Table of Contents**

List of Major Tables: ..... 2

List of Illustrations: ..... 3

Introduction..... 4

Budget Summary ..... 4

Project Scope ..... 7

Section A Budget Narrative – Progress and Plans in The Four Education Reform Areas ..... 10

    (A)(1) Articulating State’s education reform agenda and LEAs’ participation ..... 10

    (A)(2) Building strong statewide capacity to implement, scale up and sustain plans ..... 10

    (A)(3) Demonstrating significant progress in raising achievement and closing gaps ..... 13

Section B Budget Summary – Standards and Assessments..... 16

    (B)(1) Developing and adopting common standards..... 16

    (B)(2) Supporting the transition to enhanced standards and high-quality assessments ..... 18

    (B)(3) Supporting the transition to enhanced standards and high-quality assessments ..... 20

Section C Budget Summary – Data Systems To Support Instruction ..... 23

    (C)(1) Fully implementing a statewide longitudinal data system..... 23

    (C)(2) Accessing and using State data..... 26

    (C)(3) Using data to improve instruction ..... 29

Section D Budget Summary – Great Teachers and Leaders..... 33

    (D)(1) Providing high-quality pathways for aspiring teachers and principals ..... 33

    (D)(2)(i) Establish clear approaches to measuring student growth for each student..... 35

(D)(2)(iii) Conduct evaluations of teachers and principals that include feedback .....	35
(D)(2)(iv) Use evaluations to inform decisions regarding developing teachers and principals.....	37
(D)(3) Ensuring equitable distribution of effective teachers and principals .....	39
(D)(4)(i) Link student achievement and growth to teachers and principals .....	42
(D)(4)(ii) Expand Effective Preparation and Credentialing Programs .....	43
(D)(5) Providing effective support to teachers and principals .....	45
Section E Budget Summary – Turning Around Low Performing Schools.....	49
(E)(1) Intervening in the lowest-achieving schools and LEAs.....	49
(E)(2) Turning around the lowest-achieving schools .....	49
Section F Budget Summary – General.....	62
(F)(1) Making education funding a priority .....	62
(F)(2) Ensuring successful conditions for high-performing charter other innovative schools.....	62
(F)(3) Demonstrating other significant reform conditions .....	63
Priority 2 Budget Summary – STEM.....	65
Teacher Quality in STEM Fields – Strengthening STEM Preparation for K-12 Teachers...	65
Budget Summary – Staffing and Costs.....	70

***List of Major Tables:***

Table 1: Funding Split between NMPED and LEAs .....	6
Table 2: Section A Cost Estimate .....	15
Table 3: Section B Cost Estimate .....	23
Table 4: Section C Cost Estimate .....	32
Table 5: Section D Cost Estimate .....	48
Table 6: Section E Cost Estimate.....	61

Table 7: STEM Section Cost Estimate .....	69
Table 8: Staffing per Section .....	71
Table 9: Total Cost Estimate by Year .....	73
Table 10: Total Cost Estimate by SEA/LEA .....	74

***List of Illustrations:***

Figure 1: Funding Categories.....	6
Figure 2: Project Work Schedule.....	9
Figure 3: Section A Org Chart.....	14
Figure 4: Section B Org Chart.....	22
Figure 5: Section C Org Chart.....	31
Figure 6: Section D Org Chart.....	47
Figure 7: Section E Org Chart.....	60
Figure 8: STEM Section Org Chart.....	69

## **Introduction**

New Mexico is a state that presents many challenges and opportunities related to educational reform. In this *RTTT* grant proposal, we define these challenges, highlight the successes achieved since our education reform bill was passed in 2003, and identify the reform efforts that funding through the *RTTT* will enable the state to expand upon and accelerate.

The following information provides a budget narrative, detailing aspects associated with the project. With a vision to create a world-class educational system in which all New Mexico students are prepared to succeed in a diverse and increasingly complex world, the Governor and Legislature have committed to providing the leadership, technical assistance, and quality assurance to improve student performance and close the achievement gap. We firmly believe that the *RTTT* grant program is an unparalleled opportunity for New Mexico and that New Mexico is in a unique historical, educational, and political position to take full advantage of the opportunity.

## **Budget Summary**

The NMPED requests a \$74,999,820 grant over the course of four years (\$14,666,816 for Year One, \$20,167,744 for Year Two, \$21,438,816 for Year Three, and \$18,726,444 for Year Four) to enable the success of each and every student and to recognize that reaching this goal takes the combined effort of the student, the family, the teachers and principals, the districts and schools, the community, and the state. The sections of the project are as follows:

### **A. Progress and Plans in The Four Education Reform Areas (\$1,997,715)**

- 1) Articulating state's education reform agenda and LEA participation in it
- 2) Building strong statewide capacity to implement, scale up and sustain proposed plans
- 3) Demonstrating significant progress in raising achievement and closing gaps

### **B. Standards and Assessments (\$6,263,401)**

- 1) Developing and adopting common standards
- 2) Supporting the transition to enhanced standards and high-quality assessments

**C. Data Systems To Support Instruction (\$10,445,297)**

- 1) Fully implementing a statewide longitudinal data system
- 2) Accessing and using state data
- 3) Using data to improve instruction

**D. Great Teachers and Leaders (\$13,531,216)**

- 1) Providing high-quality pathways for aspiring teachers and principals
- 2) Improving teacher and principal effectiveness based on performance
- 3) Ensuring equitable distribution of effective teachers and principals
- 4) Improving the effectiveness of teacher and principal preparation programs
- 5) Providing effective support to teachers and principals

**E. Turning Around Low Performing Schools (\$41,126,197)**

- 1) Intervening in the lowest-achieving schools and LEAs
- 2) Turning around the lowest-achieving schools

**F. General (No cost to this Grant)**

- 1) Making education funding a priority
- 2) Ensuring successful conditions for high-performing charter schools and other innovative schools
- 3) Demonstrating other significant reform conditions

**G. Priority 2 (\$1,635,995)**

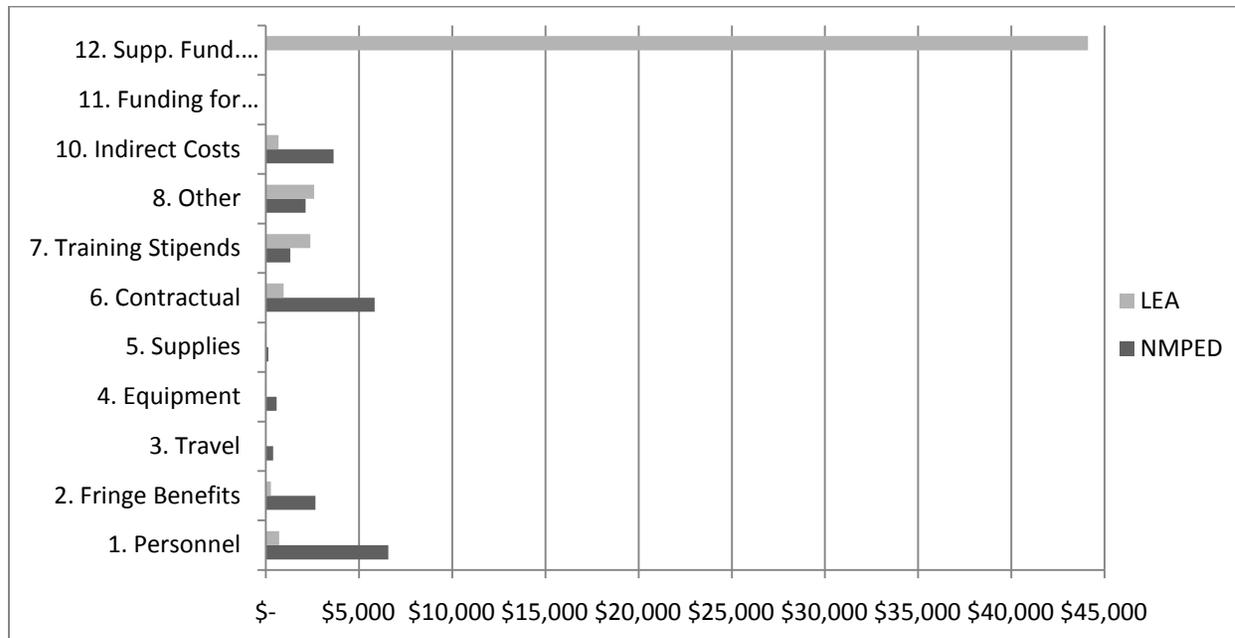
- 1) Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM).

The project budget that follows illustrates our expected spending plan over the term of the project. If fully funded, the split of these funds between the NMPED and LEAs is as follows:

**Table 1: Funding Split between NMPED and LEAs**

Total	NMPED	LEA
\$ 74,999,820	\$ 24,945,972	\$ 50,053,848
100%	33.3%	66.7%

This is presented by category in the following illustration.



**Figure 1: Funding Categories**

## **Project Scope**

New Mexico is a state that presents many challenges and opportunities related to educational reform. In this *RTTT* grant proposal, we define these challenges, highlight the successes achieved since our education reform bill was passed in 2003, and identify the reform efforts that *RTTT* funding will enable the State to expand upon and accelerate.

New Mexico believes that in addition to its existing reforms, including its use of virtual courses through IDEAL-NM, other changes and innovations are necessary in the STEM and educational reform arena. While the selection criteria of the *RTTT* application address the critical supply side of educational reform, we believe the critical component of the delivery of educational curriculum and education related services to the end user and consumer (the student) must be addressed. Each section of this application introduces a transformative reform strategy that orients towards the demand side. While we want to ensure that New Mexico's parents, students and community receive a quality education, we want to build demand for it as well.

For New Mexico to fulfill its vision for education and to create viable communities and a strong economic base, the state must reach a higher level of student achievement and success. To reach this goal, the state needs to continue its improvement of the reforms currently in place, use the opportunity afforded by the *RTTT* to identify innovations that can transform the state's education system, fully tap into the power of community and student engagement, and modernize systems of support, content, and delivery.

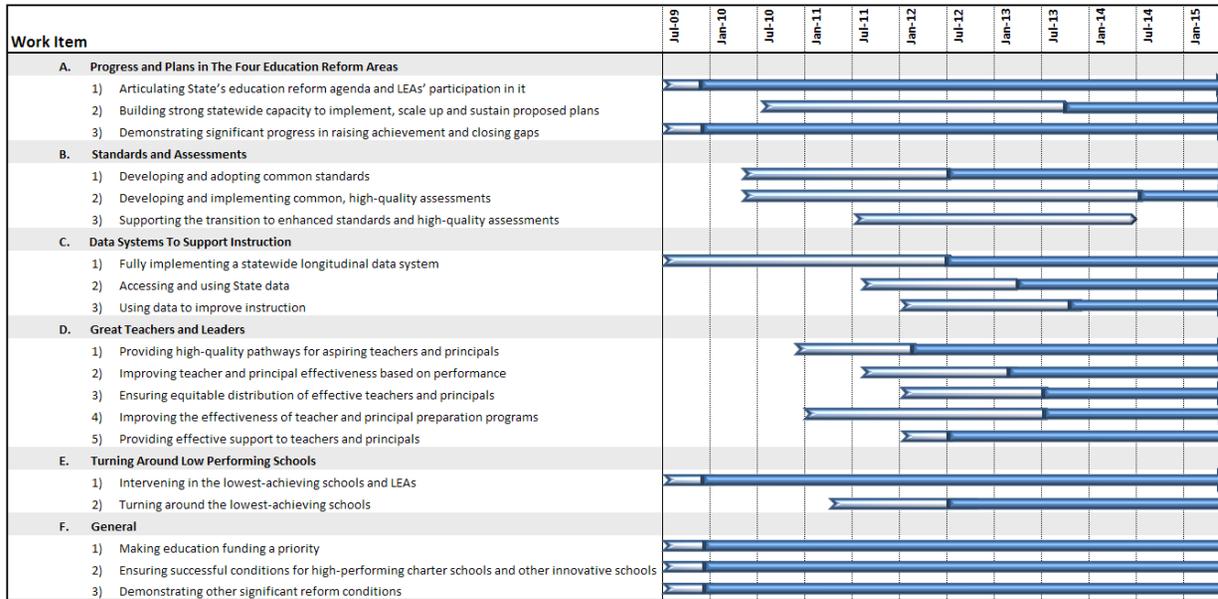
The state has developed a theory of action to enable the success of each and every student and to recognize that reaching this goal takes the combined effort of the student, the family, the teachers and principals, the districts and schools, the community, and the state. When families and communities are deeply engaged, when teachers and principals are well-prepared, and when the state is supportive, then students are more likely to be successful.

Many of the educational challenges New Mexico faces can be linked to the need for implementing more rigorous standards and assessments, more effective teacher and principal preparation, better data systems, and more effective interventions in high-need

schools. As evidenced by the state's reform efforts over the past seven years, New Mexico has worked hard to progress in these areas and the *RTTT* grant program offers an extraordinary opportunity to improve, innovate, and transform our efforts in these areas.

Based on the limited progress New Mexico has made, more and better ways of approaching education reform must be implemented. The first prong of this approach includes enhancing, increasing, and supporting the deeper involvement of the community, students and parents in positions of greater responsibility and trust. Making local schools more relevant to the economic and social life of the community is necessary if we are going to transform the old education chain model of education. The second prong involves recognizing that students often have little control over and involvement in their own educational pathways, particularly in middle and high school. There are too many instances of students who are not involved in their high school course of study and who spend their senior year only partially engaged. The state's plan offers New Mexico the opportunity to expand and maximize the ways through web-based applications and an enhanced emphasis on STEM-related curriculum that provide students with more control over their own educational and career pathways.

The high-level project timeline is provided below:



**Figure 2: Project Work Schedule**

## **Section A Budget Narrative – Progress and Plans in The Four Education Reform Areas**

Grant funds are requested to demonstrate and continue progress and plans in the four education reform areas for New Mexico. This will be done by articulating state’s education reform agenda and Local Education Agencies’ (LEAs’) participation, building strong statewide capacity to implement, scale up, and sustain proposed plans, and demonstrating significant progress in raising achievement and closing gaps.

The anticipated schedule and details for these programs are provided below.

### **(A)(1) Articulating state’s education reform agenda and LEAs’ participation**

New Mexico is a state that presents many challenges and opportunities related to educational reform. In this *RTTT* grant proposal, we define these challenges, highlight the successes achieved since our education reform bill was passed in 2003, and identify the reform efforts that funding through the *RTTT* will enable the State to expand upon and accelerate.

**New Mexico plans to achieve this activity without additional funding from this grant. NMPED will fund this 100% with *non-RTTT* funds.**

### **(A)(2) Building strong statewide capacity to implement, scale up, and sustain plans**

New Mexico works closely with its Federal Technical Assistance Center and Regional Educational Lab. The state work plan with these organizations has been invaluable to assuring full implementation of ESEA – NCLB. Therefore, in order to ensure that LEAs continue to be supported in implementing educational reform and that New Mexico’s *RTTT* plan is implemented with fidelity, the state will issue a request for National Technical Assistance to provide external review and evaluation about project implementation. This external assistance is essential for transparency and accountability about the differences being made as a result of the educational reform plans.

In addition, New Mexico will utilize its web-based tool developed with the federal technical assistance center - Southwest Comprehensive Center at WestEd. The web-based tool is for the purposes of monitoring and planning (utilizing the state's Educational Plan for Student Success format – EPSS). The Web-EPSS and Monitoring Tool online tool allows the state to monitor LEA compliance with categorical program requirements and LEA development of the EPSS. Finally, New Mexico proposes the establishment of an *RTTT* grant management office within the NMPED staffed by a project manager, administrative, and fiscal support staff whose central focus will be the administrative and fiscal coordination of grant-related resources.

New Mexico's Office of Education Accountability will design and manage a longitudinal research and evaluation project that will evaluate and continuously improve the effectiveness of the professional development initiatives identified in this proposal in order to improve student achievement.

Finally, upon receipt of funding, the Office of Education Accountability will issue a Request for Proposals to hire an independent entity to evaluate the implementation of *RTTT*. This evaluation will examine and report twice a year with data and recommendations relating to:

- Project Implementation
- Task/Deadline Management
- Outcomes Measures
- Sustainability Planning

for each of the projects outlined in Sections B, C, D, and E of New Mexico's proposal.

The anticipated cost to build strong statewide capacity to implement, scale up, and sustain proposed plans, item (A)(2)(ii), is \$1,997,715. These costs are summarized as follows.

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 210,000	\$ 210,000	\$ 210,000	\$ 210,000	\$ 840,000
2. Fringe Benefits	\$ 81,900	\$ 81,900	\$ 81,900	\$ 81,900	\$ 327,600
3. Travel	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
4. Equipment	\$ 15,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 24,000
5. Supplies	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
6. Contractual	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ 433,900	\$ 421,900	\$ 421,900	\$ 421,900	\$ 1,699,600
10. Indirect Costs	\$ 76,446	\$ 73,890	\$ 73,890	\$ 73,890	\$ 298,115
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs	\$ 510,346	\$ 495,790	\$ 495,790	\$ 495,790	\$ 1,997,715

Detailed budget information is as follows:

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
Director to coordinate <i>RTTT</i> state advisory team activities	100%	\$95,000	\$380,000
Senior OEA Researcher	100%	\$68,000	\$272,000
OEA Administrator	100%	\$47,000	\$188,000

2) Fringe Benefits are calculated at 39% of base salary costs.

3) Travel costs for NMPED staff are shown in the table below.

Activity	# Trips	\$ / Trip	Total
NMPED personnel travel costs to counties across New Mexico	200 trips/year	\$100	\$80,000

Semi-Annual travel costs (2 NMPED staff) to U.S. Department of Education to review project	8 trips	\$1,250/person	\$20,000
--	---------	----------------	----------

4) Equipment costs for this project are shown in the table below

Equipment	Cost	Description	Total
Laptop Computers (3) are needed to enable meetings to be coordinated and presented	\$3,500	Laptop Computer	\$10,500
LCD Projector (1) is needed to enable meetings to be coordinated and presented	\$1,500	LCD Projector	\$1,500
Printer/Copier workstation	\$3,000	Printer/Copier	\$3,000
Replacement Costs	\$3,000	Various	\$9,000

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.
- 6) Contractual: We plan to procure the following services:
  - a. Consultants to provide *RTTT* grant evaluation and audit services of approximately \$100,000 per year for four years.
- 7) Training Stipends: There are no training stipend costs in this project.
- 8) Other: There are no other costs in this project.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) There are no participating LEA costs in this project.

**(A)(3) Demonstrating significant progress in raising achievement and closing gaps**

The effects of educational reform efforts as shown by New Mexico’s performance on the National Assessment of Educational Progress (NAEP) have shown steady increase since 2003 through 2009. The proficiency increase for 4th grade performance in mathematics is at a greater rate than the national increase, and also for the southwestern states of California, Texas, and Arizona (Table A-3.1). For 8th grade performance in math, the rate parallels the nation and continues out performing increases for Arizona and California (Table A-3.2). The difference in 4th versus 8th grade performance corresponds with New Mexico’s focus on STEM, the

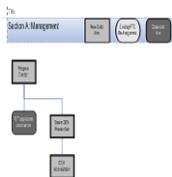
mathematics and science legislation passed in 2007, and the state-funded Math and Science Institutes. The 2009 eighth graders assessed on NAEP did not have the benefit of the state’s increased professional development and focus on standards-based curricula.

The 2003- 2007 performance for 4th grade reading indicates a dramatic increase, outstripping performance increases for Arizona, Texas, Nevada, Colorado and California (Table A-3.3). New Mexico has focused on elementary reading, particularly the federally funded Reading First program. Results from the federal program continue to be validated by performance on NAEP along with the state’s standards based assessment (SBA). The performance for 8th grade reading has not shown similar success due to lack of funding for middle school reading (Table A-3.4).

Data show that the standards, accountability, and assessment structure have solidly established a strong foundation for the educational system. The challenge for New Mexico continues to be one of accelerating the performance of all students to higher levels of proficiency.

**New Mexico plans to achieve this activity without additional funding from this grant. NMPED will fund this 100% with non-RTTT funds.**

The proposed staffing for Section A is as follows:



**Figure 3: Section A Org Chart**

**This work will involve personnel, fringe benefits, travel, equipment, supplies, contractual, and indirect costs from this grant. The expected total cost of this section is \$1,997,715, as detailed below.**

**Table 2: Section A Cost Estimate**

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 210,000	\$ 210,000	\$ 210,000	\$ 210,000	\$ 840,000
2. Fringe Benefits	\$ 81,900	\$ 81,900	\$ 81,900	\$ 81,900	\$ 327,600
3. Travel	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
4. Equipment	\$ 15,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 24,000
5. Supplies	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
6. Contractual	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs	\$ 433,900	\$ 421,900	\$ 421,900	\$ 421,900	\$ 1,699,600
10. Indirect Costs	\$ 76,446	\$ 73,890	\$ 73,890	\$ 73,890	\$ 298,115
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Total Costs	\$ 510,346	\$ 495,790	\$ 495,790	\$ 495,790	\$ 1,997,715

## **Section B Budget Summary – Standards and Assessments**

New Mexico is committed to adopting a common set of K-12 standards (common core), which was demonstrated when New Mexico signed a Memorandum of Understanding (MOU) with both the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) for the purpose of working jointly toward developing and adopting the common core standards. Grant funds are requested to provide usable standards and assessment activities in New Mexico. This will be done by developing and adopting common standards and supporting the transition to enhanced standards and high-quality assessments.

The details for these programs are provided below.

### **(B)(1) Developing and adopting common standards**

The State of New Mexico is committed to adopting a common set of high-quality standards, which was demonstrated when New Mexico signed an MOU with the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) for the purpose of working jointly toward developing and adopting a common set of K-12 standards. Known as the Common Core Standards, they are supported by evidence, are being internationally benchmarked and build toward college and career readiness by the time of high school graduation.

This work will be performed by existing state employees and new contract personnel who will provide professional development design and perform professional development delivery, providing communications and publishing of notices and modifying the existing web based tool by integrating the New Mexico rubric.

The anticipated cost to develop and adopt common standards, item (B)(1)(ii), is \$155,380, These costs are summarized as follows.

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 7,000	\$ -	\$ -	\$ -	\$ 7,000
2. Fringe Benefits	\$ 2,730	\$ -	\$ -	\$ -	\$ 2,730
3. Travel	\$ 5,000				\$ 5,000
4. Equipment	\$ 2,500				\$ 2,500
5. Supplies	\$ 3,500				\$ 3,500
6. Contractual	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000
7. Training Stipends	\$ 25,000	\$ 25,000			\$ 50,000
8. Other	\$ 10,000	\$ 10,000			\$ 20,000
9. Total Direct Costs	\$ 95,730	\$ 35,000	\$ -	\$ -	\$ 130,730
10. Indirect Costs	\$ 17,195	\$ 7,455	\$ -	\$ -	\$ 24,650
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ -				\$ -
13. Total Costs	\$ 112,925	\$ 42,455	\$ -	\$ -	\$ 155,380

Detailed budget information is as

follows:

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
Manager to coordinate common standards activities in year one.	10%	\$70,000	\$7,000

2) Fringe Benefits are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
NMPED personnel travel costs to counties across New Mexico	20 trips	\$250	\$5,000

4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
Laptop Computer (1) for the Manager	\$1,500	Laptop	\$1,500

		Computer	
LCD Projector (1) is needed to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.
- 6) Contractual: We plan to procure the following services:
  - a. Professional web design contract services of approximately \$40,000 for year one to adapt the Web-EPSS and Monitoring tool.
- 7) Training Stipends: The training stipend costs will provide for development of an IDEAL-NM On-Line training course totaling \$50,000.
- 8) Other: The costs will provide support for two content committees totaling \$20,000.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs: There are no participating LEA costs in this project.

**(B)(2) Supporting the transition to enhanced standards and high quality assessments**

New Mexico is developing and implementing common, high quality assessments that will position the state to have a comprehensive system aligned with the common core standards. New Mexico has signed MOUs with the Smarter Balanced Consortium and the National Center for Education and the Economy (NCEE) for the purposes of participating with a consortium of states to develop and implement high quality assessments that are aligned with the common set of K-12 standards (common core), include all students, guide instruction, and support a growth-based accountability model. One key aspect of this work is the collection and analysis of post secondary education measures. These two consortia will enable New Mexico to develop the kinds of exams that will support and empower students who wish to “test out” of the core courses, be awarded high school credit, and either graduate early or participate in extended learning through dual credit and distance education.

These consortia recognize the need for a system of formative and summative assessments, organized around the common set of K-12 standards (common core), that support high quality learning and the demands of accountability, and that balance concerns for

innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the consortium will be organized to accomplish these goals

The anticipated cost to develop and implement common, high quality assessments, Item (B)(2)(i), is \$3,858,020. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 255,000	\$ 255,000	\$ 255,000	\$ 255,000	\$ 1,020,000
2. Fringe Benefits	\$ 99,450	\$ 99,450	\$ 99,450	\$ 99,450	\$ 397,800
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment	\$ 5,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 8,000
5. Supplies	\$ 2,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 5,000
6. Contractual	\$ 50,000	\$ 100,000	\$ 150,000	\$ 200,000	\$ 500,000
7. Training Stipends		\$ 300,000	\$ 300,000	\$ 300,000	\$ 900,000
8. Other	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
9. Total Direct Costs	\$ 516,450	\$ 861,450	\$ 911,450	\$ 961,450	\$ 3,250,800
10. Indirect Costs	\$ 104,679	\$ 167,514	\$ 167,514	\$ 167,514	\$ 607,220
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ 621,129	\$ 1,028,964	\$ 1,078,964	\$ 1,128,964	\$ 3,858,020

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
Three Technical Support staff	100%	\$255,000 per year	\$1,020,000

2) Fringe Benefits are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

<b>Activity</b>	<b># Trips</b>	<b>\$ / Trip</b>	<b>Total</b>
Annual NMPED personnel travel costs to counties across New Mexico	25 trips/year	\$200	\$20,000

4) Equipment costs for this project are shown in the table below.

<b>Equipment</b>	<b>Cost</b>	<b>Description</b>	<b>Total</b>
Desktop Computers (3) needed for administrators	\$1,500	Desktop Computer	\$4,500
Wireless Printer (1) for office	\$500	Printer	\$500
Replacement Costs	\$1,000	Various	\$3,000

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.
- 6) Contractual: We plan to procure the following services:
  - a. Acquisition of high quality Formative Assessments for lowest performing schools of approximately \$50,000 for each group of schools added per year for a total estimated cost of \$475,000.
  - b. Contract with National Student Clearinghouse and others to enable cross-state analysis of student performance after secondary graduation costing approximately \$25,000.
- 7) Training Stipends: We anticipate training costs for districts in the use of growth model, data for instruction and activities to improve student achievement of \$300,000 per year in the second, third, and fourth years will be required in this project.
- 8) Other: We anticipate that software licensing costs of \$100,000 each year will be required for this project.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs: There are no participating LEA costs in this project.

**(B)(3) Supporting the transition to enhanced standards and high quality assessments**

The new assessments developed through the Smarter Balanced Consortium will be administered statewide as computer adaptive tests (CATs) no later than the 2014-2015 school year. An estimated 20,000 students are tested in New Mexico’s most remote and technologically limited schools. Technology resources for those schools must be improved to successfully implement CATs.

\$2,250,000 of *RTTT* funding will purchase mobile computer labs at these schools/districts. Each mobile computer lab is housed in a cart equipped with 32 laptop computers and a network server. The lab can be transported by van to remote schools. Strategies such as the mobile computer lab and longer test administration windows will facilitate the transition to CATs. In 2011-2012, the NMPED will conduct a needs assessment, including technology-based accommodations, to determine each school district’s capacity to implement CATs and to identify needs. Funds will be distributed to districts based on need for technology resources to support CATs.

The anticipated cost to provide these computer resources needed by students to help improve student academic achievement, Goal B (3.0), is \$2,250,000. These costs are summarized as follows:

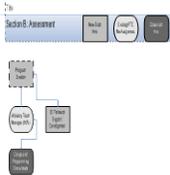
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment					\$ -
5. Supplies					\$ -
6. Contractual					\$ -
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ -	\$ -	\$ -	\$ -	\$ -
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs			\$ 2,250,000		\$ 2,250,000
13. Total Costs	\$ -	\$ -	\$ 2,250,000	\$ -	\$ 2,250,000

- 1) Personnel: We anticipate no personnel costs will be required in this project.
- 2) Travel: We anticipate no travel costs will be required in this project.
- 3) Equipment: We anticipate no equipment costs will be required in this project.
- 4) Supplies: We anticipate no supply costs will be required in this project.

- 5) Contractual: We anticipate no contractual costs will be required in this project.
- 6) Training Stipends: We anticipate no training costs will be required in this project.
- 7) Other: We anticipate no other costs will be required in this project.
- 8) Funding for involved LEAs: There are no involved LEA costs in this project.
- 9) Funding for Participating LEAs is show in the table below.

Activity	Purpose	Cost	# Carts	Total
LEA & Charter Reviews	Identify Gaps in the Existing System	\$34,615 per cart	65	\$2,250,000

The proposed staffing for Section B is as follows:



**Figure 4: Section B Org Chart**

**This work will involve personnel, fringe benefits, travel, equipment, supplies, contractual, training stipends, other costs, indirect costs, and supplemental funding for participating LEAs from this grant. The expected total cost of this outcome is \$6,263,401.**

Costs to develop and deploy the Standards and Assessments work are as follows.

**Table 3: Section B Cost Estimate**

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 262,000	\$ 255,000	\$ 255,000	\$ 255,000	\$ 1,027,000
2. Fringe Benefits	\$ 102,180	\$ 99,450	\$ 99,450	\$ 99,450	\$ 400,530
3. Travel	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 25,000
4. Equipment	\$ 7,500	\$ 1,000	\$ 1,000	\$ 1,000	\$ 10,500
5. Supplies	\$ 5,500	\$ 1,000	\$ 1,000	\$ 1,000	\$ 8,500
6. Contractual	\$ 90,000	\$ 100,000	\$ 150,000	\$ 200,000	\$ 540,000
7. Training Stipends	\$ 25,000	\$ 325,000	\$ 300,000	\$ 300,000	\$ 950,000
8. Other	\$ 110,000	\$ 110,000	\$ 100,000	\$ 100,000	\$ 420,000
9. Total Direct Costs	\$ 612,180	\$ 896,450	\$ 911,450	\$ 961,450	\$ 3,381,530
10. Indirect Costs	\$ 121,874	\$ 174,969	\$ 167,514	\$ 167,514	\$ 631,871
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ -	\$ -	\$ 2,250,000	\$ -	\$ 2,250,000
12. Total Costs	\$ 734,054	\$ 1,071,419	\$ 3,328,964	\$ 1,128,964	\$ 6,263,401

**Section C Budget Summary – Data Systems To Support Instruction**

Grant funds are requested to enable New Mexico to fully implement a statewide longitudinal data system that includes all of the America COMPETES Act elements.

**(C)(1) Fully implementing a statewide longitudinal data system**

New Mexico is committed to get the right data to the teachers, principals, district leaders, state policy makers, parents, and students to achieve the goal of data driven systems of improvement. New Mexico schools have incorporated strategic data collection, analysis, and implementation into their improvement plans. Data is key to get to the root cause of student problems, make decisions about resource allocation, and communicate to stakeholders. However, too often there are too much data and not enough training, or there is

not the capacity at the district level to provide support for use of the data to improve instruction. Based on the need for effective data driven decision making, New Mexico developed and delivered a very robust K-12 data system and a plan to expand the system to a P-20 system that will improve every classroom for every student.

***New Mexico Achieving Collaborative Heights In Education Via e-Systems (NM-ACHIEVeS):*** NM-ACHIEVeS is the statewide initiative designed to reform the use of education and economic data to inform decisions related to educational policy and instruction. NM ACHIEVeS will build on a foundation of the various and distinct state, district & schools data systems to produce an integrated state longitudinal data system that will inform and guide innovative education reform by linking student and teacher data across time

The anticipated cost to deepen the understanding of how data can inform the decisions and actions of key participants, Item (C)(1), is \$4,539,875. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 560,000	\$ 700,000	\$ 140,000	\$ 140,000	\$ 1,540,000
2. Fringe Benefits	\$ 198,450	\$ 220,500	\$ 220,500	\$ 54,600	\$ 694,050
3. Travel	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
4. Equipment	\$ 400,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 430,000
5. Supplies	\$ 10,000	\$ 9,000	\$ 2,000	\$ 2,000	\$ 23,000
6. Contractual	\$ 600,000	\$ 600,000	\$ -	\$ -	\$ 1,200,000
7. Training Stipends	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 25,000
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs	\$ 1,803,450	\$ 1,569,500	\$ 402,500	\$ 236,600	\$ 4,012,050
10. Indirect Costs	\$ 180,720	\$ 210,977	\$ 85,733	\$ 50,396	\$ 527,825
11. Funding for Involved LEAs				\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs	\$ 1,984,170	\$ 1,780,477	\$ 488,233	\$ 286,996	\$ 4,539,875

1) Personnel: This project will involve staffing as shown below.

<b>Personnel</b>	<b>% FTE</b>	<b>Base</b>	<b>Total</b>
One Project Manager	100%	\$80,000	\$320,000
One Senior Systems Business Analyst	100%	\$60,000	\$240,000
Up to 8 Programmers in years one & two	100%	\$70,000	\$980,000

2) Fringe Benefits are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

<b>Activity</b>	<b># Trips</b>	<b>\$ / Trip</b>	<b>Total</b>
NMPED personnel travel costs to counties across New Mexico	100 trips/year	\$250	\$100,000

4) Equipment costs for this project are shown in the table below.

<b>Equipment</b>	<b>Cost</b>	<b>Description</b>	<b>Total</b>
Laptop Computers (2) needed for Manager and Business Analyst	\$3,500	Laptop Computer	\$7,000
LCD Projector (1) to enable meetings to be coordinated and presented	\$1,500	LCD Projector	\$1,500
Networked Printer/ Photocopier (1) for office	\$10,500	Printer/ Photocopier	\$10,500
Server Farm	\$8,000	40 Servers	\$320,000
Network Switch	\$6,000	5 Switch	\$30,000
Cabling	\$20,000	Various	\$20,000
Miscellaneous Equipment	\$11,000	Various	\$11,000
Replacement Equipment	\$10,000	Various	\$30,000

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.
- 6) Contractual: We plan to procure the following services:
  - a. Professional Development contract services to implement system with approximate cost of \$1,200,000 over four years.
- 7) Training Stipends: We anticipate training costs for staff of \$10,000 in the first year and \$5,000 in the and second, third and fourth years of this project.
- 8) Other: There are no other costs in this project.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs: There are no participating LEA costs in this project.

### **(C)(2) Accessing and using state data**

At the heart of New Mexico's efforts to improve its data systems is the requirement for data that will inform the decisions and actions of key participants throughout the education system. First, we believe that teachers need to have timely and usable data in order to target instruction to effectively meet the needs of diverse students. Second, principals need data on their teachers' efficiency to make sure the most effective teachers are working with the students who need them most, and can provide the kinds of professional development that will improve instruction and thereby strengthen schools. Third, superintendents need data on how schools are performing to provide the kinds of interventions that will make a difference for those schools in need of improvement. Fourth, faculty and administrators in colleges and universities need information on college student performance to work collaboratively with Local Education Agencies (LEAs) and Institutions of Higher Education (IHEs) to ensure more students are successful. Fifth, state-level policy makers need information on how students throughout the P-20 and workforce systems meet critical academic, social and career goals to inform effective policy implementation and resource deployment.

Ensuring that teacher, principals, superintendents, policymakers, students, parents and community members have access to high quality, timely data is critical to ensuring student success. New Mexico is poised to go beyond the traditional data warehouse and create an agile, responsive system which meets the needs of end users and provides a comprehensive platform not only for school

reform but for individual student success New Mexico’s data warehouse will produce a series of reports and the ability to retrieve specific information about students, instructors, cohorts, schools, and education programs.

New Mexico plans to complete development of the Education User Interface (EUI, the main education portal through which all user groups can access education data systems, data warehouses, programs, applications, and tools) and implement other data-acquisition tools as described in the project narrative. The personnel below will be responsible to ensure that the data from the EUI, Dashboard and other elements from NM-ACHIEVeS are available to key stakeholders.

The anticipated cost to deepen the understanding of how data can inform the decisions and actions of key participants, Item (C)(2), is \$2,338,422. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 214,000	\$ 214,000	\$ 74,000	\$ 74,000	\$ 576,000
2. Fringe Benefits	\$ 83,460	\$ 83,460	\$ 28,860	\$ 28,860	\$ 224,640
3. Travel	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000
4. Equipment	\$ 10,000	\$ 2,000	\$ 500	\$ 500	\$ 13,000
5. Supplies	\$ 3,500	\$ 1,000	\$ 500	\$ 500	\$ 5,500
6. Contractual	\$ -	\$ 75,000	\$ 75,000	\$ 75,000	\$ 225,000
7. Training Stipends		\$ 150,000	\$ 500,000	\$ 250,000	\$ 900,000
8. Other					\$ -
9. Total Direct Costs	\$ 313,460	\$ 527,960	\$ 681,360	\$ 431,360	\$ 1,954,140
10. Indirect Costs	\$ 66,767	\$ 101,805	\$ 134,480	\$ 81,230	\$ 384,282
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs	\$ 380,227	\$ 629,765	\$ 815,840	\$ 512,590	\$ 2,338,422

11) Personnel: This project will involve staffing as shown below.

<b>Personnel</b>	<b>% FTE</b>	<b>Base</b>	<b>Total</b>
One Senior Systems Business Analyst	100%	\$74,000	\$296,000
Two Programmers over first two years	100%	\$70,000	\$280,000

12) Fringe Benefits are calculated at 39% of base salary costs.

13) Travel costs for NMPED are shown in the table below.

<b>Activity</b>	<b># Trips</b>	<b>\$ / Trip</b>	<b>Total</b>
NMPED personnel travel costs to counties across New Mexico	25 trips/year	\$100	\$10,000

14) Equipment costs for this project are shown in the table below.

<b>Equipment</b>	<b>Cost</b>	<b>Description</b>	<b>Total</b>
Laptop Computer (1) needed for Project Manager	\$3,500	Laptop Computer	\$3,500
LCD Projector (1) is needed to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000
Printer/ Photocopier (1) for office	\$500	Printer/ Photocopier	\$500
Test Server	\$5,000	1 Server	\$5,000
Replacement Equipment	\$3,000	Various	\$3,000

15) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.

16) Contractual: We plan to procure the following services:

a. Software licensing cost of \$75,000 over three years.

17) Training Stipends: We anticipate training costs for districts in the use of data of \$900,000 in the second, third and fourth years of this project.

18) Other: There are no other costs in this project.

19) Funding for involved LEAs: There are no involved LEA costs in this project.

20) Funding for Participating LEAs: There are no participating LEA costs in this project.

**(C)(3) Using data to improve instruction**

New Mexico will increase the acquisition, adoption, and use of local instructional improvement systems (IIS's) by expanding the use of systems already implemented by Albuquerque Public Schools and Las Cruces Public Schools, two of the state's largest districts, accounting for over one third of students statewide. New Mexico will also take the lead role in supporting LEAs and schools that are using IIS's in providing effective professional development to teachers, principals, and other administrators on how to use these systems and the resulting data to support continuous improvement.

The anticipated cost to increasing the acquisition, adoption, and use of local instructional improvement systems including the Instructional Improvement System, Item (C)(3)(i)1, is \$3,567,000. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 280,000
2. Fringe Benefits	\$ 27,300	\$ 27,300	\$ 27,300	\$ 27,300	\$ 109,200
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment	\$ 10,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 13,000
5. Supplies	\$ 2,500	\$ 1,000	\$ 1,000	\$ 1,000	\$ 5,500
6. Contractual	\$ 600,000	\$ 400,000	\$ -	\$ -	\$ 1,000,000
7. Training Stipends	\$ -	\$ 50,000	\$ 50,000	\$ 50,000	\$ 150,000
8. Other	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,200,000
9. Total Direct Costs	\$ 1,014,800	\$ 854,300	\$ 454,300	\$ 454,300	\$ 2,777,700
10. Indirect Costs	\$ 93,677	\$ 102,091	\$ 96,766	\$ 96,766	\$ 389,300
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
13. Total Costs	\$ 1,208,477	\$ 1,056,391	\$ 651,066	\$ 651,066	\$ 3,567,000

1) Personnel: This project will involve staffing as shown below.

<b>Personnel</b>	<b>% FTE</b>	<b>Base</b>	<b>Total</b>
One Senior Systems Business Analyst	100%	\$70,000	\$70,000

2) Fringe Benefits are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

<b>Activity</b>	<b># Trips</b>	<b>\$ / Trip</b>	<b>Total</b>
NMPED personnel travel costs to counties across New Mexico	25 trips / year	\$200	\$20,000

4) Equipment costs for this project are shown in the table below.

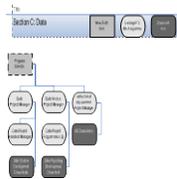
<b>Equipment</b>	<b>Cost</b>	<b>Description</b>	<b>Total</b>
Laptop Computers (1) needed for Project Manager	\$3,500	Laptop Computer	\$3,500
LCD Projector (1) to enable meetings to be coordinated and presented	\$1,500	LCD Projector	\$1,500
Networked Printer/ Photocopier (1) for office	\$5,000	Printer/ Photocopier	\$5,000
Replacement Equipment	\$2,000	Phones	\$3,000

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.
- 6) Contractual: We plan to procure the following services:
  - a. Professional Development contract services to develop and implement Instructional Improvement System Consortium will cost approximately \$1,000,000 over two years.
- 7) Training Stipends: We anticipate training costs for districts in the use of Instructional Improvement Systems of \$150,000 over the last three years of this project.
- 8) Other: we will incur licensing fees of \$1,200,000 over four years.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.

10) Funding for Participating LEAs is show in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
LEA personnel program development	Assistance with system creation	\$10000 per LEA	20	\$200,000
LEA personnel program training	Training on use the systems created	\$2000 per LEA	100	\$200,000

The proposed staffing for Section C is as follows:



**Figure 5: Section C Org Chart**

**This work will involve personnel, fringe benefit, travel, equipment, supplies, contractual, training and supplemental funding for participating LEA costs from this grant. The expected total cost of this outcome is \$10,445,297.**

Costs to develop and deploy data systems to support instruction are as follows.

**Table 4: Section C Cost Estimate**

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 844,000	\$ 984,000	\$ 284,000	\$ 284,000	\$ 2,396,000
2. Fringe Benefits	\$ 309,210	\$ 331,260	\$ 276,660	\$ 110,760	\$ 1,027,890
3. Travel	\$ 32,500	\$ 32,500	\$ 32,500	\$ 32,500	\$ 130,000
4. Equipment	\$ 420,000	\$ 13,000	\$ 11,500	\$ 11,500	\$ 456,000
5. Supplies	\$ 16,000	\$ 11,000	\$ 3,500	\$ 3,500	\$ 34,000
6. Contractual	\$ 1,200,000	\$ 1,075,000	\$ 75,000	\$ 75,000	\$ 2,425,000
7. Training Stipends	\$ 10,000	\$ 205,000	\$ 555,000	\$ 305,000	\$ 1,075,000
8. Other	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,200,000
9. Total Direct Costs	\$ 3,131,710	\$ 2,951,760	\$ 1,538,160	\$ 1,122,260	\$ 8,743,890
10. Indirect Costs	\$ 341,164	\$ 414,873	\$ 316,978	\$ 228,391	\$ 1,301,407
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
12. Total Costs	\$ 3,572,874	\$ 3,466,633	\$ 1,955,138	\$ 1,450,651	\$ 10,445,297

## **Section D Budget Summary – Great Teachers and Leaders**

### **(D)(1) Providing high quality pathways for aspiring teachers and principals**

New Mexico currently has legal, statutory, and regulatory provisions that allow and encourage alternative routes to certification for teachers and principals, and these alternative routes are currently in use. The state also has an extensive process for monitoring, evaluating, and identifying areas of teacher and principal shortages and for recruiting and preparing teachers and principals to fill those shortages.

The Teach for America program in New Mexico currently has about 120 teachers predominantly in high-need academic areas in schools that are over 90% Native American. New Mexico has plans to expand Teach for America through expansion of its contract in order to meet the needs in these areas. At this time all programs except Online Portfolio Alternative Licensure (OPAL) are offered through institutions of higher education in collaboration with districts.

The anticipated cost to increase the reach of Teacher for America, Item (D)(1)(ii), is \$3,000,000. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel					\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel					\$ -
4. Equipment					\$ -
5. Supplies					\$ -
6. Contractual					\$ -
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ -	\$ -	\$ -	\$ -	\$ -
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 750,000	\$ 750,000	\$ 750,000	\$ 750,000	\$ 3,000,000
13. Total Costs	\$ 750,000	\$ 750,000	\$ 750,000	\$ 750,000	\$ 3,000,000

- 1) Personnel: This project will involve no staffing costs.
- 2) Travel: This project will involve no travel costs.
- 3) Equipment: This project will involve no equipment costs.
- 4) Supplies: This project will involve no supply costs.
- 5) Contractual: This project will involve no contractor costs
- 6) Training Stipends: This project will involve no training costs.
- 7) Other: There are no other costs in this project.
- 8) Funding for involved LEAs: There are no involved LEA costs in this project.
- 9) Funding for Participating LEAs is show in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
Teach for America expansion	Increase teachers for low performing school areas	\$20,000 per teacher	150 teachers	\$3,000,000

**(D)(2)(i) Establish clear approaches to measuring student growth for each student**

New Mexico has statewide “buy-in” for ensuring that the LEAs have the tools and plans to measure growth for every student. On April 15th-16th, a group of over 75 stakeholders met to develop a Blueprint for Education Reform; and the group reached consensus that, with or without RTTT funding, New Mexico will implement a student growth model tied to teacher and principal performance. New Mexico’s data warehouse already contains the data elements necessary to measure individual student performance on the State’s Standards Based Assessment (SBA) and to link individual student performance to individual teachers with its unique student and teacher identifier system.

New Mexico will implement a rigorous, transparent, and fair evaluation system for teachers and principals that differentiate effectiveness using multiple rating categories, which take into account data on student growth and are designed and developed with teachers and principals.

**New Mexico plans to achieve this activity without additional funding from this grant. NMPED will fund this 100% with *non-RTTT* funds**

**(D)(2)(iii) Conduct evaluations of teachers and principals that include feedback**

Each school district in New Mexico must submit a written teacher performance evaluation plan that meets regulatory requirements of the department. New Mexico will develop and implement a system to train all teacher and principal evaluators. The supervisor training model will be built into education leadership programs across the state, including the Leadership Institute, by the Professional Practices and Standards Council. The supervisor training models will function as “boot camps” to provide clear guidance for principals and superintendents on conducting meaningful teacher evaluations. Principals and superintendents will receive certification for undergoing the training. Those who are not fully trained and certified will be prohibited from conducting teacher and administrator evaluations.

The anticipated cost to develop training for conduct annual evaluations of teachers and principals, Item (D)(2)(iii), is \$2,165,660.

These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 70,000	\$ 70,000			\$ 140,000
2. Fringe Benefits	\$ 27,300	\$ 27,300	\$ -	\$ -	\$ 54,600
3. Travel	\$ 4,000	\$ 2,000	\$ -	\$ -	\$ 6,000
4. Equipment	\$ 3,000				\$ 3,000
5. Supplies	\$ 3,000	\$ 1,500	\$ -	\$ -	\$ 4,500
6. Contractual	\$ -	\$ 220,000	\$ 220,000	\$ 220,000	\$ 660,000
7. Training Stipends	\$ 100,000	\$ 200,000	\$ 300,000	\$ 300,000	\$ 900,000
8. Other	\$ 60,000	\$ 60,000			\$ 120,000
9. Total Direct Costs	\$ 267,300	\$ 580,800	\$ 520,000	\$ 520,000	\$ 1,888,100
10. Indirect Costs	\$ 56,935	\$ 82,175	\$ 69,225	\$ 69,225	\$ 277,560
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ 324,235	\$ 662,975	\$ 589,225	\$ 589,225	\$ 2,165,660

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
Staff to develop On-Line Training modules in years 1 & 2	100%	\$70,000	\$140,000

2) Fringe Benefits are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
NMPED personnel travel costs to meeting across New Mexico	20 trips / year over 1.5 years	\$200	\$6,000

4) Equipment costs for this project are shown in the table below.

<b>Equipment</b>	<b>Cost</b>	<b>Description</b>	<b>Total</b>
Laptop Computers (2) needed for Project Staff	\$1,500	Laptop Computer	\$3,000

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) and conferencing supplies for task force meetings will be required for this project.
- 6) Contractual: We plan to procure the following services:
  - a. Substitute teachers to enable Principals and Teachers to attend class without disrupting the normal course of schoolwork will cost approximately \$660,000 over three years.
- 7) Training Stipends: We anticipate training costs for districts in the use of Instructional Improvement Systems of \$900,000 over the four years of this project.
- 8) Other costs will provide for development of an IDEAL-NM On-Line training course.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs: There are no participating LEA costs in this project.

**(D)(2)(iv) Use evaluations to inform decisions regarding developing teachers and principals**

To ensure that participating LEAs use evaluation results to inform decisions regarding the development of teachers and principals, the NMPED will provide professional development to assist evaluators in the accurate and appropriate use of the data.

The anticipated cost to ensure that participating LEAs use evaluations to inform decisions, Item (D)(2)(iv), is \$3,182,548. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 280,000
2. Fringe Benefits	\$ 27,300	\$ 27,300	\$ 27,300	\$ 27,300	\$ 109,200
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment	\$ 5,000		\$ 1,500		\$ 6,500
5. Supplies	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
6. Contractual					\$ -
7. Training Stipends	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 200,000
8. Other	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 2,000,000
9. Total Direct Costs	\$ 659,300	\$ 654,300	\$ 655,800	\$ 654,300	\$ 2,623,700
10. Indirect Costs	\$ 140,431	\$ 139,366	\$ 139,685	\$ 139,366	\$ 558,848
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ 799,731	\$ 793,666	\$ 795,485	\$ 793,666	\$ 3,182,548

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
One OEA Project Assistant over four years	100%	\$70,000	\$280,000

2) Fringe Benefits are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
Annual NMPED personnel travel costs to meeting across New Mexico	50 trips/year	\$100	\$20,000

4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
Laptop Computers (2) needed for project manager, assistant manager and training	\$2,500	Laptop Computer	\$5,000

coordinators			
LCD Projector (1) to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000
Printer/ Photocopier (1) for office	\$500	Printer	\$500

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) and will be required for this project.
- 6) Contractual: Contractual: This project will involve no contractor costs.
- 7) Training Stipends: Training costs for teacher and principal evaluators to use the improved systems will total \$200,000 over four years.
- 8) Other costs to provide financial incentives to recruit, place and retain staff in the lowest-performing schools will total \$2,000,000 over four years.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs: There are no participating LEA costs in this project.

**(D)(3) Ensuring equitable distribution of effective teachers and principals**

The NMPED will continue to ensure that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals by:

- Using the Teacher and Principal Evaluation System to feed data into the data warehouse and create a dashboard of the distribution of effective teachers and principals in high-poverty and/or high-minority schools. The dashboard is designed to summarize key critical information on a single page for quick monitoring purposes. NMPED, districts and schools can use this data to identify gaps, forecast needs, and study the successes of schools with similar demographics.
- Posting results of distribution on the NMPED website by June 2011, to make it readily available and accessible to all stakeholders

The anticipated cost for ensuring equitable distribution of effective teachers and principals, Item (D)(3)(i), is \$1,141,700. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel					\$ -
4. Equipment		\$ -	\$ -	\$ -	\$ -
5. Supplies					\$ -
6. Contractual	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 150,000
7. Training Stipends	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 800,000
8. Other					\$ -
9. Total Direct Costs	\$ 237,500	\$ 237,500	\$ 237,500	\$ 237,500	\$ 950,000
10. Indirect Costs	\$ 47,925	\$ 47,925	\$ 47,925	\$ 47,925	\$ 191,700
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ 285,425	\$ 285,425	\$ 285,425	\$ 285,425	\$ 1,141,700

- 1) Personnel: This project will involve no staffing costs.
- 2) Travel: This project will involve no travel costs
- 3) Equipment: This project will involve no equipment costs
- 4) Supplies: This project will involve no supply costs
- 5) Contractual: We plan to procure the following services:
  - a. Professional Contract services for development of Technical Training and Certification. These services will cost approximately \$150,000 for the four years.
- 6) Training Stipends: We anticipate that training stipends will cost \$200,000 per year for a total cost of \$800,000 over the four years of this project.
- 7) Other: This project will involve no other costs.
- 8) Funding for involved LEAs: There are no involved LEA costs in this project.

9) Funding for Participating LEAs: This project will involve no participating LEA costs.

**Section (D)(3)(ii)**

New Mexico will align its federal and state resources, particularly Title II funding, to increase the supply of effective teachers. In particular, the state will:

- Build on the work of the NMPED’s Division of Indian Education (IED, Indian Education Advisory Council, and Office of Hispanic Education (OHE) to develop and train a stronger and larger pool of educators who can effectively address the cultural and educational needs of minority students in persistently lowest-achieving, high-poverty and/or high minority schools.
- Increase the number of teachers in math and science.
- New Mexico Math and Science Advisory Council will create “Pathways to Teaching in New Mexico – A Second Career for Those with a Degree via an Alternative Licensure Program”.
- The NMPED’s Indian Education Division, Educator Quality Division, Bilingual and Multicultural Education Bureau, Math and Science Education Bureau, Special Education Bureau, and public information officers will work with the state’s teachers’ unions, education organizations and community stakeholders to develop “Grow Your Own” programs with the goal of adding a significant number of new teachers to the pipeline by 2020.
- Partner with the Federal Bureau of Indian Education to hold teacher recruitment fairs.
- The NMPED’s Educator Quality Division will work with districts, teachers’ unions, education organizations and community stakeholders on using *RTTT* Title II and other federal and state funding programs.

- Districts will use the LEA plan developed for the School Improvement Grant and monitor its implementation via the online WebEPSS.

**New Mexico plans to achieve this activity without additional funding from this grant. NMPED will fund this 100% with non-RTTT funds.**

**(D)(4)(i) Link student achievement and growth to teachers and principals**

New Mexico will link the revised teacher and principal evaluation systems as described in Section (D)(2) and the Educator Accountability Reporting System (EARS) described in Section C.

The anticipated cost to develop training for conduct annual evaluations of teachers and principals, Item (D)(4)(i), is \$430,979. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ -	\$ -	\$ 85,000	\$ 85,000	\$ 170,000
2. Fringe Benefits	\$ -	\$ -	\$ 33,150	\$ 33,150	\$ 66,300
3. Travel			\$ 5,000	\$ 5,000	\$ 10,000
4. Equipment			\$ 5,000	\$ 1,000	\$ 6,000
5. Supplies			\$ 2,000	\$ 1,000	\$ 3,000
6. Contractual					\$ -
7. Training Stipends			\$ 50,000	\$ 50,000	\$ 100,000
8. Other					\$ -
9. Total Direct Costs	\$ -	\$ -	\$ 180,150	\$ 175,150	\$ 355,300
10. Indirect Costs	\$ -	\$ -	\$ 38,372	\$ 37,307	\$ 75,679
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ -	\$ -	\$ 218,522	\$ 212,457	\$ 430,979

1) Personnel: This project will involve staffing as shown below.

<b>Personnel</b>	<b>% FTE</b>	<b>Base</b>	<b>Total</b>
Staff to review efficacy of training programs in years 3 & 4	100%	\$85,000	\$170,000

2) Fringe Benefits are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

<b>Activity</b>	<b># Trips</b>	<b>\$ / Trip</b>	<b>Total</b>
NMPED personnel travel costs to meeting across New Mexico	20 trips / year over 2 years	\$250	\$10,000

4) Equipment costs for this project are shown in the table below.

<b>Equipment</b>	<b>Cost</b>	<b>Description</b>	<b>Total</b>
Laptop Computer (1) needed for Project Staff	\$3,500	Laptop Computer	\$3,500
LCD Projector (1) to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000
Printer/ Photocopier (1) for office	\$500	Printer	\$1,500

5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) and conferencing supplies for task force meetings will be required for this project.

6) Contractual: There are no contractor costs in this project.

7) Training Stipends of \$50,000 are anticipated for years three and four.

8) Other: There are no other costs in this project.

9) Funding for involved LEAs: There are no involved LEA costs in this project.

10) Funding for Participating LEAs: There are no participating LEA costs in this project.

**(D)(4)(ii) Expand Effective Preparation and Credentialing Programs**

Once the measures of teacher and principal effectiveness are available, the Professional Practices and Standards Commission (PPSC) will use *RTTT* funds to offer incentives of up to \$100,000 to highly effective programs. The programs that receive the incentives will be able to choose how to use the funds. In the past, New Mexico has had credentialing programs that failed to receive full accreditation through the state’s process, which works in partnership with National Council for Accreditation of Teacher Education (NCATE). The new teacher and principal effectiveness measures will provide the link to student achievement that is needed to inform decisions regarding program effectiveness.

The anticipated cost to expand effective preparation and credentialing programs of teachers and principals, Item (D)(4)(ii), is \$485,200. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel					\$ -
4. Equipment					\$ -
5. Supplies					\$ -
6. Contractual					\$ -
7. Training Stipends					\$ -
8. Other			\$ 200,000	\$ 200,000	\$ 400,000
9. Total Direct Costs	\$ -	\$ -	\$ 200,000	\$ 200,000	\$ 400,000
10. Indirect Costs	\$ -	\$ -	\$ 42,600	\$ 42,600	\$ 85,200
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ -	\$ -	\$ 242,600	\$ 242,600	\$ 485,200

- 1) Personnel: There are no personnel costs in this project.
- 2) Travel: There are no travel costs in this project.
- 3) Equipment: There are no equipment costs in this project.

- 4) Supplies: There are no supply costs in this project.
- 5) Contractual: There are no contractor costs in this project.
- 6) Training Stipends: There are no training costs in this project.
- 7) Other: The programs that receive the incentives will be able to choose how to use the funds.
- 8) Funding for involved LEAs: There are no involved LEA costs in this project.
- 9) Funding for Participating LEAs: There are no participating LEA costs in this project.

**(D)(5) Providing effective support to teachers and principals**

New Mexico's plan to provide effective support to teachers and principals focuses on data-informed professional development. New Mexico will build on current state requirements for high quality professional development. In accordance with legislation and regulations, New Mexico's professional development program is defined through the professional development plans component of districts' comprehensive Educational Plans for Student Success (EPSS) and the individual teacher's Professional Development Plan. Major emphasis will be on developing Professional Learning Communities (PLCs).

The anticipated cost to develop and monitor the PLCs, Item (D)(5), is \$3,125,129. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 280,000
2. Fringe Benefits	\$ 27,300	\$ 27,300	\$ 27,300	\$ 27,300	\$ 109,200
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment	\$ 5,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 8,000
5. Supplies	\$ 2,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 5,000
6. Contractual					\$ -
7. Training Stipends					\$ -
8. Other	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 1,000,000
9. Total Direct Costs	\$ 359,300	\$ 354,300	\$ 354,300	\$ 354,300	\$ 1,422,200
10. Indirect Costs	\$ 76,531	\$ 75,466	\$ 75,466	\$ 75,466	\$ 302,929
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 200,000	\$ 200,000	\$ 500,000	\$ 500,000	\$ 1,400,000
13. Total Costs	\$ 635,831	\$ 629,766	\$ 929,766	\$ 929,766	\$ 3,125,129

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
One Project Manager	100%	\$70,000	\$280,000

2) Fringe Benefits are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
NMPED personnel travel costs to meeting across New Mexico	25 trips / year	\$200	\$20,000

4) Equipment costs for this project are shown in the table below.

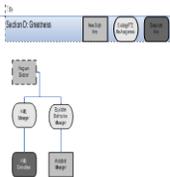
Equipment	Cost	Description	Total
Laptop Computer (1) needed for Project Manager	\$3,500	Laptop Computer	\$3,500

LCD Projector (1) to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000
Printer/ Photocopier (1) for office	\$500	Printer	\$500
Replacement Equipment	\$1,000	Various	\$3,000

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) and conferencing supplies for task force meetings will be required for this project.
- 6) Contractual: This project will involve no contractual costs.
- 7) Training Stipends: This project will involve no training costs.
- 8) Other: Mentoring services totaling \$1,000,000 over four years.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs is show in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
Support costs for LEA's	Align the revised evaluation systems	\$100,000 per LEA	Years 3 and 4	\$1,000,000
IDEAL training	Create online training programs	\$200,000 per year	Years 1 & 2	\$400,000

The proposed staffing for Section D is as follows:



**Figure 6: Section D Org Chart**

**This work will involve personnel, fringe benefit, travel, equipment, supplies, contractual, training and supplemental funding for participating LEA costs from this grant. The expected total cost of this outcome is \$13,531,216.**

The budget below provides for improving the effectiveness of teacher and principal preparation programs.

**Table 5: Section D Cost Estimate**

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 210,000	\$ 210,000	\$ 225,000	\$ 225,000	\$ 870,000
2. Fringe Benefits	\$ 81,900	\$ 81,900	\$ 87,750	\$ 87,750	\$ 339,300
3. Travel	\$ 14,000	\$ 12,000	\$ 15,000	\$ 15,000	\$ 56,000
4. Equipment	\$ 13,000	\$ 1,000	\$ 7,500	\$ 2,000	\$ 23,500
5. Supplies	\$ 7,000	\$ 4,500	\$ 5,000	\$ 4,000	\$ 20,500
6. Contractual	\$ 37,500	\$ 257,500	\$ 257,500	\$ 257,500	\$ 810,000
7. Training Stipends	\$ 350,000	\$ 450,000	\$ 600,000	\$ 600,000	\$ 2,000,000
8. Other	\$ 810,000	\$ 810,000	\$ 950,000	\$ 950,000	\$ 3,520,000
9. Total Direct Costs	\$ 1,523,400	\$ 1,826,900	\$ 2,147,750	\$ 2,141,250	\$ 7,639,300
10. Indirect Costs	\$ 321,822	\$ 344,932	\$ 413,273	\$ 411,889	\$ 1,491,916
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ 950,000	\$ 950,000	\$ 1,250,000	\$ 1,250,000	\$ 4,400,000
12. Total Costs	\$ 2,795,222	\$ 3,121,832	\$ 3,811,023	\$ 3,803,139	\$ 13,531,216

## **Section E Budget Summary – Turning Around Low Performing Schools**

### **(E)(1) Intervening in the lowest-achieving schools and LEAs**

New Mexico currently has strong legal, statutory, and regulatory authority to intervene directly in the state’s persistently lowest-achieving schools. The Assessment and Accountability Act (NMSA, 1978, 22-2C-7) defines the statutory process that occurs when a school consistently fails to make adequate yearly progress. The school district and the PED can:

- reopen the public school as a state-authorized charter school;
- replace all or most of the staff;
- turn over the management of the public school to a non-private entity; and
- make other governance changes.

For the purposes of this grant, and the four school improvement models (turnaround model, restart model, school closure, or transformative model), New Mexico has the statutory authority to engage in all of those models with one important caveat: it cannot enter into an agreement with a private entity for the total management of a public school or a school district subject to corrective action.

In addition to the statutory framework, New Mexico has a detailed regulatory framework for identifying and supporting low achieving schools called the Standards of Excellence, which is part of the New Mexico Administrative Code (NMAC). In particular, Title 6 Primary and Secondary Education, Chapter 29 through Chapter 34 provide detailed guidance on what required and expected from the Department, school districts, and schools.

### **(E)(2) Turning around the lowest-achieving schools**

New Mexico has identified the persistently lowest-achieving schools using the definition and processes approved by the U.S. Department of Education (USDOE) in New Mexico's School Improvement Grant (SIG) application. The approved rules for identifying the lowest-achieving schools can be found in Appendix E-2-1. The nine schools that have already been selected by the PED to receive SIG funding in 2009-10 are identified in Appendix E-2-2, along with the model each plans to implement in order to improve student performance. With RTTT funding, New Mexico will serve ten additional lowest-achieving schools in the first and in the second year of the grant; these twenty schools will continue to receive funding for the duration of the grant. NMPED will use the persistently lowest achieving definition as approved by the USDOE, and the identification process will be applied annually. The State's plan is to implement these options after full discussion with the district superintendent and the local board of education.

The following provides an overview of New Mexico's plans for turning around the lowest-achieving schools. The NMPED will:

1. **Offer two options for implementing the school intervention models** in the persistently lowest achieving schools. The NMPED will:
  - provide funds and intense technical assistance to those local school districts who have one or more the identified schools and who have the local capacity, governance and community commitment, and other conditions (as determined by the PED) to implement one of the four models.
  - exercise its authority to take over a persistently low achieving school and implement the appropriate intervention if it determines that the local school district does not have the capacity and/or the will to perform effectively.

New Mexico received a Title 1 School Improvement Grant and the intervention strategies and funding from that grant application will be coordinated and aligned with the intervention strategies presented in this application for the RTTT. The Title 1 School Improvement Grant will enable New Mexico to work with 9 persistently low-achieving schools.

2. **The funds requested in this grant will enable New Mexico to work with an additional 20 of the persistently low-achieving schools over four years.** Each of the identified lowest-achieving schools eligible for *RTTT* funding will be required to submit a plan to the state using the same LEA application process developed for the Title I School Improvement Grant Application.

The anticipated cost to work with these low-performing schools, Item (E)(2)(ii)(2), is \$35,000,000. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel					\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel					\$ -
4. Equipment					\$ -
5. Supplies					\$ -
6. Contractual					\$ -
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ -	\$ -	\$ -	\$ -	\$ -
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 5,000,000	\$ 10,000,000	\$ 10,000,000	\$ 10,000,000	\$ 35,000,000
13. Total Costs	\$ 5,000,000	\$ 10,000,000	\$ 10,000,000	\$ 10,000,000	\$ 35,000,000

- 1) Personnel: This project will involve no personnel costs.
- 2) Travel: This project will involve no contractual costs.
- 3) Equipment: This project will involve no contractual costs.
- 4) Supplies: This project will involve no contractual costs.
- 5) Contractual: This project will involve no contractual costs.
- 6) Training Stipends: This project will involve no training costs.
- 7) Other: There are no other costs in this project.

- 8) Funding for involved LEAs: There are no involved LEA costs in this project.
- 9) Funding for Participating LEAs is shown in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
Turn around low-performing schools	Turn around 10 in the first year, 10 additional in years two through four	\$500,000 per school per year	20	\$35,000,000

- 3. **Develop Community Collaboratives** throughout New Mexico that will build effective and well-supported networks of parents, local communities, the schools, the state and other stakeholders. These Community Engagement Collaboratives will incorporate and expand on the PED’s Regional System For Schools in Need of Improvement that was implemented in 2008. The Governor’s Graduate NM Initiative approved funding for three full-time turnaround specialists for 2009-2012 using the State Fiscal Stabilization Government Services Fund. New Mexico will use *RTTT* funds to add four turnaround specialists to this cadre who will be responsible for developing the community collaboratives.
- 4. **A Turnaround Coordinator** will monitor and support all the state’s activities for developing the collaboratives and turning around the lowest-performing schools, including overseeing the work of the turnaround specialists. He/she will report directly to the *RTTT* director.

The anticipated cost to develop and monitor the Community Collaboratives to help turn around low-performing schools, Items (E)(2)(ii)(3 & 4), is \$3,717,697. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 385,000	\$ 385,000	\$ 385,000	\$ 385,000	\$ 1,540,000
2. Fringe Benefits	\$ 150,150	\$ 150,150	\$ 150,150	\$ 150,150	\$ 600,600
3. Travel	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000
4. Equipment	\$ 10,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 13,000
5. Supplies	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000
6. Contractual	\$ 100,000	\$ 250,000	\$ 270,000	\$ 270,000	\$ 890,000
7. Training Stipends	\$ 20,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 140,000
8. Other					\$ -
9. Total Direct Costs	\$ 670,150	\$ 831,150	\$ 851,150	\$ 851,150	\$ 3,203,600
10. Indirect Costs	\$ 126,767	\$ 129,110	\$ 129,110	\$ 129,110	\$ 514,097
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ 796,917	\$ 960,260	\$ 980,260	\$ 980,260	\$ 3,717,697

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
One Turnaround Coordinator	100%	\$85,000	\$340,000
Four Turnaround Specialists	100%	\$75,000	\$1,200,000

2) Fringe Benefits are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
NMPED personnel travel costs to meetings across New Mexico	25 trips / year	\$100	\$10,000

4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
Laptop Computers (5) needed for Coordinator	\$1,500	Laptop	\$7,500

and Specialists		Computer	
Printer/ Photocopier (5) for offices	\$500	Printer	\$2,500
Replacement Equipment	\$1,000	Various	\$3,000

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) and conferencing supplies for task force meetings will be required for this project.
  - 6) Contractual: We plan to procure the following services:
    - a. Professional Contract partnering with Elev8 and the Regional Education Centers for the School Improvement Grant to build community support for the intervention models in those schools. These services will cost approximately \$890,000 for the four years.
  - 7) Training Stipends: We anticipate that training stipends for Community Organizers, Parents, Teacher Leaders, Principals will cost \$140,000 over the four years of this project.
  - 8) Other: There are no other costs in this project.
  - 9) Funding for involved LEAs: There are no involved LEA costs in this project.
  - 10) Funding for Participating LEAs: There are no participating LEA costs in this project.
5. **The NMPED will hire and train outside evaluators** to assess strengths and weaknesses of New Mexico’s lowest achieving schools that are selected for *RTTT* funding using the Collaboration, Leadership, and Accountability for Student Success (CLASS), the State’s system of support for school improvement. With this *RTTT* grant, a trained team of experts will use the CLASS tools to assess each school’s strengths and weaknesses, develop recommendations for improvement that align with the intervention model that the school has selected, and help the school write a detailed implementation plan.

The anticipated cost to hire and train outside evaluators, Item (E)(2)(ii)(5), is \$321,300. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel					\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel					\$ -
4. Equipment					\$ -
5. Supplies					\$ -
6. Contractual	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 300,000
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 300,000
10. Indirect Costs	\$ 5,325	\$ 5,325	\$ 5,325	\$ 5,325	\$ 21,300
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ 80,325	\$ 80,325	\$ 80,325	\$ 80,325	\$ 321,300

- 1) Personnel: This project will involve no personnel costs.
- 2) Travel: This project will involve no contractual costs.
- 3) Equipment: This project will involve no contractual costs.
- 4) Supplies: This project will involve no contractual costs.
- 5) Contractual: We plan to procure the following services:
  - a. Professional Contracts to hire and train outside evaluators. These services will cost approximately \$300,000 for the four years.
- 6) Training Stipends: This project will involve no training costs.
- 7) Other: There are no other costs in this project.
- 8) Funding for involved LEAs: There are no involved LEA costs in this project.
- 9) Funding for Participating LEAs is show in the table below.
6. **New Mexico will build on the successes of schools that have made significant progress in student achievement by formalizing a statewide Professional Learning Community System** to build capacity within classrooms, schools, and districts.

The anticipated cost to develop the statewide PLCNM.com, Item (E)(2)(ii)(6), is \$921,225. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 320,000
2. Fringe Benefits	\$ 31,200	\$ 31,200	\$ 31,200	\$ 31,200	\$ 124,800
3. Travel	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
4. Equipment	\$ 5,000	\$ 500	\$ 500	\$ 500	\$ 6,500
5. Supplies	\$ 1,000	\$ 500	\$ 500	\$ 500	\$ 2,500
6. Contractual	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ 200,000
7. Training Stipends	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000
8. Other	\$ 50,000	\$ 50,000	\$ 10,000	\$ 10,000	\$ 120,000
9. Total Direct Costs	\$ 270,200	\$ 265,200	\$ 125,200	\$ 125,200	\$ 785,800
10. Indirect Costs	\$ 41,578	\$ 40,513	\$ 26,668	\$ 26,668	\$ 135,425
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ 311,778	\$ 305,713	\$ 151,868	\$ 151,868	\$ 921,225

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
One Program Manager	100%	\$80,000	\$320,000

2) Fringe Benefits are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
NMPED personnel travel costs to meetings across New Mexico	20 trips / year	\$100	\$8,000

4) Equipment costs for this project are shown in the table below.

Equipment	Cost	Description	Total
Laptop Computers (1) needed for Coordinator and Specialists	\$3,500	Laptop Computer	\$3,500

Printer/ Photocopier (5) for offices	\$1,500	Printer/ Photocopier	\$1,500
Replacement Equipment	\$1,000	Various	\$1,500

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) and conferencing supplies for task force meetings will be required for this project.
- 6) Contractual: We plan to procure the following services:
  - b. Professional Contract to develop the e-PLC system. These services will cost approximately \$200,000 over the first two years.
- 7) Training Stipends: We anticipate that training for the program manager will cost \$4,000 over the four years of this project.
- 8) Other costs in this project of \$120,000 will provide for creation of training materials.
- 9) Funding for *RTTT* involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs is shown in the table below.

7. **New Mexico will reward schools that demonstrate dramatic improvement in student achievement.** New Mexico will award \$10,000 to use for student and staff recognition. Each “high-improving” school will receive a minimum award of \$4,000, with increases above that amount based on the number of students in each school. In addition, New Mexico will use the funds to re-establish the Incentives for School Improvement Fund.

The anticipated cost to the Incentives for School Improvement Fund, Item (E)(2)(ii)(7), is \$1,000,000. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel					\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel					\$ -
4. Equipment					\$ -
5. Supplies					\$ -
6. Contractual					\$ -
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ -	\$ -	\$ -	\$ -	\$ -
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 1,000,000
13. Total Costs	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 1,000,000

- 1) Personnel: This project will involve no personnel costs.
- 2) Travel: This project will involve no contractual costs.
- 3) Equipment: This project will involve no contractual costs.
- 4) Supplies: This project will involve no contractual costs.
- 5) Contractual: This project will involve no contractual costs.
- 6) Training Stipends: This project will involve no training costs.
- 7) Other: There are no other costs in this project.
- 8) Funding for involved LEAs: There are no involved LEA costs in this project.
- 9) Funding for Participating LEAs is shown in the table below.

Activity	Purpose	Cost	# LEAs Involved	Total
Reward high-performing schools	Incentivize improved performance for staff and students	Up to \$10,000 per school	100	\$1,000,000

8. Issue a Request for Proposals (RFP) for work by an educational research center that will benchmark progress and performance to evaluate the success of these turnaround efforts and use the lessons learned to develop the models and methods that we want to be used in all schools.

The anticipated cost to contract with an educational research center, Item (E)(2)(ii)(8), is \$165,975. These costs are summarized as follows:

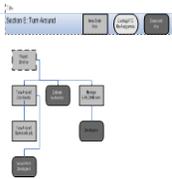
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel					\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel					\$ -
4. Equipment					\$ -
5. Supplies					\$ -
6. Contractual	\$ -	\$ 50,000	\$ 50,000	\$ 50,000	\$ 150,000
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs	\$ -	\$ 50,000	\$ 50,000	\$ 50,000	\$ 150,000
10. Indirect Costs	\$ -	\$ 5,325	\$ 5,325	\$ 5,325	\$ 15,975
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs					\$ -
13. Total Costs	\$ -	\$ 55,325	\$ 55,325	\$ 55,325	\$ 165,975

- 1) Personnel: This project will involve no personnel costs.
- 2) Travel: This project will involve no contractual costs.
- 3) Equipment: This project will involve no contractual costs.
- 4) Supplies: This project will involve no contractual costs.
- 5) Contractual: We plan to procure the following services:
  - a. Professional Contracts to evaluate the success of these turnaround efforts. These services will cost approximately \$150,000 for the four years.

- 6) Training Stipends: This project will involve no training costs.
- 7) Other: There are no other costs in this project.
- 8) Funding for involved LEAs: There are no involved LEA costs in this project.
- 9) Funding for Participating LEAs: There are no participating LEA costs in this project.

A detailed plan including goals, activities, timelines and responsible parties for each of these eight initiatives is included in the narrative.

The proposed staffing for Section E is as follows:



**Figure 7: Section E Org Chart**

**This work will involve personnel, fringe benefit, travel, equipment, supplies, contractual, training and supplemental funding for participating LEA costs from this grant. The expected total cost of this outcome is \$41,126,197.**

The budget below provides for turning around low performing schools.

**Table 6: Section E Cost Estimate**

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 465,000	\$ 465,000	\$ 465,000	\$ 465,000	\$ 1,860,000
2. Fringe Benefits	\$ 181,350	\$ 181,350	\$ 181,350	\$ 181,350	\$ 725,400
3. Travel	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 18,000
4. Equipment	\$ 15,000	\$ 1,500	\$ 1,500	\$ 1,500	\$ 19,500
5. Supplies	\$ 3,500	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,500
6. Contractual	\$ 275,000	\$ 475,000	\$ 395,000	\$ 395,000	\$ 1,540,000
7. Training Stipends	\$ 21,000	\$ 41,000	\$ 41,000	\$ 41,000	\$ 144,000
8. Other	\$ 50,000	\$ 50,000	\$ 10,000	\$ 10,000	\$ 120,000
9. Total Direct Costs	\$ 1,015,350	\$ 1,221,350	\$ 1,101,350	\$ 1,101,350	\$ 4,439,400
10. Indirect Costs	\$ 173,670	\$ 180,273	\$ 166,428	\$ 166,428	\$ 686,797
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ 5,250,000	\$ 10,250,000	\$ 10,250,000	\$ 10,250,000	\$ 36,000,000
12. Total Costs	\$ 6,439,020	\$ 11,651,623	\$ 11,517,778	\$ 11,517,778	\$ 41,126,197

## **Section F Budget Summary – General**

### **(F)(1) Making education funding a priority**

New Mexico funds public elementary and secondary education from the state general fund through the State Equalization Guarantee (SEG). Table F-1.1 shows the SEG funding for Fiscal Year 2008 and Fiscal Year 2009. In Fiscal Year 2008, total SEG funding for public elementary and secondary education was approximately \$2.3 billion or 37.8% of the total recurring dollars in the state's general fund. In Fiscal Year 2009, the SEG funding was approximately \$2.4 billion or 44.4% of the total recurring dollars in the state's general fund.

NM also funds public higher education from the state's general fund; the primary higher education formula is known as Instruction and General Operations (I&G). In addition, New Mexico uses other state funds to support public higher education, including the Land and Permanent Fund Revenue. Table F-1.1 shows the Higher Education funding for Fiscal Year 2008 and Fiscal Year 2009 in millions of dollars. In Fiscal Year 2008, total funding for public higher education was \$662.6 million or 11.0% of the total recurring dollars in the state's general fund. In Fiscal Year 2009, it was \$671.6 million or 12.6% of the total recurring dollars in the state's general fund.

**New Mexico plans to achieve this activity without additional funding from this grant. NMPED will fund this 100% with non-RTTT funds.**

### **(F)(2) Ensuring successful conditions for high-performing charter other innovative schools**

Since 1993, the Public School Code has allowed charter schools to operate in New Mexico. From the original five that were authorized under the 1993 state legislation, the number of charter schools in New Mexico has grown to 73 operating in school year 2009-2010 with another eight authorized to open for school year 2010-2011. Of those 81 charter schools, 21 have been either authorized or renewed as state-chartered charter schools, and the rest have been authorized by local school boards. While the largest concentration of charter schools and students is in the Albuquerque metropolitan area, charter schools exist in 23 of New Mexico's 89 school districts and in urban, suburban, and rural areas. The Charter Schools Act is contained in Chapter 22, Section 8B of the New Mexico Statutes Annotated and is summarized in Appendix F-2-1.

Since the passage of the New Mexico Charter Schools Act in 1999, the number of students enrolled in charter schools has grown steadily. Charter schools enrolled 2,000 students in 2001 and over 12,000 students in 2009-10 (4% of the state's public school enrollment). Statewide, charter schools enroll a higher percentage of special education students than traditional public schools do (21% vs. 19%) and also a higher percentage of students who are eligible for free and reduced-price lunch (62% vs. 55%). More than half of New Mexico's charter schools are middle and high schools and 18 have been established to serve the needs of students classified as "at risk for failure."

**New Mexico plans to achieve this activity without additional funding from this grant. NMPED will fund this 100% with *non-RTTT* funds.**

**(F)(3) Demonstrating other significant reform conditions**

Since 2003, the state added funding for education reform initiatives designed to increase student achievement or graduation rates, narrow the achievement gap, and other important outcomes, including the following.

- *Kindergarten Three Plus*
- *Pre-Kindergarten*
- *Bilingual Education*
- *Graduate New Mexico — It's Everybody's Business*
  - i. An expansion of IDEAL-NM (Innovative Digital Education And Learning).
  - ii. The appointment of a task force for the Schools Most In Need of Improvement.
  - iii. The establishment the Office of Hispanic Education at the Public Education Department.
  - iv. Three Governor Summits on the Achievement Gap, each with a separate focus on Hispanic, Native American, and African American student achievement
  - v. The availability of online cultural competence training for teachers.
  - vi. The creation of a state annual report card reporting achievement, graduation rates, dropout rates, college attendance, college remediation rates, and post-secondary attainment levels for each ethnic group.

**New Mexico plans to achieve this activity without additional funding from this grant. NMPED will fund this 100% with *non-RTTT* funds.**

## **Priority 2 Budget Summary – STEM**

### **Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics**

New Mexico has made great strides in addressing STEM education beginning with the formation of the Math and Science Bureau in 2006 and subsequently the creation of Project 2012. The state has placed a high priority on STEM education and continues to focus on STEM in order to enhance the state's competitiveness to attract industry and prepare and equip our students for the jobs of the future.

In addressing the STEM competitive priority throughout the proposal, we have identified the following areas of reform:

#### **Teacher Quality in STEM Fields – Strengthening STEM Preparation for K-12 Teachers**

In Section A of New Mexico's application, we present NAEP results (Table A-3.5) that show an upward trend in both math and science achievement. Over the last five years, the percent of students proficient or above has increased 11% in math and 6% in science. With *RTTT* funding, we will focus on full alignment of the K-12 standards and continuing our work with NGA Center for Best Practices/CCSSO in the Common Core State Standards Initiative. Courses to advance students in STEM will remain a priority to the state.

In Section D, we address effective teacher and leaders. With the passing of HB 322 in 2009, increased requirements for teacher licensure in STEM fields was determined to be critical to advancing STEM. We ascertain that an education system can be of no higher quality than the quality of its teachers. In the area of STEM education this is especially important and the problems that our current states faces is similar to that in the U.S. – 30%+ of STEM teachers are not certified in their subject of teaching. In addressing the

STEM priority, The NM Leadership Institute (NMLI) will develop a Master STEM Certificate that will require teachers to pass four components of the Leadership Institute that demonstrate master proficiency in STEM. Upon completion of that certification, teachers will receive an opportunity for a Summer Fellowship with an industry partner. The Summer Fellowship is designed to transform teaching and learning through already established partnerships. Teachers will be eligible for fellowships of \$6,000, plus gain hands-on experience and exposure to the latest technology for classroom utilization in the fall. The state will work with national STEM partners, including the National Governors' Association (NGA), TiesTeach, America Institutes for Research (AIR ) Center for STEM Education, the Office of Science and Technology Policy, the Gates Foundation, Gates STEM Initiative, and other key partners in developing this certification.

The anticipated cost to providing an emphasis on Science, Technology, Engineering, and Mathematics, Competitive Preference Priority, is \$1,635,995. These costs are summarized as follows:

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 74,000	\$ 74,000	\$ 74,000	\$ 74,000	\$ 296,000
2. Fringe Benefits	\$ 28,860	\$ 28,860	\$ 28,860	\$ 28,860	\$ 115,440
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment	\$ 4,000				\$ 4,000
5. Supplies	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000
6. Contractual	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 50,000	\$ 50,000	\$ 25,000	\$ 25,000	\$ 150,000
9. Total Direct Costs	\$ 264,860	\$ 260,860	\$ 235,860	\$ 235,860	\$ 997,440
10. Indirect Costs	\$ 40,440	\$ 39,588	\$ 34,263	\$ 34,263	\$ 148,555
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 310,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 490,000
13. Total Costs	\$ 615,300	\$ 360,448	\$ 330,123	\$ 330,123	\$ 1,635,995

1) Personnel: This project will involve staffing as shown below.

Personnel	% FTE	Base	Total
One Statewide Coordinator	100%	\$74,000	\$296,000

2) Fringe Benefits are calculated at 39% of base salary costs.

3) Travel costs for NMPED are shown in the table below.

Activity	# Trips	\$ / Trip	Total
Annual NMPED personnel travel costs to counties across New Mexico	50 trips / year	\$100	\$20,000

4) Equipment costs for this project are shown in the table below.

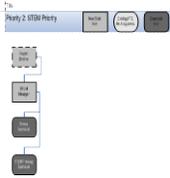
Equipment	Cost	Description	Total
Laptop Computer (1) needed for manager	\$2,500	Laptop Computer	\$2,500

LCD Projector (1) is needed to enable meetings to be coordinated and presented	\$1,000	LCD Projector	\$1,000
Printer (1) for manager	\$500	Printer	\$500

- 5) Supplies: We anticipate that basic operational supplies (office supplies, limited instructional materials and others) will be required for this project.
- 6) Contractual: We plan to procure the following services:
  - a. \$100,000 per year to develop STEM-related courses for IDEAL-NM, the New Mexico Online Education System.
- 7) Training Stipends: There are no training costs in this project
- 8) Other: We anticipate other costs as follows:
  - a. \$50,000 in years one and two and \$25,000 in years three and four to create, update and roll out a public awareness campaign of the STEM Program. This will be matched in-kind by Innovate Educate New Mexico.
- 9) Funding for involved LEAs: There are no involved LEA costs in this project.
- 10) Funding for Participating LEAs is shown in the table below.

<b>Activity</b>	<b>Purpose</b>	<b>Cost</b>	<b># LEAs Involved</b>	<b>Total</b>
Year 1: Teacher STEM Professional Development stipends	Enable teachers to become proficient in STEM subjects	\$50 per hour for 60 hours	100 teachers	\$300,000
Years 2 - 4: Ongoing STEM Professional Development	Enable teachers to remain proficient in STEM subjects	\$50 per hour for 20 hours	100 teachers	\$180,000
LEA Set-Up Costs	Fund to assist LEA's in organizing the training	\$10,000	Various	\$10,000

The proposed staffing for Priority STEM is as follows:



**Figure 8: STEM Section Org Chart**

**This work will involve personnel, fringe benefit, travel, equipment, supplies, contractual, training and supplemental funding for participating LEA costs from this grant. The expected total cost of this outcome is \$1,635,995.**

The budget below provides for STEM services at schools.

**Table 7: STEM Section Cost Estimate**

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 74,000	\$ 74,000	\$ 74,000	\$ 74,000	\$ 296,000
2. Fringe Benefits	\$ 28,860	\$ 28,860	\$ 28,860	\$ 28,860	\$ 115,440
3. Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment	\$ 4,000				\$ 4,000
5. Supplies	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000
6. Contractual	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 50,000	\$ 50,000	\$ 25,000	\$ 25,000	\$ 150,000
9. Total Direct Costs	\$ 264,860	\$ 260,860	\$ 235,860	\$ 235,860	\$ 997,440
10. Indirect Costs	\$ 40,440	\$ 39,588	\$ 34,263	\$ 34,263	\$ 148,555
11. Funding for Involved LEAs					\$ -
12. Supp. Fund. Particip. LEAs	\$ 310,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 490,000
13. Total Costs	\$ 615,300	\$ 360,448	\$ 330,123	\$ 330,123	\$ 1,635,995

## **Budget Summary – Staffing and Costs**

The total expected project staffing is as follows:

**Table 8: Staffing per Section**

Item	NMPED Position	Title of RttT Section	Permanent	Temporary
(A)(2)(ii)	Race to the Top Director	Implement, scale up and sustain proposed plans		1
(A)(2)(ii)	Senior OEA Researcher			1
(A)(2)(ii)	OEA Administrator			1
(B)(1)(ii)	Project Manager	Develop and implement common, high-quality assessments		0.1
(B)(2)(i)	Technical Support staff			3
(C)(1)	Project Manager	Fully implementing a statewide longitudinal data system		1
(C)(1)	Senior Systems Business Analyst			1
(C)(1)	Computer Programs / Database Admin			8
(C)(2)	Senior Systems Business Analyst	Accessing and using State data		1
(C)(2)	Computer Programs / Report Writers			2
(C)(3)	Senior Systems Business Analyst	Using data to improve instruction		1
(D)(2)(iii)	IDEAL-NM Program Coordinator	Conduct evaluations of teachers and principals that include feedback		1
(D)(2)(iv)	OEA Project Assistant	Use evaluations to inform decisions regarding developing teachers and principals		1
(D)(4)(i)	OEA Project Assistant	Link student achievement and growth to teachers and principals		1
(D)(5)	Project Manager	Providing effective support to teachers and principals		4
(E)(2)(ii)(3)	Turnaround Specialists	Develop Community Collaboratives	4	
(E)(2)(ii)(4)	Turnaround Coordinator		1	
(E)(2)(ii)(6)	One Statewide Coordinator	Formalize a statewide Professional Learning Community System		1

The total expected costs of the project are provided in the table below:

**Table 9: Total Cost Estimate by Year**

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 2,065,000	\$ 2,198,000	\$ 1,513,000	\$ 1,513,000	\$ 7,289,000
2. Fringe Benefits	\$ 785,400	\$ 804,720	\$ 755,970	\$ 590,070	\$ 2,936,160
3. Travel	\$ 91,000	\$ 84,000	\$ 87,000	\$ 87,000	\$ 349,000
4. Equipment	\$ 474,500	\$ 19,500	\$ 24,500	\$ 19,000	\$ 537,500
5. Supplies	\$ 37,000	\$ 24,500	\$ 17,500	\$ 16,500	\$ 95,500
6. Contractual	\$ 1,802,500	\$ 2,107,500	\$ 1,077,500	\$ 1,127,500	\$ 6,115,000
7. Training Stipends	\$ 406,000	\$ 1,021,000	\$ 1,496,000	\$ 1,246,000	\$ 4,169,000
8. Other	\$ 1,320,000	\$ 1,320,000	\$ 1,385,000	\$ 1,385,000	\$ 5,410,000
9. Total Direct Costs	\$ 6,981,400	\$ 7,579,220	\$ 6,356,470	\$ 5,984,070	\$ 26,901,160
10. Indirect Costs	\$ 1,075,416	\$ 1,228,524	\$ 1,172,346	\$ 1,082,374	\$ 4,558,660
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supp. Fund. Particip. LEAs	\$ 6,610,000	\$ 11,360,000	\$ 13,910,000	\$ 11,660,000	\$ 43,540,000
12. Total Costs	\$ 14,666,816	\$ 20,167,744	\$ 21,438,816	\$ 18,726,444	\$ 74,999,820

These are planned for the following categories:

**Table 10: Total Cost Estimate by SEA/LEA**

Budget Categories	NMPED	NMPED	LEA	LEA
1. Personnel	96.2%	\$ 7,009,000	3.8%	\$ 280,000
2. Fringe Benefits	96.3%	\$ 2,826,960	3.7%	\$ 109,200
3. Travel	94.3%	\$ 329,000	5.7%	\$ 20,000
4. Equipment	98.8%	\$ 531,000	1.2%	\$ 6,500
5. Supplies	91.6%	\$ 87,500	8.4%	\$ 8,000
6. Contractual	84.3%	\$ 5,155,000	15.7%	\$ 960,000
7. Training Stipends	48.4%	\$ 2,019,000	51.6%	\$ 2,150,000
8. Other	55.6%	\$ 3,010,000	44.4%	\$ 2,400,000
9. Total Direct Costs				
10. Indirect Costs	87.3%	\$ 3,978,512	12.7%	\$ 580,148
11. Funding for Involved LEAs		\$ -		\$ -
12. Supp. Fund. Particip. LEAs	0.0%	\$ -	100.0%	\$ 43,540,000
13. Total Costs	33.3%	\$ 24,945,972	66.7%	\$ 50,053,848