
NEW MEXICO ESEA FLEXIBILITY REQUEST MARCH 16, 2015



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Paperwork Burden Statement

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LABEL	LIST OF ATTACHMENTS	PAGE
See General Attachments (GA)	Notice to LEAs	See General Attachments (GA)
	Comments on request received from LEAs (if applicable)	n/a
GA	Notice and information provided to the public regarding the request	GA
GA	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	GA
Included in Principle 2	Table 2: Reward, Priority, and Focus Schools	Included in Principle 2
See Principle 1 Attachments (P1A)	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	See Principle 1 Attachments (P1A)
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P2A	District Report Card	P2A
See Principle 3 Attachments (P3A)	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems (if applicable).	See Principle 3 Attachments (P3A)

P3A	Evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems	P3A
P3A	NMTEACH Observation Rubric	P3A
P3A	NMTEACH Cut Scores and Calculation Summary	P3A
P3A	Graduated Considerations Overview	P3A
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: New Mexico Public Education Department	Requester's Mailing Address: Jerry Apodaca Building 300 Don Gaspar Santa Fe, NM 87501	
State Contact for the ESEA Flexibility Request		
Name: Leighann Lenti		
Position and Office: Deputy Secretary for Policy and Program		
Contact's Mailing Address: Jerry Apodaca Building 300 Don Gaspar Santa Fe, NM 87501		
Telephone: 505-827-6045		
Fax: 505-827-6520		
Email address: Leighann.Lenti@state.nm.us		
Chief State School Officer (Printed Name): Hanna Skandera	Telephone: 505-827-6688	
Signature of the Chief State School Officer: X	Date: March 16, 2015	
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.		

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

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

serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

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

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

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

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

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

☒ 11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

☒ 12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA

section 1113.

☒ 13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

Please see pages 92-132, pages 143-144, and Principle II Attachments.

☒ 14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

Please see page 27 and pages 81-82.

ASSURANCES

By submitting this request, the SEA assures that:

- ☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.
- ☒ 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)
- ☒ 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- ☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)
- ☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- ☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- ☒ 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

- ☐ 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority

and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.

- ☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- ☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.
- ☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)
- ☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)
- ☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.
- ☒ 14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the “all students” group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
<input checked="" type="checkbox"/> 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.	<p>If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will:</p> <p><input type="checkbox"/> 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and</p> <p><input type="checkbox"/> 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.</p>	<p>If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled <i>ESEA Flexibility</i> as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will:</p> <p><input type="checkbox"/> 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.</p>

CONSULTATION

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

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

Consultation

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

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

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

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

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

(<http://www.ped.state.nm.us/press/2011/Teacher%20Task%20Force%20-%20August%20202,%202011%20meeting%20notice.pdf>)

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

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

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

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

Also, as the rule was in development, the PED made 29 visits throughout the state to local school districts. A formal presentation of the A-F school grading initiative and the recommendations of the Teacher Task Force were made with a question-and-answer period to follow. Once again,

feedback was obtained and adjustments were made to the rules and proposals.

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

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

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

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

until January 2012.

Further Efforts

Since New Mexico's original waiver submission PED convened a second task force specific to teacher and principal evaluation. The NMTEACH task force met from 2012 – 2013 and provided specific feedback and guidance to PED on the NMTEACH observation rubric, number of observations required, multiple measures options, pilot process, data collection and reporting, and other aspects of implementation of the full NMTEACH system.

PED has also developed a Technical Working Group (TWG) to advise on both A-F and NMTEACH. The group represents technical expertise across New Mexico and meets quarterly to review elements surrounding school and educator quality.

In addition to the TWG, PED also engages monthly with the Assessment and Accountability Advisory Council (AAAC) on areas related to standards and assessment and how they impact school accountability and teacher evaluation. The AAAC has provided input on decisions specifically related to:

- Use of interim assessments in NMTEACH
- Use of PARCC results in student graduation requirements
- Implementation of New Mexico's new assessment – PARCC
- Adjustments to A-F school grades as a result of the transition to PARCC

Beginning in July 2014 PED began discussing proposed changes to A-F as a result of the transition to PARCC with superintendents and other district leaders. This conversation with continued in August, October, and January. All districts and stakeholders were also given a comment to review all proposed changes to New Mexico's ESEA Renewal request and provide written comments. To date, none have been received.

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

Engagement of Stakeholders

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

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

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

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

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

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

- New Mexico Coalition of School Administrators
- New Mexico School Boards Association
- New Mexico Business Roundtable
- New Mexico's Committee of Practitioners
- District Bilingual Directors
- District Native American Directors
- SIG Superintendents
- Assessment and Accountability Advisory Council

Taken in total, the PED has consulted on numerous occasions with stakeholders on the development of the policies that are described in this request. As implementation proceeds, the PED remains committed to continuing an open dialogue to not only build support, but to also

solicit input on ideas as we continue to serve New Mexico’s students.

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

Since the release of baseline data to schools and districts, the PED has hosted six technical assistance sessions and will continue to provide weekly technical assistance opportunities.

Further, the PED launched a new website that is easy to use and accessible to all New Mexicans.

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

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

Further Efforts

As New Mexico has implemented its original approved waiver there have been multiple opportunities for stakeholder engagement.

- In 2014, PED sponsored a series of Common Core town halls across New Mexico in partnership with LuLAC and NIEA. These town halls provided participants with an opportunity to learn about the new standards and assessment, New Mexico’s implementation efforts, ask questions, and provide feedback on concerns. Each town hall had translators available for both Spanish and Navajo speakers to ensure all participants could fully participate.
- PED has also translated the full www.newmexicocommoncore.org website into Spanish and the grade level brochures into both Spanish and Navajo.
- PED continues to have monthly conversation with the AAAC related to multiple aspects of implementation of the policies outlined in this request, as well as other related areas.

- On a quarterly basis PED meets with the Bilingual and Hispanic Education Advisory Councils to discuss updates to key policies and garner input and feedback. Members of both councils also represent the interest of the business community, civil rights stakeholders, and the English learner and Hispanic communities. At the regular meetings with both groups the members provide feedback not only on the initiatives outlined in this renewal request, but other key reform initiatives. An example of their work are the current efforts underway to create a series of “look fors” using the NMTEACH rubric when observing classrooms to ensure that the academic needs of Hispanic and English learners are being met.
- PED is a member of the Employability Partnership (EP) and the Early Learning Advisory Council (ELAC). Both groups are appointed by the Governor and engage in active dialogue related to education reform efforts across New Mexico. ELAC meets quarterly and EP meets monthly. The EP has been very active in supporting New Mexico’s efforts as the state has transitioned to the CCSS and PARCC. The Secretary sits on the EP and her senior leadership team often provides staff support. The EP has consistently supported the implementation of the CCSS and the call for action to ensure that all students graduate workforce and/or career ready.
- New Mexico began implementing the Real Results plan on 2011 to better support Students with Disabilities in low-performing Title I schools. This initiative has allowed for PED to regularly engage with the disability community to receive feedback on best practices that can be shared statewide. It has also created an opportunity to further support Students with Disabilities in a manner that is fully aligned with the A-F School Grading System.
- PED is an active participant at the regular conferences sponsored by the New Mexico School Boards Association and the New Mexico Coalition of Educational Leaders. In addition to participating in conferences for both groups, PED also regularly engages with the leadership of both groups to discuss proposed policy shifts and garner feedback.
- PED recently presented to the Deans and Directors workgroup. Deans and Directors

from New Mexico’s Institutes of Higher Education participate and were given a chance to ask questions and provide feedback on New Mexico’s proposed waiver changes.

- Last, PED provides consistent and frequent trainings for special education directors, bilingual directors, district test coordinators, district curriculum and instruction leaders, school principals, instructional coaches, and others including teachers on key reform efforts. These trainings always provide an opportunity for questions and feedback from participants.

EVALUATION

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

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

OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

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

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

Overview of Request

Through the “Kids First, New Mexico Wins” plan, the New Mexico Public Education Department (PED) has taken a key first step by clearly articulating the expectation that all students in New Mexico have the potential to reach high levels of achievement, regardless of background. Further, by implementing key initiatives such as the A-F School Grading Act and

redesigning the state’s teacher and school leader evaluation system, New Mexico is consistently placing children at the center of all initiatives. New Mexico’s request for flexibility meets each of the principles outlined, and the state is prepared and ready to implement what is included in this request. Further, each principle articulated allows New Mexico to create coordination and consistency across the policies outlined in this request.

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

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

In October 2010, New Mexico adopted the Common Core State Standards (CCSS). The CCSS were adopted in order to increase the rigor of New Mexico standards and better prepare New Mexico students for college and careers after high school. These standards are aligned with college and work expectations and provide a consistent understanding of what students are expected to know and be able to do, regardless of what state they live in. The development of the CCSS was a state-led process involving state leaders, teachers, and content experts, and draws upon the best state standards and most effective models from around the world. The CCSS ready students to compete in the global economy.

With the help of a statewide Planning Committee, the PED created an implementation plan for transitioning the state to the CCSS. This plan was shared with districts January 31, 2012 and has since been updated to reflect accomplishments and refined next steps. This plan, included in the Principle 1 Attachments, details the key implementation steps for transitioning assessments, professional development, and curriculum and instruction/instructional materials to the CCSS. It also includes a communication plan for how the PED will effectively spread awareness on the CCSS transition to diverse stakeholders.

PED is on target for full implementation of the CCSS in 2014-2015. Full implementation

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

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

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

- Measure schools based on both proficiency and growth
- Meaningfully differentiate levels of success
- Avoid holding schools accountable for characteristics beyond their control
- Provide meaningful data to champion success and identify areas of improvement

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

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

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

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

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

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

The model for high schools includes the following:

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

- Opportunity to learn student survey

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

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

Principle 3: Supporting Effective Instruction and Leadership

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

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

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

whereby acknowledging student growth and progress

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

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

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

New Mexico fully implemented the NMTEACH Effectiveness System during the 2013-2014 school year. 20,677 teachers received NMTEACH summative ratings, with the distribution as follows:

- Exemplary-1.5%
- Highly Effective-20.2%
- Effective-56%
- Minimally Effective-19.5%
- Ineffective-2.8%

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

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

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

Option A

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

Option B

- ☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)
- ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

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

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

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

Adoption of College-and-Career-Ready Standards

Since 1999, New Mexico has had content standards in place. New Mexico adopted the Common Core State Standards (CCSS) in October, 2010. The CCSS were adopted to increase the rigor of New Mexico standards and better prepare New Mexico students for college and careers after high school.

The PED’s Assessment and Accountability Bureau (A&A) coordinates the development and implementation of New Mexico’s statewide assessment program which is designed to measure student attainment of standards and benchmarks in language arts, mathematics, and science. Until Spring 2015, the New Mexico accountability assessments, the Standards Based Assessment, were aligned to New Mexico’s Core Curriculum Content Standards. Beginning in Spring 2015, the assessments in English language arts and mathematics will be aligned to the Common Core State Standards, and science assessments will continue being aligned with New Mexico’s Core Curriculum Content Standards. The A&A works collaboratively with school districts, charter schools, Bureau of Indian Education, and State-educational institutions to collect and report information about student assessments in order to inform instruction, increase student learning, and help parents and the public assess the effectiveness of their schools.

The mission of the A&A is to develop valid and reliable assessment instruments, to administer these assessments under standardized and secure conditions, and to score and report the results of these assessments accurately, efficiently, and effectively given the constraints of available resources. The work of A&A satisfies both New Mexico and Federal regulations, including the requirements of New Mexico’s school assessment and accountability laws and the requirements of the Elementary and Secondary Education Act

(ESEA).

Beginning in Spring 2015, A&A administers the following assessments:

- Partnership for Assessment of Readiness for College and Career (PARCC): Approximately 230,000 students in New Mexico take the PARCC assessments in English language arts in grades 3-11 and in mathematics in grades 3-8 and in high school when students are in PARCC-aligned courses of algebra I, geometry, and algebra II. Additionally, Spanish-speaking English Language Learners (ELLs) will take the PARCC math assessment in Spanish in grades 3-11 in their first 3 years in U.S. schools or in their 4th or 5th year with an approved Testing in English Waiver.
- Standards-Based Assessment (SBA): The SBA tests approximately 75,000 students in science (grades 4, 7, and 11). In 2015, the SBA Spanish in reading for grades 3-8, 10 and 11 and in writing for grades 3, 5, and 8 serves as the language arts accountability assessment for Spanish-speaking ELLs in their first 3 years in U.S. schools or in their 4th or 5th year with an approved Testing in English Waiver.
- National Center and State Collaborative (NCSC): NCSC is the alternate to PARCC in English language arts and mathematics for students with documented significant cognitive disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community). Students in grades 3-8 and 11 will take NCSC.
- New Mexico Alternate Performance Assessment (NMAPA): The NMAPA is the alternate to the SBA in Science for students in grades 4, 7, and 11 with documented significant cognitive disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community).
- Assessing Comprehension and Communication on English State-to-State for English Language Learners (ACCESS for ELLs): ACCESS for ELLs is a secure large-scale English language proficiency assessment given to K-12

students who have been identified as ELLs. It is given annually to monitor students' progress in acquiring English.

As New Mexico fully transitioned to the CCSS and PARCC, the state has ensured that there are ample opportunities for eighth grade students to take advanced mathematics and robust support for disadvantaged students as they work to graduate college and career ready.

All New Mexico students have the opportunity to take advanced math classes prior to entering high school. New Mexico Administrative Code 6.29.1.11.B.5, *Standards for Excellence, Program Requirements*, states that “[i]n eighth grade, algebra I shall be offered in regular classroom settings, through online courses or agreements with high schools.” Almost all middle schools in New Mexico offer algebra I courses, and those that do not allow students to attend advanced math courses at their local high school. In the 2013-2014 school year, 8,263 (33%) of eighth grade students took algebra I or more rigorous high school level math courses. All eighth grade students in advanced math courses take accountability assessments aligned to their curriculum. In high school, these students continue taking advanced coursework which typically includes geometry, algebra II, pre-calculus, trigonometry, financial literacy, and sometimes calculus.

The Public Education Department aggregates and reports standardized test scores of low income students based on their participation in the free and reduced price lunch program (FRLP). This helps PED target LEAs for professional development in programs to support ELA and math instruction. PED is also developing the Early Warning System, a dropout prevention program aimed at identifying students at risk for dropping out of high school. Since a high percentage of high school dropouts are economically disadvantaged, this program will help LEAs support these students and promote their retention in school.

To encourage economically disadvantaged students to take Advanced Placement (AP) exams, PED offers an AP test fee reduction program. Using state and federal funds, as well as a College Board fee reduction, the cost of the AP exam to eligible students is

\$3.00—significantly lower than the full cost of the \$91 exam. The criteria for fee reduction are based on eligibility for FRLP under the National School Lunch Act. Of 14,223 AP exams administered in 2014, 5,030 (35.4%) exams were taken by low income youth. The success of New Mexico’s FRPL on Advanced Placement exams ranks among the top in the nation.

To support high academic rigor, New Mexico encourages all students to participate in dual credit courses for which students receive both high school and college credit. Over fifty seven percent of New Mexico students who took dual credit courses in the 2014-2015 school year are FRLP participants.

Additionally, the Carl D. Perkins Career and Technical Education Act introduces additional opportunities for FRLP students to excel in academics. The Act provides an increased focus on the academic achievement of career and technical education students and strengthens connections between secondary and postsecondary education. Of FRLP students taking a structured CTE sequence of three or more courses in a career cluster/pathway, ninety two percent attained a 2.0 or higher GPA in their CTE coursework, eighty eight percent graduated from high school, and all completed their CTE programs. Please see Principle 1 Attachments to read the full implementation plan for assessment, curriculum and instruction, professional development, and communication of the CCSS.

Creating the CCSS Implementation Plan: Methodology and Stakeholders

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

As an initial step in creating the implementation plan, WestEd performed an alignment study (included in the Principle 1 Attachments) between the CCSS and the New Mexico standards. This study was used to inform curriculum mapping and to determine what

professional development and technical support was required for educators to teach the new CCSS. PED also developed and administrated a Transition to Common Core State Standards Planning Survey to all our districts and state-administrated charter schools. The results from this survey provided critical information on the needs of districts in order to prepare their teachers for the transition, and their technical needs in order to administer new, computer-based assessments provided by the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Integration and Implementation

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

section of the plan, each team met with all other groups to ensure coordination and alignment among sections of the plan. These cross-team meetings occurred throughout the implementation plan development process and were effective in ensuring that the activities of all aspects of CCSS implementation reinforced each other. The timeline overview of the original implementation plan, (table 1D) demonstrates the alignment between the various sections of the plan.

The revised Implementation Plan was adjusted to highlight five major components; development process, communication, student assessment, professional development and leadership. To see in greater detail the coordination between CCSS implementation activities, key progress made and work plans, please see the implementation plan pages 26-27 for communication, 32-36 for assessment, 40-42 for Curriculum & Instruction, 62-68 for professional development, and 72-74 for leadership. Examples of key aligned milestones include the following:

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

- The original and current communications plans align with the professional development, curriculum and instruction, and assessment implementation steps described above. Increased communication during spring and summer 2012 prepared for the implementation of grades K-3 in 2012-2013. This communication included the release of the NMCCSS Implementation Plan and alignment studies between the CCSS and the New Mexico content standards, a statewide conference for district teams sponsored by CCSSO, regional meetings and the unveiling of the CCSS website in February 2012, which houses professional development resources and CCSS FAQs for students, parents, community, and administrators.
- Additional examples of key aligned milestones in areas of communication, assessment, curriculum & instruction, and professional development can be seen in the tables below.

Communication: Table 1: Key Progress

Timeframe	Key Progress Made
2011–2012	<ul style="list-style-type: none"> • Memo to Superintendents from Secretary Skandera <ul style="list-style-type: none"> ○ CCSS overview ○ WestEd alignment study findings ○ State CCSS Implementation Plan ○ CCSSO-sponsored summit ○ Launch of NMCCSS website • NMCCSS website launches • Public feedback enabled on new website and through conferences • Presentation and promotional materials made available • New Mexico PARCC Educator Leader Cadre (ELC) was formed. Cadre members become involved in presenting information around the state on the transition to the CCSS and PARCC. • District diagnostic survey
2012–2013	<ul style="list-style-type: none"> • Launch of Educator Leader Cadre website. ELC members continue presentations. • Leadership and Educator webinar series • State, regional, and local professional development support • NMCCSS website content expands • Public feedback continues via website • Updates from Secretary regarding assessment and professional development • Districts create plans to engage stakeholders
2013–2014	<ul style="list-style-type: none"> • State, regional, and local professional development support • NMCCSS website content expands

	<ul style="list-style-type: none"> ○ Translation of NMCCSS website to Spanish • Public feedback continues via website • Release of CCSS informational brochures for parents in English, Spanish, and Navajo¹ • Release of parent module to support English Learners • Regional CCSS Town Hall Meetings <ul style="list-style-type: none"> ○ September 3: Farmington ○ September: Santa Fe ○ December 16: Albuquerque ○ April 16: Las Cruces ○ April 30: Clovis ○ May 12: Raton • Updates from Secretary regarding assessment and professional development • Districts further engage stakeholders
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Assessment: Table 2A: SBA/PARCC Key Progress

Timeframe	Key Progress Made
2011–2012	A comprehensive study of existing test-bank items was completed to identify those that were and were not aligned with the CCSS and topics that were not well-covered within the existing bank. An analysis of 2011 SBA data was also done to identify gaps in student performance and item alignment, especially in areas and topics most relevant for the CCSS. Decisions about changes to the 2013 Grade 3 SBA Bridge Assessment were finalized and a blueprint was publicized. Measured Progress began new item development as needed for field testing in the 2013 SBA for all tested grades.
2012–2013	SBA design only changed for grade 3 in 2013 to align with the CCSS. SBA trends and data for 2013 Grade 3 SBA Bridge Assessment was analyzed and published. Design of the 2014 SBA Bridge Assessments was planned in all tested grades for CCSS alignment and a blueprint was publicized. A committee reviewed new items. The PED published the SBA/CCSS Assessment Frameworks which explained the redesign and what CCSS expectations were to be emphasized in 2013 and 2014.
2013–2014	<ul style="list-style-type: none"> • Performance trends continued to be analyzed. A standards-setting committee for 2014 SBA Bridge Assessment was formed. After the 2014 SBA Bridge Assessment, CCSS reports were provided to schools and districts indicating readiness for an upcoming CCSS-aligned accountability assessment. • Participation in PARCC development including blueprints, item writing, and development on consortium programs.
2014–2015	<ul style="list-style-type: none"> • Continued participation in PARCC development including item reviews, form construction, program and policy development. • Published monthly “Countdown to PARCC” guidance documents for

¹ <http://newmexicocommoncore.org/pages/view/306/informational-brochures-for-parents/1/51-resources-for-parents>

	<p>administrators, teachers, and families to assist with PARCC preparation.</p> <ul style="list-style-type: none"> • Conducted statewide PARCC Technology Readiness Workshops to train administrators on PARCC student registration and data systems. • Conducted webinars for Special Education administrators on PARCC accommodations and accessibility features. • Conducted statewide Assessment Workshops to assist district teams with their assessment system, instructional implications for PARCC in ELA and math, PARCC technology readiness, and assessment scheduling. • Students in grades 3–11 take the CCSS-aligned Partnership for the Assessment of Readiness for College and Career (PARCC) assessments in English language arts and math in Spring 2015.
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Assessment: Table 2B: Alternate Assessment Key Progress

Timeframe	Key Progress Made
2011–2012	Collaboration with Delaware and other interested states in developing CCSS-aligned extended grade band expectations (EGBEs) for students with significant cognitive disabilities was discussed. Alignment of NMAPA items with CCSS was evaluated. CCSS-aligned Expanded Grade Band Expectations (EGBEs) and frameworks for all grade spans in reading/ English language arts and mathematics were written. Item content and bias reviews for shared items using statewide teacher committees for 2013 field test items were conducted.
2012–2013	NMAPA 2013 trends data was analyzed and published. Design of the 2014 NMAPA Bridge Assessment was planned. Item content and bias reviews for shared items and newly-developed items using statewide teacher committees were conducted. The 2014 NMAPA Bridge Assessment using New Mexico owned CCSS-aligned items and shared CCSS field test items from Delaware was designed.
2013–2014	2014 assessment blueprint and release items were publicized. The implementation of the National Center and State Collaborative (NCSC) instructional materials and assessment for 2015 administration was planned. Item content and bias reviews for shared items and newly-developed CCSS items using statewide teacher committees were conducted. NMAPA 2014 trends data was analyzed and published.
2014–2015	Formation of a Community of Practice (COP) to disseminate instructional materials and assessment information to support statewide transition to the NCSC assessment. Implementation of the CCSS-aligned NCSC assessments in English language arts and math beginning in Spring 2015.

Assessment: Table 2C: ACCESS Key Progress

Timeframe	Key Progress Made
2011–2012	New Mexico began administering the Alternate ACCESS (alt-ACCESS) assessment in spring 2012. WIDA awarded an Extended Assessment Grant (EAG) and began development of the new Assessment Services Supporting ELs through Technology Systems (ASSETS). New Mexico participated fully in the development of the ASSETS assessment.
2012–2013	Administer ACCESS or alt-ACCESS for current EL students in grades K-12
2013–2014	Administer ACCESS or alt-ACCESS for current EL students in grades K-12

2014–2015

Administer ACCESS or alt-ACCESS for current EL students in grades K-12

Curriculum & Instruction: Table 4: Evidence of Progress

Timeframe	Key Progress Made
October 29, 2010	New Mexico adopted the Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects plus additional 15% ELA state standards.
2012-2013	<ul style="list-style-type: none"> Beginning in spring 2012, all districts were expected to incorporate the following portions of the CCSS into teaching and learning at all grade levels: <ul style="list-style-type: none"> Capacities of the Literate Individual English Language Arts Shifts in Instruction Reading and Writing Framework Shifts in Instruction Mathematical Practices Mathematics Shifts in Instruction Districts were provided with support and resources in comparing the alignment of existing instructional materials to the CCSS including an alignment study/gap analysis posted online at the NMCCSS website. The NMPED and districts began build partnerships and identify/leverage existing resources to ensure equity and rigor for all students. Accelerated Adoption for Common Core Math and ELA, grades K-3: Instructional Materials Bureau convened teachers and college faculty for adoption process review guided by NMPED-developed rubrics aligned to CCSS. Mandated CCSS Implementation Start Date: Grades K-3 Mathematics and ELA K-3 Reads to Lead Reading Initiative: Districts and charters developed plans for literacy instruction and support funded by \$8.5 million in state special appropriation monies. Participating districts and charters were required to use DIBELS Next as a universal screening and progress monitoring tool.
2013-2014	<ul style="list-style-type: none"> Mandated CCSS Implementation Start Date: <ul style="list-style-type: none"> Grades 4-12 Mathematics and ELA Grades 6-12 Literacy Standards in Social Studies, Science & Technical Subjects Literacy Standards K-3 Reads to Lead Reading Initiative: Literacy instruction and support plans continued to be funded by \$11.5 million in state special appropriation monies (85 districts, 24 charters). New Mexico district/charter school leaders and other participants including regional reading and math/science coaches, Regional Education Cooperatives (REC) directors, and representatives from PARCC Educator Leader Cadre (ELC), Bureau of Indian Education (BIE), and Mathematically Connected Communities (MC²) attending NMCCPD program events received a sampling of instructional materials.
2014-2015	<ul style="list-style-type: none"> New Mexico Common Core Implementation Plan revised by New Mexico Educator Leader Cadre and PED staff team, in collaboration with MC². Planned to be released to public after internal review in Spring 2015.

Professional Development: Table 5A: Assessment Professional Development Key**Progress**

Timeframe	Key Progress Made
2011-2012	First Educator Leader Cadre (ELC) meeting occurred. The meetings were opportunities for educators to build expertise in the CCSS and PARCC by engaging in deep analysis of the CCSS and aligned material such as the PARCC Model Content Frameworks and item prototypes.
2012-2013	<p>The following webinar series was presented through the ELC:</p> <ul style="list-style-type: none"> • Part I–PARCC Overview and September 2012 Updates • Part II–Common Core State Standards: Shifts in ELA/Literacy Instruction • Part III–Common Core State Standards: Shifts in Mathematics Instruction <p>New Mexico Common Core Professional Development (NMCCPD) Program offered:</p> <ul style="list-style-type: none"> • Leadership Webinar Series for Administrators: Preparing for the PARCC Assessments with Skip Fennel
2013-2014	<ul style="list-style-type: none"> • Webinar: 21 Facts Every Educator Should Know About NMPARCC • PARCC Field Test administered in Spring 2014. • NMPED Assessment Conference held in Summer 2014. The focus of the conference was Assessment Best Practices and sessions included using assessment data to support instruction, interim assessment reports, PARCC implementation, assessment accommodations, test security, integrating assessment in instruction, creating effective formative assessments, and others.
2014-2015	<ul style="list-style-type: none"> • Statewide PARCC Technology Readiness workshops • Statewide Assessment Workshops • Webinars on PARCC Accommodations • Webinars on PearsonAccess Next for PARCC student registration • Webinars on PARCC Updates • Test Coordinator Trainings • Monthly <i>Countdown to PARCC</i>

Professional Development: Table 5B: General Professional Development Key Progress

Timeframe	Key Progress Made
2011-2012	<p>NMCCSS Implementation Plan was released</p> <p>NMPED provided districts with the CCSS alignment study/gap analysis and online diagnostic tool to be used as professional development needs self-evaluation posted online at PED website</p> <p>State professional development service providers vetting process began.</p>

	<p>CCSS Summit Conference for district teams sponsored by the PED and CCSO took place.</p> <p>Leadership for the Common Core in Albuquerque: Exploring the Leadership Perspective on the Common Core Implementation sponsored by New Mexico School Leadership Institute took place.</p> <p>Instructional Material Bureau provided training to CCSS-aligned mathematics and ELA adoption review committee.</p>
2012-2013	<p>NMPED partnered with Knowledge Delivery Systems and Solution Tree to offer a blended model of professional development to teachers and administrators including two webinar series (Educator and Leadership/ Administrator) and online courses</p> <p>New Mexico Common Core Professional Development Program offered the following:</p> <ul style="list-style-type: none"> • Leadership Webinar Series: Alignment of the CCSS to Current Programs and Practices: Moving From Textbook-based to Standards-based with Cassandra Erkens • Educator Webinar Series: Implementing the Common Core State Standards with Students with Disabilities with Dr. Lee Ann Jung
2013-2014	<p>NMPED continued its partnership with Knowledge Delivery Systems and Solution Tree to provide:</p> <ul style="list-style-type: none"> • Common Core Professional Development Summit • Creating Conditions for Success for All Students & Follow-up Webinar • Webinar: Implementing the Common Core for Students with Disabilities • Implementing the Common Core Anchor Standards at the Secondary Level and Follow-Up Webinar • Regional Common Core Mentoring • Common Core English Learner Support Program • Online Courses: Common Core Math and ELA, English Learners
2014-2015	<ul style="list-style-type: none"> • Math PARCC Readiness webinars for math teachers • ELA PARCC Readiness webinars for ELA teachers • 4 PARCC assessment workshops across New Mexico for test/tech coordinators, school and district leaders and teachers. Included information specific to test/tech planning, assessment inventory and instructional implications for math and ELA. <p>NMPED continued partnership with Knowledge Delivery Systems and Solution Tree to provide:</p> <ul style="list-style-type: none"> • Two-part Leadership Academy for school and district leaders (August & January) • Regional Common Core Mentoring, in six regions throughout the state, twice over the course of the year.

	<ul style="list-style-type: none"> • Regional Content Workshops, 3 content areas; collaborative teams, effective instruction, and ccss mathematics,. In 6 regions, for a total of 18 workshops. • Whole school online program- 43 schools with 80% or more of staff completing common core related coursework as a team • Response to Intervention (Dec) and Differentiated Instruction (Feb) Conferences • Culturally Responsive Instruction Institute, Summer 2015
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Professional Development: Table 5C: Differentiated Instruction Professional Development Key Progress

Timeframe	Key Progress Made
2011-2012	<p>New Mexico member of WIDA Consortium since 2009</p> <p>English Learner Level 1 and 2 Workshops facilitated by MC², NMSU, Las Cruces, PED grant-funded project</p>
2012-2013	<p>Two-day WIDA data training: Farmington, Albuquerque, and Las Cruces</p> <p>New Mexico Common Core Professional Development (NMCCPD) Program:</p> <ul style="list-style-type: none"> • Educator Webinar Series: Teaching Reading and Comprehension to English Learners with Dr. Margarita Calderón, Parts 1 and 2, through the New Mexico Common Core Professional Development Program • Leadership Webinar Series: Differentiating Instruction for All Students At Risk with Martha Kaufeldt • Educator Webinar Series: Implementing the Common Core: Differentiating for Gifted and Talented Students with Martha Kaufeldt • Educator Webinar Series: Integrating Rigor and Relevance into Instruction for the Common Core with Brian Pete • Educator Webinar Series: How to Teach Thinking Skills in the Common Core with Dr. Robin Fogarty and Brian Pete <p>1st Annual MC² English Learner Conference: Achieving in Mathematics for All Students in New Mexico</p> <p>Bilingual and Multicultural Education Bureau presentations at various conferences</p> <p>Three 2-day Daily Differentiated Instruction Workshops (Las Cruces 5/12-5/13, Albuquerque 5/15-5/16, Farmington 6/12-6/13) Included development of a toolkit of differentiation strategies to use to be response to academic, cultural and social-emotional needs of individual students.</p>
2013-2014	<p>Online Professional Development Teacher, Administrator, Parent Modules: Making the Common Core State Standards Accessible to English Learners (EL)</p> <p>A two-day WIDA English Language Development Standards (ELDS) and Lesson Planning Workshop was held in Taos, Belen, and Hobbs through the</p>

	<p>Bilingual/Multicultural Education Bureau</p> <p>A two-day workshop titled “Working with English Learner Student Data Workshop” was held in Albuquerque and Hobbs through the Bilingual and Multicultural Education Bureau</p> <p>Common Core English Learner (EL) Support Program for selected schools facilitated by EL coaches was provided through the New Mexico Common Core Professional Development Program</p> <ul style="list-style-type: none"> • Phase One: Coaching and Observation • Phase Two: Refreshers and Breakouts • Phase Three: Wrap-up and Implementation Plans <p>Bilingual and Multicultural Education Bureau provided presentations at various conferences</p>
2014-2015	<ul style="list-style-type: none"> • Release of revised Response to Intervention (RtI) manual from PED, in collaboration with district, school, teacher and education leaders across the state- December 2014. • Response to Intervention, Dec and Differentiated Instruction (DI), Feb Conferences • Online follow up program with focus on RtI and DI • Culturally Responsive Instruction Institute, Summer 2015- focus on English Learners and incorporating culturally relevant texts and languages in the classroom, based on New Mexico’s 15% specific content standards

Professional Development: Table 5D: English Language Arts/Literacy Professional Development Key Progress

Timeframe	Key Progress Made
2011-2012	<p>Districts began ongoing study of the CCSS including Instructional Shifts in ELA/Literacy and ELA Capacities of the Literate Individual</p> <p>Common Core Launch Team: New Mexico State University, University of New Mexico, and independent education consultants collaborated to provide expert guidance and professional support to districts and schools as they implement the new standards in Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.</p>
2012-2013	<p>New Mexico Common Core Professional Development Program:</p> <ul style="list-style-type: none"> • Leadership Webinar Series: Supporting and Monitoring Changes in Instructional Practices in English Language Arts with Douglas Fisher <p>New Mexico Reads to Lead! Initiative</p> <ul style="list-style-type: none"> • Funding by special appropriation: \$8.5 million • Districts and Charters developed literacy plans for literacy instruction and support • Plans served as non-competitive applications

	<ul style="list-style-type: none"> • Allocations used to fund: <ul style="list-style-type: none"> - Regional coaches through the RECs - District reading coaches - Reading interventionists - Instructional materials - Professional Development • Districts required to use DIBELS Next as a universal screening and progress monitoring tool
2013-2014	<p>New Mexico Reads to Lead! Initiative</p> <ul style="list-style-type: none"> • Funding by special appropriation: \$11.5 million (85 districts, 24 charters) • Readers Raise the Roof Train-the-Trainer (1 day offered 5 times) • Readers Raise the Roof Family Workshops (1 day offered 6 times) • K-3 Reading Coach Institutes (2 days) • DIBELS Next Data Analysis (1 day offered 9 times) • DIBELS Next: How to Administer Train-the-Trainer (1 day offered 3 times) <p>K-3 Plus Program</p> <ul style="list-style-type: none"> • Funding by special appropriation: \$15,950,000 (32 districts, 2 charters) • Program provides 25 additional instructional days during the summer for eligible schools with 80% or higher free or reduced-fee lunch or a school with a D or F school grade • Language Essentials for Teaching Reading and Spelling (LETRS) (8 days provided in 5 regional locations)
2014-2015	<p>New Mexico Reads to Lead! Initiative</p> <ul style="list-style-type: none"> • Funding by special appropriation: \$14.5 million (87 districts, 33 charters) • Language Essentials for Teaching Reading and Spelling (LETRS) (8 days offered 3 times) • Reading Coach Institute (1 day) • Foundations of Reading and Writing Instruction Aligned with Common Core State Standards (4 days offered 5 times) • Regional Reading Coach training (5 days) • DIBELS Next Data Analysis for School Leaders and School Teams (40 half-days provided regionally) <p>K-3 Plus Program</p> <ul style="list-style-type: none"> • Funding by special appropriation: \$21,223,000 (47 districts, 1 charter) • Language Essentials for Teaching Reading and Spelling (LETRS) (4 days offered 5 times) • K-3 Math Labs (5 days provided 4 times) <p>Common Core State Standards Professional Development</p> <ul style="list-style-type: none"> • Grades 4-5 Teacher Institute for Literacy Instruction (1 day) • Grades 6-8 Teacher Institute for Literacy Instruction (1 day)

Professional Development: Table 5E: Mathematics Professional Development Key Progress

Timeframe	Key Progress Made
2011-2012	Districts began ongoing study of the CCSS including Math Instructional Shifts, Critical

	<p>Areas of Focus and Mathematical Practices</p> <p>New Mexico Common Core Mathematics Standards Leadership Conference on January 18-19 in Albuquerque sponsored by Mathematically Connected Communities (MC²), New Mexico State University, New Mexico Coalition of Educational Leaders (NMCEL), New Mexico Cooperative Educational Services (CES) kicked off CCSS implementation</p>
2012-2013	<p>New Mexico Common Core Professional Development Program:</p> <ul style="list-style-type: none"> • Educator Webinar Series: Implementing the Common Core for Secondary Mathematics with Tim Kanold • Leadership Webinar Series for Administrators: Supporting and Monitoring Changes in Instructional Math Practices with Time Kanold <p>PED grant-funded Mathematically Connected Communities (MC²), New Mexico State University, Las Cruces (Districts participating included Albuquerque, Gallup, New Mexico Navajo South, Farmington, Central Consolidated, Aztec, Bloomfield, Roswell, Artesia, Dexter, Hagerman, Floyd, Ft. Sumner, Dora, House, Grady, Los Lunas, Socorro, Belen, Las Cruces, Hatch, Cobre, Alamogordo, Ruidoso, Tularosa, Gadsden, Raton, Maxwell, Roy, Cimarron, Springer, Des Moines, Mosquero, Clayton, Carlsbad, Loving, Las Vegas City, Mora, Pecos, Wagon Mound, Lovington, Tatum, Moriarity, Española, Taos, Chama Valley, Mountainair, Jemez Valley, Santa Fe Indian School, La Promesa Early Learning Center in Albuquerque, Montessori School in Albuquerque:</p> <ul style="list-style-type: none"> • 5-day Summer Math Institutes and 2-day Math Leadership Academies • Five 1-day Regional Math Workshops in (1 day combined with Leadership Team Meetings) • Three additional 1-day Math Leadership Team Meetings • 4 days+ onsite customized professional development per district
2013-2014	<p>Stipends funded through PED STEM Initiative for the following:</p> <ul style="list-style-type: none"> • 3-day MidSchool Math Conference: 300 teachers attended • 5-day Science Initiative Workshop in Santa Fe: 25 teachers attended, included math and ELA CCSS connections • 4-day Intensified Algebra 1: 28 teachers attended • 4-day Story Teller Math Training: 30 teachers + administrators attended • 3-day New Mexico MESA Teacher Engineering Curriculum Training: 60 HS teachers • 2-day STEM Symposium in Albuquerque: 530 teachers attended • 5-day Dana Center Math Workshops for middle and high school in Hobbs • 5-day Agile Minds Intensified Algebra 1 for middle school in Farmington (blended learning, double block intervention for students who struggled in grade 8 math so they can stay on track for Algebra 1 / college and career readiness) • Math webinars led by Tim Kanold <p>PED grant-funded Mathematically Connected Communities (MC²), New Mexico State University, Las Cruces (Districts participating included Farmington, Central Consolidated, Roswell, Artesia, Dexter, Floyd, Los Lunas, Socorro, Belen, T or C,</p>

	<p>Deming, Hatch, J. Paul Taylor Academy in Las Cruces, Alamogordo, Carizozo, Corona, Gadsden, Raton, Maxwell, Roy, Cimarron, Springer, Des Moines, Carlsbad, Loving, Las Vegas City, Mora, Pecos, Wagon Mound, Lovington, Tatum, Española, Taos, Chama Valley, Mountainair, Jemez Valley, Montessori School in Albuquerque):</p> <ul style="list-style-type: none"> • 5-day Summer Math Institutes and 2-day Math Leadership Academies • Four 1-day Regional Math Workshops (2 days combined with Leadership Meetings) • Two additional half-day Math Leadership Team Meetings • 5-day MC² Summer Math Institute/Leadership Academy • 4 days+ onsite customized professional development per district
2014-2015	<ul style="list-style-type: none"> • Math PARCC Readiness webinars for math teachers • Webinar to train the IDEAL NM teachers on CCSS-Math Practices • MC2 math labs for grades 4-6 in northeast region • MC2 K-3+ math labs • MC2 summer institutes in 4 regions • Solution Tree - 6 1-day regional math content Workshops for elementary teachers • Solution Tree - 6 1-day regional math content Workshops for 6-12 teachers • STEM Symposium -2 day STEM professional development • Stipends funded through PED STEM Initiative for the following: <ul style="list-style-type: none"> ○ 2-day Middle School Math Conference

Roles and Responsibilities

The Internal Leadership Plan, located on pages 72-73 of the NMCCSS Implementation Plan, details the structure and responsibilities of the SEA during implementation. During spring 2012, the SEA established an Implementation Team including PED staff from the policy, literacy, mathematics, and communications departments, a CCSS facilitator, and stakeholders representing district/campus administrators, teachers/instructional staff, parents, and business community. This implementation team had the following responsibilities:

- Develop and manage implementation plan budget
- Seek external funding sources in addition to state funding
- Maintain two-way open and timely lines of communication
- Form partnerships to leverage resources
- Provide support to ensure alignment of instructional programs and materials to the CCSS
- Coordinate professional development opportunities

- Assist with professional development service providers vetting process
- Monitor performance and progress
- Develop of an evaluation plan
- Provide technical assistance

Regional Education Cooperatives

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

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

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

Roles and Responsibilities of the SEA, RECs, and Districts

The following work plan for curriculum and instruction/instructional materials from table 4-B (page 41) of the NMCCSS Implementation Plan and the professional development work plan, table 5-F (pages 67-68) of the NMCCSS Implementation Plan detail the roles of the SEA, LEAS, and Regional Education Centers in implementing the CCSS.

English Language Arts

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

following:

- Capacities of the Literate Individual²
 - Shifts in ELA/Literacy Instruction
- A. Beginning in spring 2012, all districts were asked to begin the study of the standards to ensure that teachers became familiar with the structure, content, concepts, practices, and terminology of the CCSS for ELA/Literacy in History/Social Studies, Science and Technical Subjects including the accompanying appendices.³ Teachers had to also begin to know and incorporate the Key CCR (College & Career Readiness) Portrait of a Literate Individual and the Mathematical Practices. The study of the standards is a learning cycle that provides opportunities for teaching, assessing, and revising the instruction to address the standards and students learning needs. This process shall occur within the context of standards-based education enabling teachers to better understand the relationships between formative/summative assessment, curriculum, and student/knowledge centered instruction.
- B. Literacy standards for K-5 reading and writing in history/social studies, science, and technical subjects are integrated into the K-5 Reading and Writing Standards. However, in grades 6-12, they are described in a separate set of standards making a high level of awareness regarding these expectations all the more important. The associated CCR anchor standards for ELA together with the middle and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards with a focus on ELA, the latter providing additional specificity in these other key academic areas. Beginning the study of this knowledge and skill set was also asked of districts in spring 2012.
- C. Spring 2012 also signaled the start of the deliberate and purposeful implementation of the key shifts within the ELA/literacy CCSS (refer to tables 4-D and 4-E within the Curriculum & Instruction/Instructional Materials section of the implementation plan).

² ELA CCSS Document http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

³ ELA: Appendix A-Research & Glossary; Appendix B-Text Exemplars & Sample Performance Tasks; Appendix C-Student Writing Samples
Math: Appendix A-Designing High School Mathematics Courses Based on the Common Core State Standards
<http://www.corestandards.org/the-standards>

- D. Teacher pre-service/in-service programs were and continue to be significant in providing the foundational understandings of the CCSS to support novice teachers as they bridge their learning at universities/colleges and their professional experiences serving New Mexico students. Professional Development trainings have included the following:
- a. PED Summer 2012 ELA NMCCSS Academy for grades K-3
 - b. PED Summer 2013 ELA NMCCSS Academy for grades 4-12
 - c. PED Summer 2013 NMCCSS Literacy Standards Academy for grades 6-12 Social Studies/History, Science, and Technical Subjects
 - d. New Mexico State University (NMSU) ELA/Literacy Common Core Launch Team: A team from University of New Mexico, New Mexico University, and independent education consultants collaborated to provide professional support and expert guidance to districts and schools as they implemented the new CCSS in ELA and literacy in social studies, science, and technical subjects. They began work in February 2012 and provided professional development that spring specifically addressing the following topics: the shifts between the current standards and the CCSS, text complexity, how the CCSS relates to Response to Intervention (RtI) framework planning, what do the new standards mean for ELL, implications for students with special needs including reading language disabilities and dyslexia.
 - e. Utilizing the Gates Foundation CCSS Curriculum Maps as exemplars for developing instructional units and lesson plans
 - f. International Reading Association (NRA) offerings
 - g. National Council of Teachers of English (NCTE)
 - h. National Reading Panel
 - i. Language Essentials for Teachers of Reading and Spelling (LETRS)
 - j. CCSS Foundations of Reading and Writing

Online Resource Center: In an effort to build awareness and support the study of the CCSS and provide on-demand assistance, the State has contracted with API (Advanced Programs Initiative) & Meridiansix to develop and maintain an online resource center as part of the

newly-revamped state website that was launched in spring 2012. Since its launch, the New Mexico Common Core website (<http://newmexicocommoncore.org/>) has been made available in English and Spanish, as well as being accessible by mobile devices. The website offers a variety of resources for students, parents, teachers and administrators. Furthermore, the website serves as a platform for educators to access webinars and documents from past professional development trainings.

Professional Development

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

- New Mexico's RtI Framework⁴
- SIOP⁵ (Sheltered Instruction Observation Protocol)
- GLAD⁶ (Guided Language Acquisition Design)
- Gifted Education in New Mexico Technical Assistance Manual⁷
- J. Cummins'⁸ BICS (Basic Interpersonal Communication Skills) / CALP (Cognitive Academic Language Proficiency) and Task Difficulty Quadrants

As per the revised New Mexico Response to Intervention (RtI) Framework (see in Principle 1 attachments), the following professional development topics are a feature and implementation consideration of each level of the three-tier model:

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

⁴ NM RtI Framework <http://www.ped.state.nm.us/sat3tier/sat3tierModelComplete.pdf>

⁵ S.I.O.P <http://www.cal.org/siop/>

⁶ G.L.A.D. <http://www.projectglad.com/>

⁷ NM Gifted Education Manual <http://ped.state.nm.us/gifted/Gifted%20TA%20manual.pdf>

⁸ Cummins' BICS/CALP/Quadrants <http://esl.fis.edu/teachers/support/cummin.htm>

culturally-different learners.

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

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

PD for Educators of Students with Disabilities

The information below is from pages 31-32, 35, 42, 61, and 63 of the New Mexico Common Core State Standards Implementation Plan.

- A. Teachers and specialized instructional support personnel have and will continue to receive professional development in order to be prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services to students with disabilities.
- a. Students with Disabilities (SWD) must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. The CCSS provide a historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities. Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, *how* these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students. In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate

supports and accommodations, including:

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

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

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

C. Creation of the NCSC Community of Practice (COP) assists teachers in understanding the Common Core Connectors (CCCs), which is the basis for development of the NCSC assessments. It also provides teachers professional development with the NCSC instructional materials intended to promote rigorous education for students with

significant cognitive disabilities.

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

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

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

Additional resources professional resources for educators of ELL include the following:

- National Clearinghouse for English Language Acquisition
- Office of English Language Acquisition
- Office for Civil Rights (OCR)
- World-class Instructional Design and Assessment (WIDA)
- Understanding Language, Stanford University
- American Institutes for Research (AIR), English Language Learners
- West Ed, English Language Learners

Where ELLs are served in bilingual education programming, the following organizations may also provide further relevant resources for educators of bilingual students:

- National Association for Bilingual Education (NABE)
- New Mexico Association for Bilingual Education (NMABE)
- Dual Language Education of New Mexico (DLeNM)
- Navajo Nation, Department of Diné Education
- Colorín Colorado Centro de Recursos Albuquerque, Consejería de Educación de la Embajada de España
- WIDA, Spanish Language Development Standards & Assessment

The information below is from pages 37, 41, 53, 64 and 68 of the New Mexico Common Core State Standards Implementation Plan.

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

- A. Targeted interventions and support will be provided for all students not college-and-career ready including, but not limited to, the following:
 - a. The state’s RtI Framework comprised of a three-tier model of student intervention
 - b. Credit Recovery Courses
 - c. Comprehensive Advising Program
 - d. Developmental & Supplemental Course Needs
 - e. Student Needs Addressed in Lesson Plans and Instructional Units
- B. In spring 2012, the State and districts identified and leveraged existing resources to ensure equity and rigor for all students. Examples include these:
 - a. World-Class Instructional Design & Assessment (WIDA) created the 2012 Edition⁹ English Language Development Standards (ELDS) to ensure that the connections between content and language standards are clear as states

⁹ WIDA ELDS, 2012 Edition <http://wida.us/standards/elp.aspx#2012>

implement the CCSS¹⁰. This is considered to be an additional resource for educators working in elementary and secondary schools with English Language Learners (ELLs). WIDA has maintained identical ELD standards while providing a deeper understanding of how to characterize the academic language needed for ELLs to access grade-level content and succeed in school. As of August 31, 2014, New Mexico formally adopted into regulation WIDA’s 2012 Amplification of the ELD Standards, as these correspond to the New Mexico Common Core State Standards.

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

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

New Mexico’s A-F grading system is leveraging existing legislation that requires all districts to offer a dual credit course. In addition, there are statutory requirements that every student must successfully complete at least one course in Advanced Placement, dual credit, or distance learning. New Mexico’s school grading model was developed to hold schools accountable in participation and success in college and career readiness. In 2013-2014, there were 26,200 AP courses taken by New Mexico students, compared to 22,659 AP courses taken in 2011-2012, an increase of 16 percent in three years. The Curriculum and Instruction section of the New Mexico Common Core State Standards Implementation Plan (page 41), illustrates this commitment to ensuring New Mexico students have access to college-level courses and accelerated learning opportunities.

In the 2014-2015 school year, the PED is investing nearly two million dollars in supporting AP programming high schools across the state, a 153% increase in funding over the last 2

¹⁰ ELDS/CCSS Alignment <http://wida.us/research/agenda/Alignment/index.aspx>

years. These dollars have been used to pay for the PSAT exam for every 10th grade student, develop online AP courses so that students in small and rural schools have access, pay for the online course fees for small and rural schools, support the development of Pre-AP courses in middle schools and provide professional development for teachers in fall and summer. New Mexico has worked through its College and Career Readiness Bureau to recruit teachers in underrepresented populations and geographical areas and support tuition for the summer institutes. In addition, PED has also provided training for counselors, centered on PSAT data review and analysis in order for counselors to be able to determine proper student placement in Pre-AP and AP coursework.

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

As a result of these efforts, New Mexico's American Indian students continue to demonstrate positive trends in advanced placement participation and success. In the 2012-2013 school year, New Mexico's American Indian students ranked second in the nation for participation and third in the nation for their success on AP tests. The number of American Indian students taking AP exams increased by 64% from 2012-2013 to 2013-2014. Most significant, qualifying scores of 3 or higher by New Mexico American Indian students increased by 33% from 2012-2013 to 2013-2014.

Educator Preparation

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

Higher Education (IHE), district and charter schools in monitoring and evaluating new teacher preparedness for delivery of CCSS.

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

As part of PED's oversight of Higher Education, specifically Teacher Preparation programs, the state is working with Deans to establish monitoring criteria for accreditation. A framework for this process will be developed by Winter 2015. New Mexico will use this framework to modify the existing accreditation protocol being applied in the accreditation process. The new protocol should be finalized by Spring 2016, and will comply and incorporate new teacher preparation regulations finalized by the U.S. Department of Education in mid-2015. Included in these criteria will be classroom readiness as measured by early student achievement results of recent graduates, observations of student teachers and recent graduates, and perception surveys of hiring districts and schools as well as recent graduates.

In addition to these data, PED will conduct site visits. Review of syllabi, course standards and assignments, and alignment to Common Core will be primary review items. In addition, interviews with Arts and Science faculty to understand the connection between their departments and the respective colleges of education.

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

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

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

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

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

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

Introduction to New Mexico’s Model

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

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

which schools ought to be held accountable (Goldschmidt, 2006).

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

Components of New Mexico's Model

The notion of a comprehensive system is linked with coherence in that a coherent set of elements that forms the basis for making inferences about school performance should be comprehensive and is consistent with the idea of basing school inferences on multiple measures (Baker, et. al.

2002). Tables 1 and 2 summarize the elements in the New Mexico school grading system. We describe how points are awarded in a separate section, after we describe the various components of the school grades, below¹¹.

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

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

We point out that we use both an individual student growth model and a school growth value-added model. The individual student growth model specifically tracks individual student growth over three years, while the school growth model looks at school improvement over the past three years. The school growth model, a value-added model (VAM), also provides some information on a student's Current Standing. It is important that neither the individual student growth model nor the VAM include any student characteristics related to ESEA subgroups, but use *only* full academic year status (FAY), prior achievement. In order to calculate the gap and growth for students in the bottom quartile (Q1) and students in the top three quartiles (Q3), we include a Q1

¹¹ The Principle 2 Attachments presents the equations used and details how a school receives points in each category.

indicator in the model. That is, a student is in the bottom 25% of his or her school on the state assessment is flagged as being in Q1. For elementary/middle schools where we use the individual student growth model we include the Q1 indicator to generate growth for each school for Q1 students and Q3 students. Consistent with New Mexico’s original flexibility waiver submission, beginning in the 2012-2013 school year the school growth and individual student growth in high school mirrors what New Mexico uses in elementary and middle schools. We include two additional variables that are not based on student background. One, school size, and two, the grade level in which the assessment was taken (e.g. 3rd grade or 4th grade etc). We include school size, which allows us to include small schools without any other adjustment (i.e. special treatment, minimum N’s etc). We include the grade level of each student to account for the fact that schools have different grade configurations and to allow us to avoid having different sets of SGTs (AMOs) for different school configurations as is currently the practice under ESEA).

Table 1

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

Table 2

High Schools		Points	
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level (Proficient).	Percent Proficient	20	30
	Value added conditioning of proficiencies, accounting for school characteristics for the past 3 years.	10	
School Growth In the past 3 years did schools increase grade level performance? For example, did this year's 10 th graders improve over last year's 10 th graders?	Value added conditioning of performance, taking into account school characteristics for the past 3 years.	10	10
Student Growth of Higher Performing Students (Q3) How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual <i>Student Growth</i> over the past 3 years is compared to the average for the state.	Student growth is based on individual student scores over three years and is related to a year's worth of growth.	10	10
Student Growth of Lowest Performing Students (Q1) How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual <i>Student Growth</i> over the past 3 years is compared to the average for the state.	Student growth is based on individual student scores over three years and is related to a year's worth of growth.	10	10
Opportunity to Learn Is the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	Attendance for all students	3	8
	Classroom survey	5	
Graduation How the school contributes to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer.	Percent graduating in 4 years	8	17
	Percent graduating in 5 years	3	
	Percent graduating in 6 years	2	
	Value added conditioning of <i>School Growth</i> , taking into account school characteristics for the past 3 years.	4	
Career and College Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.	Percent of all students that participated in one of the alternatives	5	15
	Percent of participants that met a success benchmark	10	
Total			100
Student and Parent Engagement Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?		Bonus Points	+5

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

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

Table 1A: Comparison of Elementary and Middle School Performance on School Grades and AYP 2011							
Grade		Current Standing	School Growth	Student Growth Q1	Student Growth Q3	Attendance	Percent
F	Mean	8.99	1.37	11.05	2.23	9.94	
	N	70	70	70	70	70	11.0%
	SD	3.74	0.97	4.36	2.09	0.65	
D	Mean	13.58	3.14	12.79	4.30	10.03	
	N	176	176	176	176	176	27.7%
	SD	4.02	1.39	4.00	3.25	0.21	
C	Mean	19.82	5.28	13.11	6.57	10.04	
	N	189	189	189	189	189	29.8%
	SD	4.20	1.27	4.00	3.80	0.24	
B	Mean	26.01	7.41	14.97	8.42	10.10	
	N	147	147	147	147	147	23.1%
	SD	4.67	1.20	4.15	4.82	0.24	
A	Mean	32.37	9.16	15.31	13.06	10.10	
	N	53	53	53	53	53	8.3%
	SD	3.23	0.64	3.14	4.11	0.26	
AYP							
Not Met	Mean	18.30	4.74	13.42	5.96	10.03	
	N	562	562	562	562	562	88.5%
	SD	7.34	2.45	4.18	4.48	0.32	
Met	Mean	27.68	7.59	13.31	10.09	10.14	
	N	73	73	73	73	73	11.5%
	SD	7.29	2.24	4.39	4.92	0.17	

Table 1A indicates that in each of the grading categories, average school performance increases as grades improve (as would be expected). This table allows for several informative comparisons. For example, a school failing to make AYP earns about 18.3 points in Current Standing. This is far higher than the number of points earned by D and F schools, which

indicates that under the School Grading model, we are better able to differentiate performance and focus more concretely on the lowest-performing schools. Conversely, a school that made AYP average about 27.7 points in Current Standing, which is less than what an “A” school earns and about equal to what a “B” school earns. Hence, the average “A” school is outperforming the average school making AYP. This pattern is consistent across every category that makes up School Grades. It is important to note that an “A” is based on the 90th percentile of performance in the state and forms the basis for developing SGTs (AMOs).

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

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

Similar to Table 1A, Table 2A also compares AYP to school grade performance, but for high schools. Consistent with the elementary/middle school results, “A” schools’ performance is superior to the performance of schools that made AYP. And again, at the other end of the performance spectrum, we see far more differentiation than the simple “not met” AYP

designation. In examining Table 2A, it may not be readily apparent how the graduation rates actually compare across the grades and AYP status.

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

Table 2B:

Comparison of Average Percent Proficient by School
Grade and AYP Status

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

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

than schools making AYP. The comparisons between school grades and AYP are carried out at a fortuitous time as the percentage of schools not making AYP has approached virtually 100% - making subsequent comparisons meaningless.

Table 2C:

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

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

Additionally, we can imagine there being some concern related to the weights apportioned to each of the elements. In elementary school, 90% of a school's grade is based on assessment results. In high schools, 60% is based on assessment results. There is, of course, a balance to be achieved in high schools as they consists of other measures that are important for monitoring school performance, such as graduation rates or explicit indicators of college and career readiness. High schools appear to be heavily weighted towards latter grades, and may not sufficiently account for 9th graders or student dropouts. However, inclusion of 9th grade students in high school accountability is accomplished through both graduation and the career-college-readiness indicators (which together account for 32% of a high school's grade). New Mexico's unique *Shared Accountability* graduation method assures that not only are 9th graders included, they are apportioned a separate share of the 4-year and 5-year cohort graduation rates. Schools that serve only 9th graders (i.e. 9th grade academies) receive a graduation rate that is based on

students that spent any time in that school. In this manner, high schools that do not have 12th grade graduating classes are still held accountable for their impact on student success. These high schools with only 9th, 10th, or 11th grades are no longer exempt from graduation indicators as they were in AYP.

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

Details of School Grading Components and Underlying Rationale for their Inclusion

There is considerable agreement that monitoring schools based on unconditional mean school performance, or the percentage of student's proficient, does not hold schools accountable for processes under a school's control and tends to place large diverse schools at a disadvantage (Novak and Fuller, 2003). Static average student performance measures tend to confound input characteristics (i.e. student enrollment characteristics) of schools with actual school performance (Goldschmidt, Roschewski, Choi, Autry, Hebbler, Blank, & Williams, 2005; Choi, Goldschmidt, and Yamashiro, 2005; Meyer, 1997; Goldstein & Spiegelhalter, 1996) and are unduly influenced by factors outside of school control more than actual processes facilitated by schools (Hanushek, Raymond, 2002; Baker, Goldschmidt, Martinez, and Swigert, 2003; Meyer, 1997). Hence, the New Mexico School Grading models, and the corresponding SGTs, were carefully developed to reduce bias in attributions of school performance, and we monitor carefully fairness—in that all

schools must have equal opportunity to do well on the elements of the School Grading System. Using prior performance can, to a large extent, capture differences among schools in factors not under schools' control.

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

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

Current Standing

Current Standing consists of two elements: percent proficient and a model-based estimate of status based on Wilms and Raudenbush (1989) and Choi, Goldschmidt, and Martinez (2004).¹² This model uses the difference between observed and predicted outcomes and would be considered a value-added model (VAM). We use the difference between estimated current year status and the observed status as the model-based estimate for a school's contribution to student performance. This effectively accounts for variation in student enrollment characteristics by

¹² The Model is presented in Principle 2 Attachments.

explicitly conditioning on FAY, prior performance, and school size.

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

Hence, the Current Standing portion of a school's grade consists of both the traditional percent proficient and above, and a component based on a VAM. It is important to note that the VAM conditions *only* on FAY and prior performance. For elementary/middle schools, the VAM accounts for 25% (15 points in Current Standing and 10 points for School Growth), and in high schools, the VAM accounts for 20% of total points (10 points in Current Standing and 10 points in School Growth) for high schools. It is important to note that PED indicated in its original waiver submission that this change would be made once 10th grade students took the NM SBA and the results could be used to measure individual student growth. Overall, VAMs contribute 25% (10 points Current Standing and 10 points school growth, 5 points in growth in graduation rates¹³) of a high schools grade. Although this weighting of Current Standing existed from 2012 to 2014, a temporary transition plan is proposed at the end of this section to accommodate New Mexico's change to the PARCC assessments in 2015. See "1) Reweighting of School Components". This plan reweights the point assignments progressively for two years, after which

¹³ The graduation growth model does not condition on student background rather only on prior graduation rates.

the weighting returns to this current scheme in the third year.

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

Growth

A school's growth score also consists of two elements. We include both a School Growth component and an Individual Student Growth component.¹⁴ By way of analogy, we can think of school growth as similar to monitoring the unemployment rate from one year to the next. That is, we know that when the unemployment rate is 8% one year and 6% the next that the economy overall is improving—even though the unemployment rate in each year is based on different individuals. Hence, school growth provides an overall picture of how a school is improving. A complementary measure is how individual students are improving over time when considering the *same* students over a three-year period.

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

¹⁴ Unlike most states, New Mexico currently assess students twice in high school, so individual student growth is part of the grade calculation. New Mexico has adopted common core standards and is governing state in the PARCC consortium, which is developing assessments for grades 3-11. Hence, the A-F school grading model framework is prepared to continue including individual student growth at the student level once assessments become available.

Table 3:

Performance Gaps of various student groups

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

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

2) Race/ethnicity comparisons are vs. White.

Remaining gaps are vs. students not in the classification.

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

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

The Impact of FAY

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

Table 4:
Number of students and AYP calculations

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

Overall, under the model proposed by New Mexico an additional 20,400¹⁵ students will be included in the accountability model.

The Impact of Minimum N

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

Table 5:
AYP status and the number of schools rated specifically on subgroups¹

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

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

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

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

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

The results in Table 5 indicate that are 260 Title I schools for which ELLs are not held accountable. Students who are ELL and who happen to be in the Bottom Quartile (Q1) now count towards a school's grade because every school has a Q1. The number of additional schools included under the A-F School Grading System is 100 for FRL and 436 for SWD¹⁶. Table 6 considers specifically the subgroups and their representation in the Q1. The number of schools in Table 6 are a subset of schools in Table 5 because in some instances some subgroups that exist in a school are not among the students in Q1 which furthers our notion that we should identify which students are performing poorly first and then examine specific issues related to that poor performance, rather than simply assuming that because a student is ELL, she will necessarily be performing poorly.

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

¹⁶ Of course, the net number of schools gained under the A-F system is not the sum of the additional schools by subgroup as some students have multiple memberships in subgroups – but this is consistent in how subgroups are counted under the current ESEA legislation.

Table 6:
Correlations of growth of subgroups within grade

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

In Table 7, we would be concerned with situations where subgroups are Low Weight. For example, for ELL students this would include 129 schools. Of these 129 (of 434) schools 108 of them are not rated under current ESEA rules but are under the A-F system. This means that under ESEA in these 108 schools the ELL subgroup had a weight of 0, while under the A-F system, these students had some weight towards a school grade. For the 94 schools where ELL's were not a Low Weight group, under ESEA the ELL subgroup weight would have been 0, but is meaningful weight under the A-F system. Hence, under A-F system 202 schools now count ELL students, whereas under ESEA they were not. There are 21 schools, where the ELL subgroup did meet the minimum N and therefore counted towards a school's rating, but is part of the Low Weight group. Although, these students count towards a school's rating, one could argue that in these 21 schools current ESEA is more rigorous for the ELL subgroup. Overall, in terms of meaningfully holding schools accountable for the ELL subgroup, the A-F system adds a net of 181 (202-21) schools.

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

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

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

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

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

Individual student Growth

The second element of growth is based on an individual student growth model (Raudenbush and Bryk, 2002, Willet and Singer, 2003, Goldschmidt, et. al., 2005). The threat of potential confounding factors (PCFs) in non-randomized cross-sectional designs (Campbell & Stanley, 1963), and the limitations of pre-post designs (Bryk & Wesiburg, 1977; Raudenbush & Bryk,

1987; Raudenbush, 2001) in making inferences about school, program, or teacher effects (i.e. change in student outcomes due to a hypothesized cause) are also increasingly understood. These and other related methodological challenges lead many to consider the advantages of examining growth trajectories to make inferences about change (Rogosa, Brandt, & Zimowski, 1982; Willet, Singer, & Martin, 1998; Raudenbush & Bryk, 2002). The New Mexico model is detailed in the Principle 2 Attachments .

Research indicates that growth models are well suited to monitor school performance over time and provide a more robust picture of a schools' ability to facilitate student achievement than simple static comparisons (Choi et. al., 2005). Growth models are a subset of the more general longitudinal models that examine how outcomes change as a function of time (Singer and Willet, 2003); these model are more flexible than traditional repeated measures designs because data need not be balanced nor complete (Singer and Willett, 2003; Raudenbush and Bryk, 2002). This latter point is important as the growth model is robust to student mobility and can include students in a school's estimate of growth whether or not the student has a complete set of data¹⁷. New Mexico uses three years to estimate growth for a student, which logically falls within the tested spans of elementary and middle schools¹⁸. As multiple authors have reported, static results tend to reflect student input characteristics (Goldschmidt, Roschewski, Choi, Autry, Hebbler, Blank, & Williams, 2005; Choi, et. al., 2005; Meyer, 1997) and factors outside of a schools control more than actual processes facilitated by schools (Hanushek, Raymond, 2002; Baker, Goldschmidt, Martinez, and Swigert, 2003; Meyer, 1997). As noted above, student performance is a process that accumulates over time (Hanushek, 1979) and results ignoring this are unlikely to accurately identify performance due to processes under school or teacher control. A growth model explicitly connects student performance from one test occasion to the next.

There may be some debate as to what constitutes the optimal psychometric characteristics for assessments to be used in systems desiring to use growth models (Briggs & Weeks, 2009; Yen, 1986). A key element for considering the use and interpretation of results based on growth

¹⁷ A simple gain model, for example is limited because if a student is missing either assessment a gain cannot be calculated.

¹⁸ And will in high school once the PARCC assessments come on line in 2014-15. In 2012-2013 and 2013-2014 the high school model will also incorporate three years of data.

models is that the outcome must have constant meaning over time (Raudenbush, 2001). Hence, the scale is important in drawing conclusions from individual growth curves (Yen, 1986). Theoretically, the optimal metric to use when examining change is a vertically equated IRT-based scale score that is on an interval scale and is comparable across grades (Hambleton & Swaminathan, 1987). Scores represent content mastery on a continuum and may be used to measure absolute academic progress over time. Different scaling methods affect results (Briggs and Weeks, 2011) and there is some concern that vertical equating using IRT does not guarantee an equal interval scale (Ballau, 2009). Also, equating is generally designed to compare contiguous grade pairs (Yen, 1986) and scales may be less meaningful as the grade span increases. However, previous research also indicates that the metric may be less important for relative decisions and inferences about schools based on growth models (Goldschmidt, Choi, Martinez, and Novack, 2010). The New Mexico assessments are based on a vertically moderated scale which form strong basis for incorporating growth into the accountability system¹⁹. Growth must be considered with respect to some reference. Some have argued that a good reference may be typical growth (Betebenner, 2009). New Mexico bases its growth on the notion of a year's worth of growth as identified by the vertical articulation of standards across grades. This notion reduces the issues noted above related to scaling across more than contiguous grade spans. A year's worth of growth can be considered as moving from proficient one year to the next. In the New Mexico model, an estimated growth coefficient of 0 (zero) relates to a year's worth of growth, and a positive coefficient indicates that students are growing faster, while a negative coefficient indicates a student is losing ground. This concept is less important for monitoring schools (Goldschmidt, et. al., 2010), but is important when considering SGTs. This concept of growth will be challenged by the movement to PARCC assessments in 2015, but the school grading model is relatively robust to these changes. Please see the discussion appended to this section, “(2) Student Growth,” and “(3) High School Assessments.”

Previous research has also addressed statistical issues and compared the effects of model specification (particularly with respect to student background characteristics) in some detail (Tekwe, Carter, Ma, Algina, Lucas, Roth, Ariet, Fisher, & Resnick, 2004; Ballou, Sanders, & Wright, 2004; McCaffrey, Sass, Lockwood, & Mihaly. 2009; McCaffrey, Lockwood, Koretz,

¹⁹ We note that the school growth VAM model we use is not dependent on scale (Choi, et. al., 2004).

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

Other Indicators for School Grades

Finally, we turn to the other factor in the School Grading model. This consists of a student opportunity to learn survey (similar to those used in the MET study and by Wu, Goldschmidt, Boscardin and Sankar, 2009). The intent of this survey is to provide information related to average school opportunities to learn the materials, as these have been consistently demonstrated to be related to student performance, and provide a tangible mechanism for assisting in the process of school improvement. We also include student attendance, and in high schools, we include two critical elements: graduation and college and career readiness. We consider college and career readiness in a manner that, again, incentives school to appropriately motivate students, while attempting to minimize unintended consequences. Hence, schools receive points for participation in college and career readiness activities (detailed in the Principle 2Attachments). But schools receive double the points for success (also defined in the Principles 2Attachments). While there are substantial complexities involved in calculating school grades (including estimating individual student growth trajectories and school growth VAM models), the tradeoff is that these models provide a significantly more nuanced examination of school performance. Consistent with the literature on school accountability (Linn, 1998; Baker, et. al., 2002; Goldschmidt, et. al., 2005; Choi, et. al., 2005; Goldschmidt and Choi, 2007; Thum, 2003), The New Mexico A-F School Grading system uses multiple measures, incorporates growth,

incorporates the full range of student achievement, and specifically monitors the progress of the lowest achieving students in each school.

How Schools Earn Points in the A-F Grading System

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

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

The other grade components are new and thus there is no set target. However, the basis for growth is a year's worth of growth (which on the New Mexico scale is equal to a growth rate of 0), e.g. going from proficient in 3rd grade to proficient in 4th grade would be considered a year's worth of growth and corresponds to a scale score of 40 in both grades. A benefit of the vertically moderated scale is that it is easy to establish if students are demonstrating more or less than a year's worth of growth simply by whether the growth estimate is positive or negative. Another advantage of this scale is that the standard error of measurement is both small and very stable across the grades.

As noted, the School Growth, or Value-Added Model (VAM) is used to estimate school growth (or school improvement) and the conditional status in the current accountability year. The value-added estimates generated for each school are placed on a distribution and based on a school's

standing (e.g. where they place among all schools in New Mexico), they receive points. For example, a school at the 90th percentile²⁰ (an A for current standing) would receive 90% of the points available. This becomes a baseline for future years. That is, the actual means and standard deviations from the base year will be used to anchor future year performance. For example, based on the VAM (that estimates both conditional standing and school growth simultaneously) a school might have an estimated conditional status score of 3.4 (the average for all schools is 0). Step one estimates a t -value for each school based on the standard deviation of school VAM estimates (e.g. 2.4 in math for status). Step two takes this t -value (1.4) and we calculate what percentage of schools fall below this value on a t -distribution (approx 90%). Step three uses this 90% and multiplies it by the half points in the conditional status (7.5 in elementary /middle schools) to get points for one subject (e.g. math). Hence, the school earns 6.75 points in math. These steps would be repeated for reading. These steps are used throughout to award to earn points—the difference in the various components is what is used to calculate the t -value.

Individual student growth is estimated (for both Q1 and the highest performing students, Q3) and the actual estimates are used to award points (not a VAM estimate). Again, the mean of the state is used (which for growth is about 0, or a year's worth of growth). We note that that we use 0 as the basis for growth for Q3 students, but had the state mean been less than 0, we would have used 0 in any case because this represents a year's worth of growth. For the highest-performing students, the distribution of each school's growth compared to the state, anchored with a mean of 0, is used to calculate points. For example, a school with actual average growth of 2 points per year in math is the basis for using the steps detailed above. Hence, we would find the t -value associated with the 2 points of growth (in math), calculate the percentile and multiply that by the half number of points for growth in Q3 (10), and then repeat for reading.

The standard for Q1 students is higher. There, growth is anchored at approximately 2 points per year (meaning catching up) and that is used to compare a school's standing to the state. So, for example, if a school had a Q1 growth of 2 (as it did for its highest-performing students in the

²⁰ Technically, we first calculate a t -score, t^* , and then use that to determine the proportion of schools that fall below t^* , which is very close to a percentile ranking but based on the actual distribution of scores and actual mean performance and hence considers actual absolute performance more so than a purely normative model.

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

Finally, OTL survey points and College-and-Career-Readiness points are based on the distribution of schools on these components across the state. Steps one through three are used as detailed under current standing—conditional status. The percentile is calculated and this forms the basis for earning school grading points. Again, given that these are completely new concepts, there is no preconceived cut point and so we use the current New Mexico distribution as the anchor for subsequent years.

Monitoring and Evaluating the School Grading Model

The potential for unintended consequences always exists, just as there were some unintended consequences associated with NCLB, there might be some with the school grading system. In order to ensure fidelity and that the system correctly identifies schools and appropriately monitors students, specifically students classified in traditional ESEA subgroups, we will continuously evaluate the A-F system. Consistent with prior studies examining how well the model “work” (cited above), we plan to examine characteristics of schools with the different grades and see if there are patterns. Importantly, do we over identify good or bad schools that

have specific performance issues (e.g. low growth, low status, low growth of Q1, low growth of Q1 by subgroup, low growth by subgroup in Q3, etc.), but more importantly we will evaluate how schools change ranking over time and how this corresponds to actual performance. That is, do grades change in accordance to how we expect actual performance to change (not only overall, but also by the various subgroups and Q1 and Q3)? We will also monitor how stable the model is and how sensitive it is to true changes in performance. Another important outcome to consider is the role of student dropouts on school grades and whether schools that have substantively important dropout rates are systematically not being captured by the grading system and the classification into Priority, Focus, and Strategic. Continued evaluation is critical to ensuring that students will graduate college and career ready. The evaluation process is iterative in that identified deficiencies will lead to changes in the system and further evaluation.

Transition to New Assessments

New Mexico will be transitioning to new assessments in the 2014-15 school year, which will necessitate some adjustment of the school grading paradigm. The new regular assessment is being developed by the *Partnership for Assessment of Readiness for College and Careers* (PARCC) consortium of states, and the new alternate assessment by the *National Center and State Collaborative* (NCSC). The evolution to these new assessments will enrich New Mexico's evaluation system with rigor, better coverage of grade levels, alignment to the CCSS, and better coverage of specialized subject matter. However, it will also trigger the loss of historical continuity with the prior assessments which have been in place since 2005. Both assessments introduce the computerized format which is new to New Mexico students, and the PARCC battery additionally launches content-specific assessments in high school similar to end-of-course exams, that do not align with legacy assessments. The timeline for both new assessments also imposes a delay in the production of school grades until the proficiency cut scores are established in the fall of 2015. In order to minimize the effect of this transition on the stability of school grading we propose the following alterations in the A-F School Grading system.

1) Reweighting of Selected School Components. In New Mexico's school grading system the computation of Value Added Modeling (VAM) standardizes scaled scores in a way that

makes them generally robust to changes in measurement metrics. For that reason VAM calculations can help buffer the discontinuity between assessment scales and cushion any spurious shifts in school grading components. The current point structure of the two school grading models (Tables 1 and 2) shows that VAM accounts for about one-third of *Current Standing*, and all of *School Growth* and *Graduation Growth*. However, a significant portion of model components that will be impacted by the assessment change does not have the benefit of VAM standardization. These components are *Student Growth (Q1)* and *Student Growth (Q3)* and the remaining two-thirds of *Current Standing*. To mediate the changeover we propose to more heavily weight the *Current Standing* points attributed to VAM components in this first year, with the aim to phase back to the original weighting scheme during a three year period (Table 8). Note that the final year (Year 3) corresponds to the weighting scheme that has been in place with the original school grading since 2012.

Table 8: Current Standing Points Phase-In

	High School Model			Elementary/Middle School Model		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year3
Percent Proficient	10	15	20	15	20	25
VAM Conditioning	20	15	10	25	20	15

2) Student Growth. *Student Growth* (Q1 and Q3) components will require equating to build comparability across assessments and years. We propose to use equipercentile methods (Dorans, Pommerich, & Holland) with a random groups design where the scaled scores for old and new assessments will be converted to percentiles. The student percentiles on the legacy assessment will then be used to place the student on the new PARCC scale. Because three years of data are used to evaluate student growth, new assessments will not become fully integrated into the growth component until 2017. However, using three years of growth data naturally weights growth progressively during the first three years of transition, since in 2015 results will consist of two-thirds legacy and one-third PARCC, in 2016 one-third legacy and two-thirds PARCC, and in 2017 growth will be fully PARCC. The transition in metrics will require that we transform growth reporting to the native scale of the PARCC assessment, which currently mirrors our legacy assessment (0 to 80). Further, we will examine the

performance of legacy and new assessment equating for parallel functioning among subgroups. Evidence of the success of equating will be submitted as an addendum to this waiver after the first year of PARCC scores have been fully integrated into the model.

3) High School Assessments. The PARCC initiative introduces content-specific assessments that are less aligned to grade level (i.e. 9th grade) and more aligned to the end of a course or curriculum path, particularly in mathematics. For example *Algebra I* can be taken in any year of a student's high school career, as well as in the 8th grade prior to high school. Similarly *Geometry* can precede or follow *Algebra II*. For example, data for students entering New Mexico high schools in 2012 showed the following:

- About 45% of students followed the traditional path of Algebra I (9th), Geometry (10th), Algebra II (11th).
- About 6% start high school (9th) in a pre -Algebra I type course.
- About .3% start high school (9th) in a post Algebra II type course.
- About 2% stay within integrated math throughout (9th, 10th, 11th).

This is in contrast to the legacy assessment that assessed content across the math domain, including algebra and geometry.

Both the sequencing and grade level are sufficiently irregular that a significant portion of examinees deviate from a predictable matriculation pattern. This change impacts primarily student growth where we will now explicitly control for course sequencing and grade level. The current modeling techniques allow adding indicators of *Grade* and *Sequence* that will sufficiently control for any effect of these variables within the current school grading paradigm. The correction for sequencing will be applied as an indicator variable in growth modeling once data are available to make that determination.

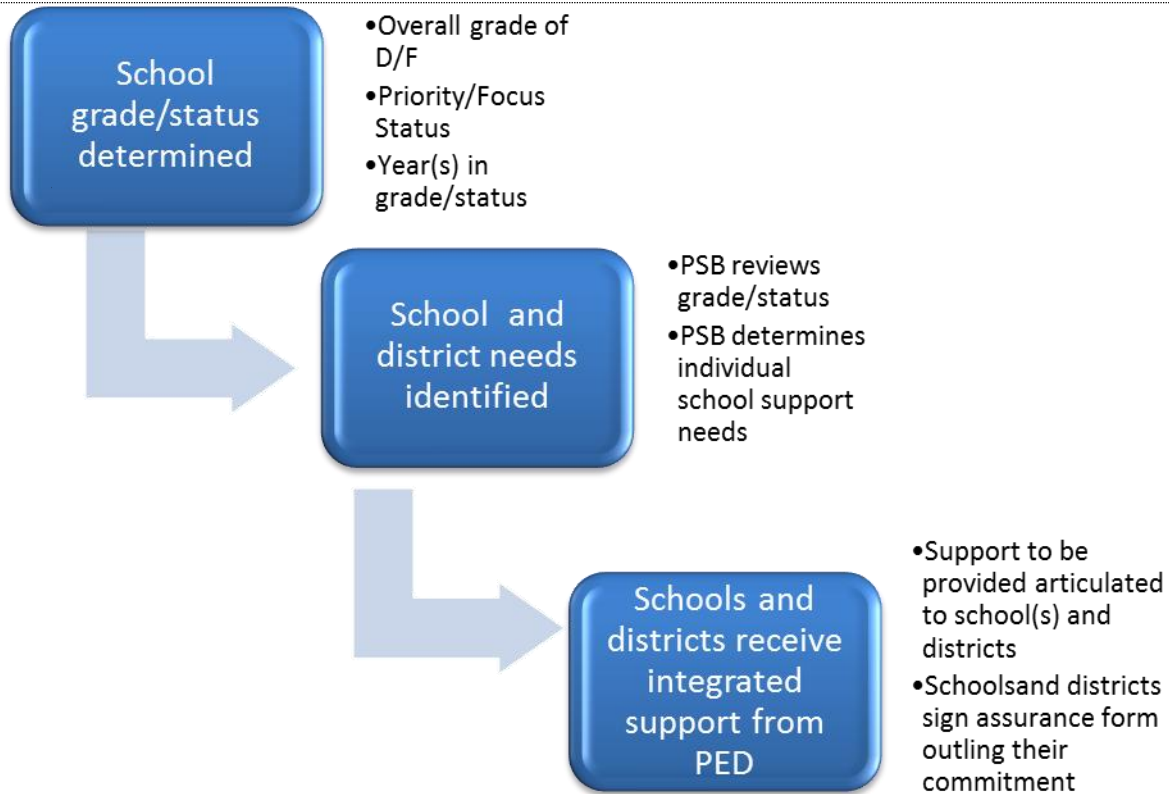
Participation rates for high schools will be refined to use a denominator that is comprised of the enrollment counts in a relevant course. A student that is eligible for more than one assessment, such as an 8th grader that is taking Algebra I, must be assessed in the content that

is considered more rigorous or of typically a higher grade level, and the student will not be expected to participate in more than one assessment. These students will be counted in the denominator of the participation rate that is applicable to the assessed content. The combined weighted percentages across courses, within content (math or English language arts), will be used to derive the final rates within school and LEA. Failure to meet the minimum 95% objective results in a school's overall letter grade being reduced by one letter as in prior years.

Restructuring Support to Schools

There are currently 323 schools in New Mexico with an overall grade of D or F. While we expect the number of D/F schools to decrease overtime, it is not anticipated that the number of D/F schools will drop significantly this year as the state transitions to PARCC. The transition to PARCC provides PED the ideal opportunity to set a support structure that is sustainable and includes cross functional support from PED bureaus in addressing needs of our D/F schools. Currently, the Priority Schools Bureau (PSB) leads and provides all of the support to our D/F schools, as well as our schools in Priority and Focus status. To make support sustainable and prioritize time, energy and efforts, a refined System of Support will be instituted that will better target the individual needs of schools, while also capitalizing on the expertise PED has internally outside of PSB. Each district and school must commit to receiving support by signing an assurance document indicating their willingness and capacity.

At the highest level, PSB will be the center of operations and innovation and will coordinate the support that is provided across the agency as a whole, for all support for schools with an overall grade of D or F, in Priority or Focus status, or in Strategic year 2 or 3 status. A tiered approach will be utilized to organize PED support for districts and schools.



For example, if Elementary School XYZ has an overall grade of D with high performance gaps between white and Hispanic students in reading, PED would ensure that Elementary School XYZ is receiving integrated support from Bureaus and their primary support would be connected to data. In the re-envisioned System of Support, PSB will act as the coordinating mechanism between the PED and individual schools and districts.

In addition to aligning bureau supports for individual school needs, PSB will continue to provide direct support to certain schools. Specifically, schools with a D or F grade, year 3 or 4, and/or a Priority or Focus status, year 3 or 4, will receive direct support from PSB. The level of support these schools will receive will be significantly focused and require individual schools and the district to commit to a series of assurances that demonstrate their willingness and capacity to engage in turnaround reforms.

Creating Sustainable Support

Differentiated support to schools is essential in arriving at increased outcomes for students. In

the re-envisioned System of Support, a coordinated PED structure will be in place to support districts and schools. PED will move towards creating interventions that are differentiated and increase in intensity as schools move into a lower grade and/or Priority or Focus status. These interventions will specifically address data gaps and may cause districts and schools to reorganize conditions and reappraise funding or work practices to meet stated Web EPSS goals and priorities. Districts will play a key role in working with PED in committing to action that provides support and holds school(s) accountable for their goals, strategies and action steps in the Web EPSS and for arriving at accomplishing findings based on Instructional Audit visits, Progress Monitoring Visits and or Triannual Site Visits connected to:

- Instructional infrastructure
- Teacher support and accountability
- Integration of services (completed by the district to denote funding streams and how the district leverages operational and federal dollars to support struggling schools)
- District identified support

PED outlines and details the role of the LEA, PED and schools in the appropriate sections that follow in the narrative for Priority and Focus schools. Each will work together in meeting rigorous interventions with support in arriving and meeting the SEA's exit criteria.

PSB will take the lead in supporting schools in collaboration with the LEA

PED Bureaus will support schools working with the LEA as assigned by PSB

LEA will take the lead in supporting schools in collaboration with the PED

TABLE 2, REWARD, PRIORITY, AND FOCUS SCHOOLS, is on pages 143-151.

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

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA only includes student achievement on reading/language arts and mathematics</p>	<p>Option B</p> <p><input type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language</p>
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assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	<p>arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must:</p> <ul style="list-style-type: none"> a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
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n/a

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

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

<p>Option A</p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <ul style="list-style-type: none"> i. Provide the new AMOs 	<p>Option C</p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <ul style="list-style-type: none"> i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the
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<p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>and an explanation of the method used to set these AMOs.</p>	<p>new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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New Mexico’s School Growth Targets (SGT)

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

Unpacking the 90 percentile target is paramount in demonstrating that the A-F School Grading System can serve as both the mechanism for monitoring school performance, but also generating SGTs for schools. This aspect is important because the A-F system is comprehensive, and using it as a basis for SGTs maintains coherence for stakeholders. We again turn to the notion of validity evidence that corroborates the notion that a school at the 90 percentile is school performance worth emulating. We consider elementary/middle and high school in turn.

A school at the 90th percentile on the school grading metric has an average of approximately 44 on the New Mexico state assessment. Given the state average school size (to determine the standard deviation and estimate how many students are scoring above proficient) this implies

that approximately 72% of students in math^{21,22} are proficient. Also, a school at the 90th percentile on the school grading metric demonstrates, on average, a growth rate that is slightly above a year's worth of growth. In fact, this growth implies that about 12.5% of students would be proficient within a three-year time frame.

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

This information will be explicitly added to the current school grading report that already includes performance on these elements. The SGT provide explicit additional information for guiding interventions. The SGTs for percent proficient are straight forward. The SGTs for growth require some explanation. It should first be noted that the New Mexico SBA uses a vertically moderated scale that implies that a growth of 0 is equal to a year's worth of growth. Hence, for the Q3 group, we propose growth that is slightly above a year's worth of growth on the current scale. For the Q1 group we set the target such that the Q1 group can meaningfully close achievement gaps – i.e. that average gap is about 15 points; hence 4 points of growth per year would close the gap in approximately three to four years.

Resetting of SGTs (AMOs)

Because of the transition to PARCC, New Mexico will require a resetting of these growth targets, as the new assessment's calibration to our legacy assessments are yet unknown.

²¹ The means are slightly different in reading, but the estimated percent proficient would be about 74%.

²² Title I schools.

Once scores are made available to the state, we will reuse the framework established for setting school growth targets (SGTs) using methods set forth in the original waiver (2.B.). The new targets will be projected for a ten year period, from 2015 to 2020 with proportional increases in the expected proficiencies. At that time we will also revisit the need to reset yearly growth targets for student growth (Q1 and Q3 combined subgroups). Graduation targets will remain unaltered (page 69 of the original waiver).

Baseline values will be used to identify schools that performed above the state average on proficiencies and again on growth. For the inaugural year, these schools will be identified as having met the state target. Baseline data will then be used to establish new targets projected to the year 2020.

The newly formulated SGTs will be published in the 2015 version of the A-F School Grading Report Card and the District Report Card. The PED will submit new SGTs and relevant background information as an addendum to this waiver after they have been finalized in January, 2016.

Table 9
School Growth Targets for Subgroups

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

*Growth for Q1 and Q3 in scale score metric.

2.C REWARD SCHOOLS

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

Identification of Reward Schools

New Mexico proposes that using the A-F Grading System as the mechanism to identify schools and to maintain coherence. The criteria established for identifying Reward Schools in New Mexico is aligned with the criteria established for flexibility. We select schools that exhibit both high current standing and high progress. We first consider schools that have overall grades (recall in Tables 1A and 2A that that “A” schools generally outperformed schools making AYP) and we add the additional requirement that the overall grade must be accompanied by above average growth. We next select schools with an overall grade of “A” and high graduation rates (85%). The last two categories for Reward Schools are high progress. One relates to high progress as demonstrated by a high annual growth in graduation rates, while the second focuses on high growth for both the Q3 and the Q1 students, but still minimally having average status. The criteria are summarized in Table 9a for data from 2012.

New Mexico’s original plan did not explicitly address achievement gaps in the Reward schools category. While none of our Reward schools showed this characteristic, we nonetheless wish to fully endorse the importance of this requirement to be considered a Reward school, and will add it as additional qualifying criteria for all categories. By using the combined subgroups, especially for graduation where the counts of students are constrained, we assure that all students in protected subgroups are accounted for in this appraisal. In addition, legacy subgroup comparisons will form a secondary level of assurance.

Table 9A: Reward School Criteria

Number of Title I Schools 624 Number of Reward Schools 31		Number of Schools Identified (2012)
1) Highest Performers with Good Progress	Overall A Q1 Growth A, B Q3 Growth A, B, C No High Gap (Q1, Q3)	12
2) Highest Performers with Good Progress	Overall A Q3 Growth A, B Q1 Growth A, B, C No High Gap (Q1, Q3)	9
3) Highest Performers with High Graduation Rates	Overall A Graduation Rate >85% No High Gap (G1, G2)	1
4) High Graduation Rate Growth	Overall A, B, C Graduation Growth 10% No High Gap (G1, G2)	1
5) Highest Progress	Overall A, B, C Q1 Growth A Q3 Growth A No High Gap (Q1, Q3)	9

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

Table 9B:
Reward Schools based on Highest Performance

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

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

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

Recognition of Reward Schools

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

The PED will use Reward Schools as models of reform. Leaders from each Reward School may serve as mentors and will be asked to mentor leaders in lower-achieving schools.

Reward schools will not be required to complete the entire School Improvement Plan (Web EPSS), however what will be required are the sections of the Web EPSS that addresses subgroup performance.

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

2.D PRIORITY SCHOOLS

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

Entrance and Exit into Status

New Mexico proposes to enhance and simplify the status hierarchy by perfecting the path into and out of Priority, Focus, and Strategic, better targeting interventions, and adding a new standard to address graduation gaps. Currently the entry into status is governed by combinations of grading components that were thought to guarantee identification of the most persistently poor performing schools:

- 1) Graduation rates
- 2) Growth in graduation rates
- 3) Achievement gap reduction between the Q1 school and the Q3 statewide groups
- 4) Letter grade overall
- 5) Letter grade of selected components
- 6) Overall points

While these indicators have performed reasonably well, the algorithms for entry and exit are needlessly complex and sometimes do not appear to capture the correct set of schools. Specific criteria are outlined in Table 10 where they are listed in hierarchical order, with each successive criterion adding new schools until the quota for the status category is met.

Table 10: Current Entry and Exit Criteria for Improvement Status

	Enter	Exit	Problematic Properties
Priority	SIG	Overall A, B, C for 2 yrs	SIG schools may change Title I status during tenure of being a Priority school
	Overall F, Graduation Rate < 60%	Overall A, B, C for 2 yrs, Graduation Growth 5%/yr	Binary letter grade over- and under- captures, Rates are volatile for small schools
	Overall Points	Overall A, B, C for 2 yrs	Used to fill quota when necessary
Focus	Graduation Rate < 60%	Overall A, B, C for 2 yrs, Graduation Growth 3%/yr, Graduation Rate 60%/yr	Rates are volatile for small schools, Binary letter grade over- and under- captures Binary criterion over- and under-captures
	Gap High, Q1 Component D or F	Shrink Gap 6 SS/yr Q1 A, B	Binary criterion over- and under-captures Binary letter grade over- and under- captures
Strategic	Gap High, Overall F		Binary criterion over- and under-captures Binary letter grade over- and under- captures
Reward	Overall A, Q1 A, Q3 A, B, C	(Annually Refreshed)	
	Overall A, Q3 A, Q1 A, B, C		
	Overall A, Graduation Rate 85%		
	Overall C, Graduation Growth 10%		
	Overall C, Q1 A, Q3 A		

There are several shortcomings in these benchmarks that we would like to address.

First, the use of letter grades as a qualifying criterion, while reinforcing the simplicity

and candor of the school grading system, has the unintended effect of over- and under-identifying schools at the borderline of the category. Because the letter grade is categorical, when it is met in all-or-none fashion there is no way of separating schools on a continuum. The same is true of binary criterion such as a minimum increase in graduation rates. The whole group of qualifying schools must, by necessity, spill over into the adjacent category, crowding out other schools that might logically belong. Second, some criteria blend improvement concepts, such as achievement and graduation, blurring a meaningful distinction among categories and confounding improvement tactics. Last, the exit criteria for some categories are sufficiently severe that even improving but struggling schools will remain in status permanently, losing hope and nullifying the purpose of the improvement strategies to inspire change. More troubling, these Priority and Focus schools that cannot exit continue to displace other poorer-performing schools that need intensive interventions. While improbable, the possibility is present that the existing entrance and exit criteria could qualify all schools to sidestep assignment as a Priority or Focus school altogether. The retooling of entry and exit criteria will ensure that this does not happen, and that a consistent pool of the schools is identified annually for concentrated and rigorous intervention.

The insufficient nature of the entry and exit criteria is demonstrated by the transition of the first cohort of Priority schools (2012) to the second cohort (2014). The 30 schools that were identified in cohort 1 are shown in Table 11 where it can be seen that the predominance of exiters were SIG schools that were placed in Priority status by different criteria than those established for school grading. While the SIG schools made meaningful gains we wish to focus on the remaining two categories that utilized the specific entry criteria related to graduation and achievement. The only school that met the exit criteria was a feeder school (KN only) that was originally identified through their third grade alumni. With the exception of SIG schools, there was virtually no turnover in Priority schools, meaning that these schools will consume resources for four years, 2012 to 2015 and possibly more.

A focus on the schools from category 2), Table 11, that did not exit shows that all three

schools made significant gains in year 2, but slipped back slightly in year 3. Because of they were unable to sustain their growth for a second year, these schools, while growing and struggling, spend two more years as a Priority school. Meanwhile, there were 10 schools (year one), and 6 (year two) that had lower graduation rates than these schools and yet were passed over in any improvement (Priority, Focus, or Strategic). To illustrate further, one high school was identified by Focus criteria merely because their graduation rate had dipped below 60%. In all other areas the school performed quite well earning an overall letter grade of B.

Table 11: Movement of Priority Schools

		Open and Title I in Both Cohort Years	Met Exit Criteria	Exit Criteria		
				Overall Grade, Graduation Growth		
				Year 1	Year 2	Year 3
Priority	1) SIG	13	7			
	2) Overall F, Graduation Rate < 60%	3	0	F F F	B, 6.5 C, 7.6 C, 6.6	C, .7 D, 1.3 D, -.7
	3) Overall Points	14	1			

The proposed simplified framework for identifying schools in Priority, Focus, or Strategic status validates two well-defined conduits for improvement, the first is graduation and the second is achievement. These two paths have well-defined correlates in the existing school grading framework, and as of 2015, both will have gap statistics to derive a second tier evaluation of subgroups. The framework is predicated on the principles of continuous quality improvement (CQI) which purports that in any system there exists a continuum with higher and lower performers, even when all schools made an “A” or “B” letter grade. Rather than qualifying schools through pass/fail criteria as was the case in the original model, the CQI approach samples continuously to recognize performance at the periphery, and resamples for movement of the poorer performers after interventions have taken place. Using that philosophy,

the entry criteria can be simplified to merely rank ordering schools on each of the two paths and then assigning status based on rank. There is no longer a need to use the binary letter grade as a decisive factor, or to confuse the reason why a school was identified as a poor performer. As we will explain, each path has unique characteristics that will better differentiate intervention strategies and help schools set achievable goals.

New Mexico’s A-F School Grading system assigns grades using two distinct models, one for elementary and middle schools (five components) and another for high schools (seven components). We propose a fixed plan for assigning status that ensures that counts of status within each model are addressed separately without over- or under-representing one class of underperforming schools. To illustrate, Table 12 shows the proposed weighting pattern applied to data from 2014. A total of 654 Title I schools were rated, 521 of which were elementary or middle schools (80%) and 133 of which were high schools (20%). This weighting scheme, superimposed on the percentages allotted to Priority, Focus, and Strategic, yielded the projected counts shown in each category. The final count of schools fulfills the obligation for a minimum identification of 5% in Priority, 10% in Focus, and 10% in Strategic, while assuring balanced representation. The proportions of school types (elementary/middle, and high school) would be adjusted each year according to the pool of Title I schools being rated, but is not anticipated to shift significantly. This weighting permits better forecasting and utilization of resources to drive school reform. For example, approximately 7 high schools can be predicted as the annual count for graduation innovations, allowing for more thoughtful earmarking of resources.

Table 12: Plan for Fixed Proportions of Schools

	HS (20%)				EL (80%)				Total
	Priority (5%)	Focus (10%)	Strategic (10%)	Weight	Priority (5%)	Focus (10%)	Strategic (10%)	Weight	
Graduation	2	5	5	35%	0	0	0	0	7
Achievement	2	4	4	30%	13	26	26	50%	78
Gap	2	5	5	35%	13	26	26	50%	78
Total	7	13	13	100%	26	52	52	100%	163

In contrast, the original rubric resulted in the disproportionate and unpredictable focus on school types in the two status cohorts (Table 13). The over-representation of high schools is evident in all but *Priority* status in year two, where high schools account for slightly more than half of what would be anticipated based on prevalence. Planned proportions shown in Table 12 will enable resources to be reliably dedicated, without guesswork and speculation.

Table 13: Percentage of School Types in Priority and Focus Status

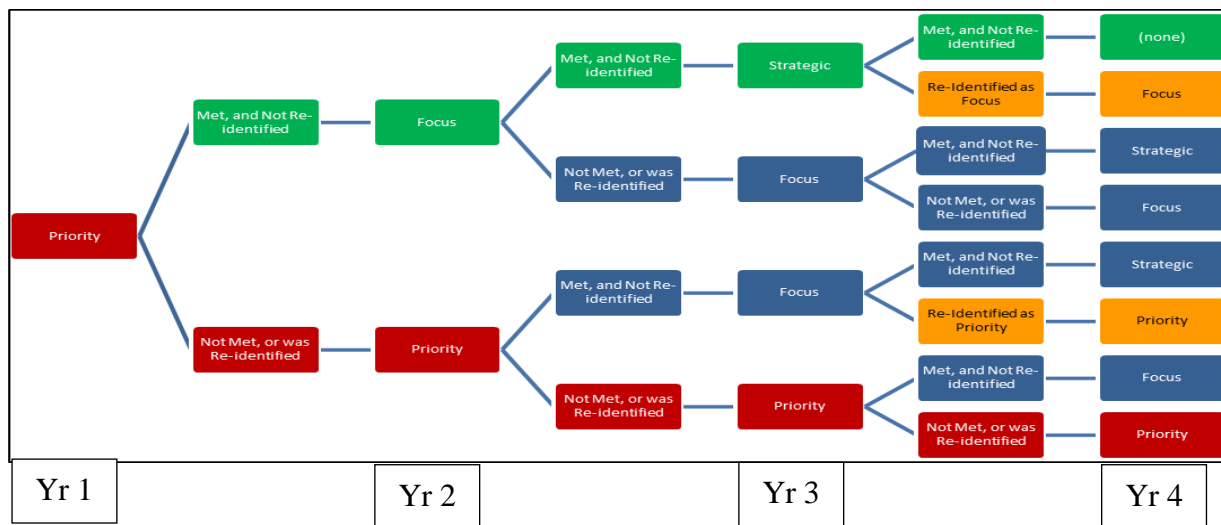
	Cohort 2012		Cohort 2014	
	High Schools	Elementary & Middle Schools	High Schools	Elementary & Middle Schools
Priority	35%	65%	12%	88%
Focus	42%	58%	34%	66%

New Mexico proposes to refashion the use of the three improvement categories Priority, Focus, and Strategic to represent a hierarchy of progressive sanctions that support potential movement of schools in each category. Rather than identifying schools in all three categories for 2-year interventions, we propose that schools in a given category be given the opportunity to move up one category if they meet exit criteria. To illustrate, a Priority school in year 1 showing improvement could move to Focus in year 2, and to Strategic in year 3, guaranteeing three years of successively reduced monitoring and sanctions when it is earned, while still receiving consistent support and monitoring from PED. Likewise a successful Focus school could advance to Strategic, resulting in 2 years of intensive work. No school would be allowed to exit directly from either Priority or Focus completely; their only option would be to advance to the next higher category, and then only when they met the exit criteria. The net effect of school movements is that schools are rewarded for improvement annually, and openings in the Priority and Focus categories allow newly identified schools to enter status each year, instead of at 2 year turnover intervals. More rapid school movement would energize schools to work for swift change as well as permit state resources to mobilize quickly toward schools requiring immediate intervention. Flexibility in the

improvement categories would promote diversity in the targeted groups as well as motivate school leaders to preserve positive gains annually.

This action would not free schools from further consideration in the improvement continuum. Each year all Title I schools would be re-evaluated using the same criteria for entry, and a school's determination in that year would override any potential movement from the category. For example, in Figure 1 it is demonstrated that schools must consistently meet exit criteria and not be re-identified in a same or lower status in order to advance to a less stringent category in the improvement continuum (green). Similarly, schools that do not meet exit criteria (red) or that get re-identified in the same or lower category (orange) will keep or re-enter the appropriate status. While there is a potential for annual mobility in this framework, we want to emphasize that safeguards are in place that assure that every Priority school will get a minimum of three years of intervention, every Focus school will receive a minimum of two years, and that any school that accumulates more years of being in status, whether Focus, Priority, or Strategic will receive more intensive monitoring and intervention.

Figure 1: Use of Priority, Focus, and Strategic for Graduated Considerations



Graduation

The first pathway to school improvement, graduation, will be assessed through a weighted combination of:

- Current 4-year rate (8 points),
- Current 5-year rate (3 points),
- Current 6-year rate (2 points), and
- Three year growth in 4-year rates (4 points)

This structure duplicates the 17 points available to the A-F graduation indicator and yields a numeric score that leads to the school's letter grade in that component. This combined graduation score will serve as the ranking indicator for all high schools, and the number of schools will follow fixed proportions illustrated in Table 12. Unifying this school grading indicator with the improvement path eliminates any ambiguity of how a school becomes identified, and strengthens alignment within the school grading model.

Moreover, the use of a rich array of graduation indicators across multiple years ensures that spurious spikes or dips in the rates of small schools are not over-interpreted. For example, in Table 14 note the moderate correlation between yearly graduation rate differences and the size of the school ($r = +.4$). Schools with an average cohort size of 30 or more students experienced yearly differences in rates of only 6.9%, while small schools with fewer than 30 students averaged differences of 13.5%, illustrating the unstable nature of percentages in smaller groups. To contrast, the use of multiple graduation indicators calms these rates and leads to a more reliable predictor of student success.

Table 14: Graduation Rate Changes by Size of School

Annual Differences in Graduation Rate (2012-2014)	Count of Schools	Count of Students (Average)
Greater than 13%	60	32.5
Less than 13%	137	165.8

Table 15 shows the graduation points for the same set of large and small schools, where

it can be seen that school size is no longer a determinate of graduation outcome. The use of the composite score clearly outperforms the graduation rate.

Table 15: Graduation Points and Score by Size of School, Cohort of 2013

Graduation Cohort Size N of Students	Averaged Points from the School Grading Graduation Component				
	4-Year Rate Points	5-Year Rate Points	6-Year Rate Points	Growth Points	Composite Score
Fewer than 30	6.44	2.48	1.56	1.63	11.99
30 or More	5.62	2.17	1.42	2.04	11.14

To further the case for the graduation composite score we examine the reference graduation benchmark of 60% where it is evident the score discriminates well. Almost 18% of high schools (N=33) fell below the reference point in 2014, and while the composite score discriminated well there were a few notable exceptions. Applying the same percentage split to the composite score, eight schools with graduation rates lower than 60% were identified as higher performers on their composite score, primarily because their growth in 4-year rates was outstanding. While their graduation rates were near the border (54% to 59%) their three-year improvements placed them in the top 15% of schools in growth statewide, rightfully acknowledging their dramatic gains. In the former system these schools would have been flagged for Priority or Focus interventions, when in fact they are substantially outperforming their peers and will surpass the 60% criterion in one or two years. Conversely, eight schools were identified for improvement even though their graduation rates were above the 60% reference point. Collectively their rates ranged from 61% to 68% which might have excused them from scrutiny, but their strongly negative growth in 4-year rates placed them in the bottom 10% of schools statewide in the growth component. While these schools might be meeting some minimum standard, it would be preferable to direct resources toward their troubling decline as early as possible, as they will likely fall below the 60% criterion in the next year. In short, the graduate composite score strongly correlates ($r = +.86$) with the 4-year graduation rate, and it integrates important trends that better inform agile and purposeful intervention.

Entry to the graduation path will also be governed by the school's single year graduation rate where the school has at least 100 student members of the four-year graduation cohort. Alternately, smaller schools will be judged by a three year unweighted average of their four-year rates, provided that the sum of student cohort members across the three years also meets the minimum size of 100 students. Cohort membership is made up of every student ever enrolled for any length of time during a four year period, including dropouts, and therefore is higher than any single-year census of seniors. The setting of a robust minimum group size fosters statistical reliability, but more importantly focuses this criterion on identifying and intervening with the schools that impact the most students, maximizing resources for support. It is incumbent upon the state to ensure that improvement dollars are reserved for schools where they can impact the highest number of students. The minimum group size is also necessary for the credibility of the new graduation gap, which cleaves the cohort into two roughly equal portions for further scrutiny. To be meaningful these combined subgroups should contain from 30 to 50 students each, mandating a minimum group size with no fewer than 100 students total. A minimum group requirement will not be applied to the composite graduation criterion which is more reliable for smaller schools, since it incorporates three successive cohorts of students as well as a growth factor in the score.

Application of the minimum group size to the most recent school grading cycle shows that of the 133 Title I high schools, 88 schools (65%) met either minimum group size criterion. Of these schools, 19 had a graduation rate, either averaged or in a single year, that was less than 60%. Because the planned allotments in Table 12 do not accommodate more than seven graduation schools in Priority and Focus, this classification will be used to expand the Focus count beyond the 10% cap where necessary. In the event that subsequent years mirror this example, the excess of schools identified by this 60% criterion will be designated as Focus along with their achievement and gap counterparts, and the same count of schools will be subtracted from Strategic totals. This shift will accommodate a greater number of graduate Focus schools, while not increasing the total sum of schools within Priority, Focus, and Strategic combined. It will also preserve integrity of the achievement and gap paths for

schools that are moving in those pathways. In the event that this criterion identifies fewer than the allotted number of schools, the graduation composite score will fill out the remainder of the graduation path.

While the intent of entry and exit criteria for Priority and Focus is to identify schools with the greatest need within Title I schools, a second safeguard ensures that all schools, both Title I and non-Title I, that have similar graduation struggles are detected. This second layer of identification is based on the school's overall letter grade of D or F, and a comparison shows that 90% of the schools identified in the graduation path as either Priority or Focus also received an overall D or F.

The graduation rates will be partitioned into two new subgroups unique to high schools and similar to the Q1 and Q3 groups for achievement. New Mexico is implementing an early warning system that detects students at higher risk of not graduating. This system will assign a numeric risk index to every student at the time of entry into their 4-year graduation cohort, which will subsequently be used to divide cohort members into highest risk (G1) and lowest risk (G2) halves of the cohort. This risk identification parallels the concepts for Q1 and Q3 subgroups for reading and mathematics achievement, and will be readily comprehensible to stakeholder groups acquainted with New Mexico's school grading model. The implementation of graduation gap will begin with the Cohort of 2014 which contributes to accountability for the 2014-15 school year.

Application of the gap algorithm to the Cohort of 2013 has yielded predictive abilities sampled in Table 16. These percentages reflect the actual graduation rates within each of the two risk categories that were predicted by the model. The graduation gaps between G1 and G2 range from 17.3% to 27.3% in this sample of larger and smaller districts that are geographically dispersed in the state.

Table 16: Graduation Early Warning System, Accuracy of Prediction

Percent of Students Graduating in Four years	G1 Higher Risk	G2 Lower Risk
Statewide	69.5%	90.8%
Albuquerque District	64.6%	88.0%
Gadsden District	79.6%	96.9%
Artesia District	74.6%	97.0%
Hatch District	69.8%	88.9%
Moriarty District	64.6%	91.9%

The graduation gap is derived from a logistic regression model that predicts a combination of reading and math proficiency levels. The outcome variable was chosen as 11th grade proficiency which was found to be the strongest predictor of graduation. Categorical proficiency indicates that a student is proficient or advanced in either reading, math or both. The input variables consist of the following:

- Proficiency levels in reading and math in 4th, 5th, 6th, 7th, and 8th grades
- Student average daily attendance in 6th, 7th, and 8th grades
- The number of student level behavioral infractions accrued in 7th and 8th grades
- The ratio of the students age to 8th grade

With the passage of time and better data collection the model will include attendance and infractions for the elementary grade levels.

The student attributes in the G1 and G2 subgroups, while faintly reflecting protected subgroups, are moderately balanced in what are presumed to be the higher risk students (Table 17). Students with disabilities are disproportionately represented in G1 because the model predicts for 4-year graduation risks and these students are frequently allowed 5 to 7 years to complete requirements based on their IEP. We assert that the combined subgroup approach, similar to the quartile subgroups Q1 and Q3, captures more genuine risk that is not predicated on membership in an ethnic category or on a sometimes capricious classification. Moreover, the cleaving of students into two relatively equal groups ensures ample counts within each school are available to drive statistically robust findings. And most crucially, the combined subgroup guarantees that absolutely all students will take part in the evaluation of the gap—no students will be disregarded.

Table 17: Graduation Subgroup Characteristics of the Cohort of 2013

	G1 Higher Risk	G2 Lower Risk
African American	57.8%	42.2%
American Indian	58.2%	41.8%
Asian	20.5%	79.5%
Caucasian	27.7%	72.3%
Hispanic	53.5%	43.5%
Female	44.1%	55.9%
Male	49.5%	50.5%
English Learner	65.5%	34.5%
Economically Disadvantaged	59.1%	40.9%
Students with Disabilities	89.3%	10.7%

The G1 and G2 subgroups will be used to derive a graduation gap. Mirroring the achievement gap, the graduation gap will be computed as the difference between each high school's G1 rate and the G2 statewide benchmark. Strong evidence for the advantages of using combined subgroups was provided in the original waiver request and will not be duplicated here. Just the same it bears repeating that while the legacy subgroups are integrated heavily into a status school's appraisal, the state considers the lowest quartile (Q1, and G1) subgroups to be the most efficient means for uniformly capturing struggling students and for assessing the academic impact of a school. Before New Mexico's ESEA waiver and the implementation of school grades, 260 schools were not held accountable for English language learners, 100 schools were not held accountable for low-income students and 436 schools were not held accountable for students with disabilities. Through this method of gap analysis and the combined subgroups, all schools are now held accountable for all students.

The graduation gap will serve as a second tier evaluation for schools identified in the graduation path. All G1, G2, and legacy subgroups will be examined for unusually large discrepancies of 25% or more, and any anomalies will be addressed in the school's improvement plan.

In order for a school to advance to the next status category in the following year,

schools would have to demonstrate two exit criteria. The first is improvement in their graduation score of 1.5 points or more. This figure was derived from the average variability of rates within schools and is an improvement of one standard deviation in one year. The measure represents an 11% increase in the overall graduation domain, and is a significantly rigorous goal as only three schools projected to be in status would have been able to attain this target in 2014.

The second exit criterion that must be met is that the school could not be ranked again in the same or lower category. The evaluation of status classifications annually will have the effect of speeding the timeline of expectations for schools. While on the surface this may seem overly ambitious, in practice it has the effect of moving schools out of status more quickly when they don't require the intensive work, and introducing new schools in status sooner that require the resources. This also helps identify schools that are showing troubling persistence in some form of status for multiple years and intervene with these resistant schools earlier for more potent remedies and intensive scrutiny. We illustrate both exit criteria with historic graduation scores in Table 18, where in each year exactly 17 schools were identified for graduated Priority, Focus, or Strategic status, using the planned proportions in Table 12.

Table 18: Annual Graduation Status, Ignoring Exit Criteria

Status is flagged for the lowest 17 schools in each graduation year, out of a total of 176 high schools. Schools are ranked from lowest to highest in that year, based on their composite score.

- 1) School 454 (green) illustrates a school that can rightfully exit early. In the current exit strategy this school will be *Strategic* in year two, and completely exited in year three, advancing one category per year.
- 2) School 21 (gold) illustrates a school that will rightfully continue to need resources. By the end of year three it will still be in the *Priority* status it earned in year two since it did not improve by 1.5 points.
- 3) School 619 (blue) is an emerging *Priority* school that can better utilize the resources in 2013 that would have otherwise gone to school 454. In the prior rubric they would not have entered status until 2014.
- 4) School 676 (pink) never met any exit criteria in any year and its persistence in a Priority or Focus category for three years marks it as a school for intensified intervention.

School	2012			2013			2014		
	Score	Rank	Status	Score	Rank	Status	Score	Rank	Status
676	4.6	1	Priority	7.2	3	Priority	7.7	10	Focus
7	4.8	2	Priority	9.7	19		8.7	19	
783	4.9	3	Priority	5.5	1	Priority	11.3	77	
390	5.2	4	Priority	13.6	139		13.2	142	
20	6.0	5	Focus	8.1	6	Focus	6.7	7	Focus
627	6.1	6	Focus	10.9	48		10.3	41	
21	6.6	7	Focus	6.5	2	Priority	6.4	5	Focus
172	6.7	8	Focus	9.7	18		12.7	132	
454	6.8	9	Focus	9.7	21		11.2	71	
25	6.8	10	Focus	9.7	17	Strategic	5.3	1	Priority
18	6.9	11	Focus	9.5	15	Strategic	8.3	15	Strategic
617	7.0	12	Focus	10.8	44		13.3	145	
442	7.2	13	Strategic	9.3	10	Focus	6.4	4	Priority
262	7.3	14	Strategic	9.9	23		10.5	47	
263	7.5	15	Strategic	9.5	13	Strategic	7.5	8	Focus
22	7.5	16	Strategic	10.0	24		7.5	9	Focus
721	7.5	17	Strategic	12.1	83		12.6	129	
24	7.5	18		9.5	16	Strategic	9.3	22	
831	7.7	20		8.8	8	Focus	7.8	11	Focus
798	8.4	22		9.4	12	Focus	7.9	12	Focus
619	8.7	25		7.3	4	Priority	6.3	3	Priority
524	10.7	46		9.5	14	Strategic	6.7	6	Focus
196	10.8	47		7.6	5	Focus	6.0	2	Priority
668	11.3	57		8.9	9	Focus	8.2	14	Strategic
521	11.5	62		11.4	63		8.3	16	Strategic
742	11.5	66		8.8	7	Focus	8.2	13	Strategic
2092	12.6	96		9.3	11	Focus	8.7	18	
383	15.0	160		18.4	175		8.6	17	Strategic

These two exit requirements presume that interventions will not only improve rates (increase in score) but will also advance the school's standing relative to their peers in the distribution of scores (not re-identified). By moving these schools rapidly away from the lower pole of the frequency distribution, opportunities arise for apportioning limited resources to other newly-identified schools, a hallmark of the CQI approach. Applying the standardized exit criteria to each status in the historic data, the outcomes and movements are described in Table 19, where it can be seen that this stratagem will allow refreshing of approximately one to three schools annually ("Exiting Status") in graduation.

Table 19: Status Entry and Exit Criteria, Graduation

Count of Schools	Graduation Years	
	2012 – 2013	2013 - 2014
Moving up	8	1
Staying the Same	4	10
Moving Down	2	5
Exiting Status	3	1

Achievement

Achievement that is equally weighted in mathematics and reading serves as the second path to school improvement. Like graduation, a numeric composite score that is more directly aligned with school grading will be used to rank order schools within the two evaluation models, high schools, and elementary/middle schools. Once ranked the schools will be allotted to status based on the plan illustrated in graduation. The achievement score will be comprised of the total points allotted to a school. For elementary and middle schools that score is heavily weighted toward reading and math proficiencies and growth (Table 1). For high schools the overall score commits a majority (60%) of points to reading and math proficiencies and growth, and lesser amounts to graduation and college and career readiness (Table 2). Both models are rated on a 100 point scale, are readily accessible to stakeholders, and understood as an unabridged yet simple summary of the school's overall achievement. Since the two models are evaluated separately (elementary/middle, and high) the differences between each model will not contaminate the rankings. Within each model, the lowest achieving schools will be identified.

The combination of these two school grading components directly addresses chief facets of school success, the proportion of students who are on grade level (Current Standing) and gap reduction (Q1 Student Growth). Like graduation, these components directly align with a school's letter grade, smooth data across multiple years, and eradicate confusion about why a school is identified for status. Moreover, the use of a composite score improves on New Mexico's original ESEA waiver by increasing the sensitivity and specificity of school selection.

Like graduation, these components directly align with a school's letter grade, smooth data across multiple years, and eradicate confusion about why a school is identified for status. Moreover, the use of a composite score improves on New Mexico's original ESEA waiver by increasing the sensitivity and specificity of school selection.

Because achievement is comprised of a global index of the school's work there is no need to consider a minimum group size. The rich array of indicators across multiple years ensures that all schools regardless of size are represented in the pool of candidates for reward and improvement.

In the event that a school is identified for more than one pathway, for example both graduation and achievement, a hierarchy will govern the school's exit that is based on the school's ranking in each of the qualifying pathways. That is, where the school ranks the lowest, that pathway will govern their movement in the improvement continuum. The choice of exit criteria is somewhat arbitrary since all schools must undergo an annual re-evaluation of their achievement, gap, and graduation criteria. Any re-identification or failure to move will ensure that the school maintains a consistent course with intensive intervention.

Once identified for any level of status, a second tiered evaluation of achievement gaps will occur, assessing the difference between the school's Q1 averaged proficiency and the Q3 state benchmark. Unusually large gaps identified in this and other legacy subgroups will be addressed in the school's improvement plan as was described in the original waiver request.

The exit strategy for schools identified in the achievement category will fully parallel that of graduation. To be eligible to progress one category a school would demonstrate an improvement in their composite achievement score of one standard deviation a year. Using historical data from the current assessment that would be 4.5 points for high schools, and 4.7 points for elementary/middle schools. Applying the results from graduation to achievement, the number of schools that would be exiting status and

being refreshed with newly-identified schools is estimated to be 12 schools (1.7%) annually.

This exit criterion will require refreshing using data from the new PARCC assessment in year one.

Gap

Subgroup gaps in reading and math are captured by the Q1 and Q3 combined subgroups described and justified in the original waiver. The gap pathway will be defined by two independent but complementary pieces of information:

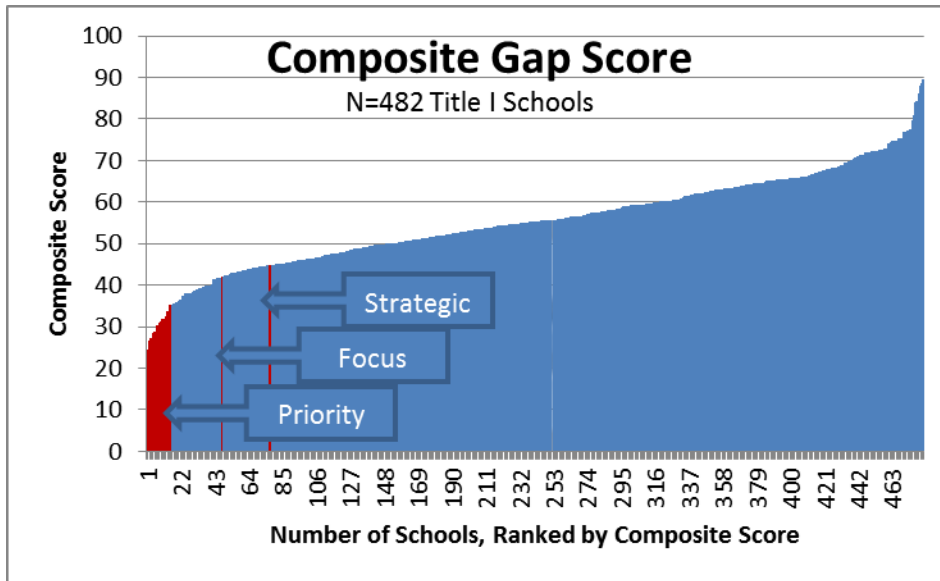
- The points that derive the Q1 letter grade, and
- The gap between the school's Q1 combined subgroup and the state's Q3 average.

The combination of these two school grading components directly addresses chief facets of disparity, first whether a school's lowest performing students are being inordinately left behind (gap size), and second whether the school is making strides toward closing that gap (Q1 growth). Each component will be equally weighted yielding a continuous score that is ranked from highest to lowest. The lowest performing schools will be identified as either *Priority*, *Focus*, or *Strategic* using the proportional plan (Table 12). This structure parallels the entry and exit criteria of the original waiver with several improvements. First, it is more transparent that the disproportionate gap triggered the school's need for improvement, and second, the ranking on the composite score indisputably identifies the schools in most need of resources.

The school will be considered only if their combined subgroup (Q1) is comprised of 20 or more students. This count is in keeping with New Mexico's earlier AYP minimum group size requirements and advances consistency with historic accountability. Application of the minimum group size to the most recent grading cycle (2014) showed that 74% of the Title I schools met this minimum.

Application of the gap criterion from 2014 is illustrated in Figure xx where it can be seen the score performs well within the proportions scheduled by the plan (Table 12). The

demarcations of *Priority*, *Focus*, and *Strategic* illustrate the uncharacteristic change in slope of schools that are operating outside the norm of most other schools. The composite score also corroborates Q1 findings within the school grading framework where all *Priority* schools received a component grade of F, and only two *Focus* schools (6%) received a C while the remainder were graded D or F.



The exit from the gap pathway will parallel that of graduation and achievement. That is, schools will need to demonstrate one standard deviation improvement in order to move. The exact figure for the criterion will await data from the new PARCC assessment in year one.

Identification of Priority Schools

Consistent with the prior discussion, the *Priority* list will be refreshed annually using the planned proportions shown in Table 12. Schools will be ranked on the graduation, achievement, and gap paths from lowest to highest on composite scores. Schools will either be kept, moved, or newly introduced based on the hierarchy described in section 2.D.i. specifically:

1. Identified as *Priority* in a prior year, and not meeting all exit criteria. These schools will continue on the path that identified their entry (graduation, achievement, or gap).
2. Openings in the graduation path will introduce schools based on the following

hierarchy:

- a. Graduation rate lower than 60% for schools with a minimum cohort size of 100 students in either the current 4-year cohort, or the combined 3-year cumulative cohort (sum of students across all three years).
 - b. Graduation composite score ranking, no minimum group size.
3. Openings in the achievement path will introduce schools based on the school's rank on the overall score.
4. Openings in the gap path will introduce schools based on the school's rank on the composite gap score.

These five criteria will identify the total complement of high schools in Focus, following the planned proportions in Table 12. The total count will be derived from 10% of Title I schools.

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

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

Interventions in Priority Schools

New Mexico has multiple tools in place that align to ensure that LEAs are implementing interventions aligned with all of the Turnaround Principles in Priority schools. New Mexico will continue to collaborate with identified Priority School(s) leadership teams and their district leaders to support these schools with intervention strategies aligned to their individual area(s) of need. Further, with the flexibility granted under this waiver, districts will be able to utilize their 20% set-aside to support Priority schools as they undertake meaningful interventions.

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

improved student achievement. School district budgets will not be approved unless funds are set aside for scientifically researched based strategies that specifically support the achievement of students who are not making progress. School districts budgets and programmatic actions will be monitored by the PED staff.

Each spring all districts complete a Program Budget Questionnaire (housed in the WebEPSS) and submit it to PED for review and approval as part of their larger budget review process. Before a budget is approved for the fiscal year (the New Mexico fiscal year is July 1 – June 30), the Program Budget Questionnaire must also be reviewed and approved. Because the review takes place prior to the start of the next school year and programmatic actions outlined must align with budgets, the 2 in tandem outline how districts will support schools in the next year both budgetarily and programmatically. Further, as some schools enter their third year in Priority status, the level of engagement and support from districts is expected to increase. The system of support outlines below clearly articulates how districts will be more engaged and accountable for supporting Priority Schools.

Targeted Professional Development Designed to provide LEAs and schools with information about targeted pedagogy, tools and early intervention support as provided by an aligned SEA structure			
Identifier	LEA Requirements	PED Supports	School Requirements
D or F: 3 Priority/ Focus: 3	Each team will have an LEA member who actively participates in the PD and work alongside the school team as their thought partner to identify their promising practices and address their opportunities moving forward and removing any barriers at the school/district level.	<p>This targeted professional development event will include LEA and teacher teams participating in targeted breakouts to provide pedagogy, tools, and early interventions.</p> <p>Each day will culminate with team meetings where teams will continue to build their</p>	The principal and leadership team members will attend targeted professional development and work with the LEA to identify their promising practices and opportunities moving forward (OMF) based on their learning and identified in their action plans.

		action plans for implementation of their learning to support student learning and achievement in the 2015-2016 school year as evidence by their 90-day Web EPSS plans and Triannual Site Visits.	The schools leadership will work with staff to ensure that the action plan is shared and addressed in action steps and strategies in the Web EPSS.
Individual School Data Profile: Data Review Designed to provide the LEA and school information on Q1-Q3 gaps by providing % proficient or on track data to support LEA and school action steps as noted in the Web EPSS. G1-G3 (graduation) gaps data will also be provided to LEA's and schools so that action steps are created and acted upon as noted in the Web EPSS.			
Identifier	LEA Requirements	PED Supports	School Requirements
D or F: 3 Priority/ Focus: 3	Within 10-working days of the Superintendent receiving their passwords and credentials to access the Data Profile they will: <ul style="list-style-type: none"> – Access the Data Profile for each of the schools in their district – Distribute to Principals – Provide support in analyzing the 	Schools will receive a comprehensive Data Profile that identifies Q1-Q3, subgroups, G1-G3, and grade specific strengths and areas of challenge based on their summative data.	Schools will receive the Data Profile from their Superintendent/Principal and review the documents and findings with their staff. The schools will address findings from the Data Profile in the 2015–2016 School Web EPSS.

	data reviewing and identifying next steps		
<p style="text-align: center;">Triannual Site Visit (TSV)</p> <p>The Triannual Site Visit Protocol serves as an examination of the systems that support and relate to instruction. It serves as the mechanism for examining the systems in place and following up on the implementation of the action planning from the Targeted PD, it is supported by school leadership to increase teacher effectiveness and enhance student learning through professional dialogue.</p> <p>It provides a means by which the Public Education Department (PED) team members can compile data for feedback to the district and school about the practices being implemented to support transformation.</p>			
Identifier	LEA Requirements	PED Supports	School Requirements
D or F: 3 Priority/ Focus: 3	District leadership will participate in the Triannual Site Visits led by PED by: <ul style="list-style-type: none"> – Participating in the TSV – Working with the schools to address their Opportunities Moving Forward and removing any barriers at the 		School leadership will participate in the Triannual Site Visits led by PED by: <ul style="list-style-type: none"> – Participating in the TSV – Addressing the Opportunities Moving Forward within the next 90-days by re-setting, re-designing or re-examining their existing structures and practices.

	school/district level		
School Community/School Board Meetings Designed to increase understanding of LEA and school level data for school communities and school boards.			
Identifier	LEA Requirements	PED Supports	School Requirements
D or F: 3 Priority/ Focus: 3	<p>Review the Triannual Site Visit Report and address the LEA Opportunities Moving Forward.</p> <p>Ensure that the school presents their Promising Practices (PP) and the Opportunities Moving Forward (OMF) at a school and community meeting within one month of receiving TSV Report.</p> <p>Ensure that the school presents their Promising Practices (PP) and the Opportunities Moving Forward (OMF) to the Board</p>	<p>Provide template example of the Board of Education Assurances sample meeting agenda and assurances page.</p> <p>Provide examples of the school/community meeting agenda.</p> <p>When appropriate, PED will ensure/monitor that LEAs are meeting their commitments at each Tri annual visit.</p>	<p>Hold school and community meeting within one month of the Triannual Site Visit Report being released to LEA and school to inform the community of TSV Promising Practices (PP) and the Opportunities Moving Forward (OMF) and the planned actions to address the OMFs.</p> <p>Documentation of meeting is to be sent to PED by LEA within one week of community meeting.</p> <p>Make a presentation to the Board of Education of all Triannual Site Visit Promising Practices (PP) and the Opportunities Moving Forward (OMF) within one month of</p>

	<p>of Education within one month of receiving TSV Report.</p> <p>Ensure that documentation of the meeting is sent to the PED within one week of the school/community and Board of Education meeting.</p>		<p>receiving TSV Report.</p> <p>Ensure the Board of Education assurances page is submitted to PED by LEA within one week of presentation.</p> <p>Send documentation of meeting to PED by LEA within one week of community meeting.</p>
<p align="center">90-Web Educational Plan for Student Success (Web EPSS) Cycle</p> <p align="center">Designed to create 90 day cycles of improvement for increased outcomes of goals, strategies and action steps in the Web EPSS.</p>			
Identifier	LEA Requirements	PED Supports	School Requirements
<p>D or F: 3</p> <p>Priority/ Focus: 3</p>	<p>Review the 90-day Web EPSS feedback checklist and provide technical assistance and support to schools to make any necessary changes to the Web EPSS.</p>	<p>Provide technical assistance and support around the 90-day Web EPSS feedback.</p>	<p>Review the 90-day Web EPSS feedback and make any necessary changes to the Web EPSS at each 90 day cycle.</p>
<p align="center">Early Warning System</p> <p align="center">Designed to provide LEA and schools with information through an early warning system that identifies student level concerns so that LEAs and schools respond accordingly and early to increase graduation rates.</p>			
Identifier	LEA Requirements	PED Supports	School Requirements

D or F: 3 Priority/ Focus: 3	<p>Districts will utilize the Early Warning System to identify system wide concerns and student-level concerns and develop and recommend districtwide changes that address such concerns.</p> <p>District administrators will communicate the importance of the EWS within and across schools, through engagement, professional development, and monitoring of school-level efforts, to achieve the following expected outcomes.</p>	<p>Provide New Mexico Schools with an Early Warning System (EWS) to include training and monitoring</p>	<p>Secondary teams will Utilize the Early Warning System in their school including effective implementation strategies, linking indicators to a tiered intervention system, identifying effective interventions, linking EWS to college, and data-based decision making.</p>
<p align="center">Individual School Data Profile: Data Review</p> <p>Designed to provide the LEA and school information on Q1-Q3 gaps by providing % proficient or on track data to support LEA and school action steps as noted in the Web EPSS. G1-G3 (graduation) gaps data will also be provided to LEA's and schools so that action steps are created and acted upon as noted in the Web EPSS.</p>			
Identifier	LEA Requirements	PED Supports	School Requirements
D or F: 1, 2	Within 10-working	Schools will receive a	Schools will receive the

Priority/Focus: 1, 2 Strategic: 2, 3	days of the Superintendent receiving their passwords and credentials to access the Data Profile they will: <ul style="list-style-type: none"> – Access the Data Profile for each of the schools in their district – Distribute to Principals – Provide support in analyzing the data reviewing and identifying next steps 	comprehensive Data Profile that identifies Q1-Q3, subgroups, G1-G2, and grade specific strengths and areas of challenge based on their summative data.	Data Profile from their Superintendent/Principal and review the documents and findings with their staff. The schools will address findings from the Data Profile in the 2015–2016 School Web EPSS.
<p align="center">New Mexico Instructional Audit: Data and Practice (NMIA:DP)</p> <p>The New Mexico Instructional Audit: Data and Practice is one of the tools used by PED as an examination of the operations and systems that support and relate to instruction.</p> <p>It serves as the mechanism for examining the systems that schools have in place to support data-driven instruction and inquiry as well as the implemented instructional programs that support student learning through professional dialogue</p>			
Identifier	LEA Requirements	PED Supports	School Requirements
D or F: 1, 2 Priority/Focus: 1, 2 Strategic: 2, 3	Review and act on the NMIA: DP Findings Report for each school.	PED will organize teams to complete NMIA:DP's in identified schools. Each team will prepare by completing a document review ahead of the visit. During the visit, the Team Lead will	School leadership will participate in the NMIA: DP led by PED. Prior to the site visit: <ul style="list-style-type: none"> – Working with the team lead to establish a timeline and agenda for the site visit and an

		<p>organize with the LEA and school to accomplish interviews with: Superintendent, Principal, School Leadership Team, Teachers, Parents and Students. Classroom observation visits will also take place.</p> <p>Once the data from the document review, interviews and classroom observations are gathered and analyzed, the PED team determines findings that are identified by triangulating all data sources. A Level 2 finding is most severe and a Level 0 finding is least severe. The PED team closes with an exit meeting where the LEA and school has the opportunity to clarify any information discussed as potential findings. The report is sent to the LEA and Principal within 7-10 days. The LEA and Principal have the opportunity to respond and must address the findings in the school response section of the report and in the Web EPSS as an action steps to accomplish within that school year.</p>	<p>interview and walkthrough schedule.</p> <ul style="list-style-type: none"> – Providing a bell schedule, school assessment calendar, staff roster, and map of the school and any other data/information requested by the Team Lead. – Participate in the NMIA: DP – Address and act on the NMIA:DP findings in as part of the WebEPSS
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School/Community and Board Meetings Designed to increase understanding of LEA and school level data for school communities and school boards.			
Identifier	LEA Requirements	PED Supports	School Requirements
D or F: 1, 2 Priority/Focus: 1, 2 Strategic: 2, 3	<p>Review the NMIA: DP Feedback Report for each school and support school in determining actions to address findings.</p> <p>Ensure that the school presents their level two findings from the NMIA: DP and how these will be addressed at a school/community within one month of receiving NMIA: DP Feedback Report. Submit documentation to PED</p> <p>Ensure that the school presents their level two findings from the NMIA: DP and how these will be addressed to the school board within</p>	<p>Provide template example of the Board of Education Assurances sample meeting agenda and assurances page.</p> <p>Provide examples of the school/community meeting agenda.</p>	<p>Hold school and community meeting within one month of the NMIA: DP Feedback Report being released to the LEA and school to inform the community of level two finds, and the planned actions to address the findings.</p> <p>Documentation of meeting is to be sent to PED by LEA/School within one week of community meeting.</p> <p>Make a presentation to the Board of Education of the level two findings from the NMIA: DP and how these will be addressed.</p> <p>Ensure that the Board of Education assurance signature page is submitted to PED by</p>

	<p>one month of receiving NMIA: DP Feedback Report.</p> <p>Ensure that documentation of the board meeting is sent to the PED within one week of the school/community and Board of Education meeting. Submit documentation to PED</p>		<p>LEA/School within one week of presentation.</p> <p>Send documentation of meeting to PED by LEA within one week of community meeting.</p>
<p align="center">Progress Monitoring Visit (PMV)</p> <p>Designed to serve as an examination of the following Instructional Infrastructure (II) Components in a school:</p> <ul style="list-style-type: none"> – Data Driven Instruction and Inquiry Process – Observation and Feedback – Aligned and Rigorous Curriculum 			
Identifier	LEA Requirements	PED Supports	School Requirements
<p>D or F: 1, 2</p> <p>Priority/Focus: 1, 2</p> <p>Strategic: 2, 3</p>	<p>District leadership will participate in the Progress Monitoring Visits (PMV) led by PED by:</p> <ul style="list-style-type: none"> – Participating in the PMV 	<p align="center">–</p> <p>Each site visit will address one component of the II where the PED team in collaboration with the LEA and school will</p>	<p>School leadership will participate in the Progress Monitoring Visits led by PED by:</p> <ul style="list-style-type: none"> – Participating in the Progress Monitoring Visit – Addressing the

	– Working with the schools to address their Opportunities Moving Forward and removing any barriers at the school/district level	identify Promising Practices and Opportunities Moving Forward.	<p>Opportunities Moving Forward within the next 90-days by re-setting, re-designing or re-examining their existing structures and practices connected to:.</p> <ul style="list-style-type: none"> – DataDriven Instructionand Inquiry Process – Observation and Feedback - Aligned and Rigorous Curriculum
<p align="center">Web EPSS Desk Top Monitoring</p> <p>Designed to provide LEAs and school feedback and support through recommendations for improvement based on review of the Web EPSS goals, strategies and action steps three times per school year.</p>			
Identifier	LEA Requirements	PED Supports	School Requirements
<p>D or F: 1, 2</p> <p>Priority/Focus: 1, 2</p> <p>Strategic: 2, 3</p>	Review the Desk Top Monitoring Feedback report and provide technical assistance and support to schools to make any necessary changes to the Web EPSS.	Provide technical assistance and support linked to Desk Top Monitoring.	Review the Desk Top Monitoring Feedback report and make any necessary changes to the Web EPSS.
<p align="center">Early Warning System</p> <p>Designed to provide LEA and schools with information through an early warning system that identifies student level concerns so that LEAs and schools respond accordingly and early to increase graduation rates.</p>			
Identifier	LEA	PED Supports	School Requirements

	Requirements		
D or F: 1, 2 Priority/Focus: 1, 2 Strategic: 2, 3	<p>Districts will utilize the Early Warning System to identify system wide concerns and student-level concerns and develop and recommend districtwide changes that address such concerns.</p> <p>District administrators will communicate the importance of the EWS within and across schools, through engagement, professional development, and monitoring of school-level efforts, to achieve the following expected outcomes.</p>	Provide New Mexico Schools with an Early Warning System (EWS).	Secondary teams will utilize the Early Warning System in their school including effective implementation strategies, linking indicators to a tiered intervention system, identifying effective interventions, linking EWS to college, and data-based decision making.
Individual School Data Profile: Data Review Designed to provide the LEA and school information on Q1-Q3 gaps by providing % proficient or on track data to support LEA and school action steps as noted in the Web EPSS. G1-G3 (graduation) gaps data will also be provided to LEA's and schools so that action steps are created and acted upon as noted in the Web EPSS.			
Identifier	LEA Requirements	PED Supports	School Requirements
A, B, C	Within 10-working days of	Schools will receive a comprehensive Data	Schools will receive the Data Review from their

Strategic: 1 Reward	<p>the Superintendent receiving their passwords and credentials to access the Data Review they will:</p> <ul style="list-style-type: none"> – Access the Data Review for each of the schools in their district – Distribute to Principals – Provide support in analyzing the data reviewing and identifying next steps 	Review that identifies Q1-Q3, subgroups, G1-G3 from PED.	<p>Superintendent/Principal and review the documents and findings with their staff.</p> <p>The schools will address findings from the Data Review in the 2015–2016 School Web EPSS.</p>
Differentiated Technical Assistance Based On Individual School Data			
Identifier	LEA Requirements	PED Supports	School Requirements
A, B, C Strategic: 1 Reward		If necessary, PED Bureaus will provide technical assistance to schools based on their data profile to support early intervention.	
Web EPSS Annual Review Designed to provide LEAs and school feedback and support through recommendations for improvement based on review of the Web EPSS goals, strategies and action steps.			

Identifier	LEA Requirements	PED Supports	School Requirements
A, B, C Strategic: 1 Reward	Review Annual Web EPSS feedback and provide technical assistance and support to schools to make any necessary changes to the Web EPSS.	Provide technical assistance and support linked to the Annual Web EPSS Review.	Review the Annual Web EPSS feedback review and make any necessary changes to the Web EPSS.

If after four years of intervention there is not consistent and sustainable growth within a Priority school, or school with an overall grade of F, the PED may consider other options such as school closure, reconstitution, or other external management providers to completely redesign a school.

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

Timeline of Interventions

To better align with the redesigned system of support, PED as outlined key steps that will be taken by the state, districts, and schools to implement the new interventions.

Preparation at PED

The PED will use the time provided due to PARCC standard setting to organize and provide structure regarding how bureaus will work together to integrate support for districts and schools using data to target interventions that have the most potential impact to change outcomes for students.

The following bureaus will provide aligned support to Priority, Focus, Strategic year 2 and 3, D and F schools and will be part of the updated System of Support:

Priority Schools Bureau

PSB will coordinate PED Bureaus, by using data to address gaps in Priority, Focus, Strategic year 2 and 3, D and F schools and will provide standard setting training for delivery systems to PED Bureaus. PSB will directly support schools with a D or F grade, year 3 and 4, and/or Priority or Focus status, year 3 and 4, based on the System of Support. PSB will coordinate support from PED Bureaus to districts.

Literacy and Early Learning Bureau

Will provide data-based support for English Language Arts and Writing to address gaps in Priority, Focus, Strategic year 2 and 3, D and F schools, and to adjust Web EPSS goals, strategies and action steps (Turnaround Principles).

Math and Science Bureau

Will provide data-based support for Math and Science based on data to address gaps in Priority, Focus, Strategic year 2 and 3, D and F schools, and to adjust Web EPSS goals, strategies and action steps (Turnaround Principles).

Bilingual and Multicultural Bureau and Indian Education

Will provide data-based support to schools with English Language Learners based on data to address gaps in Priority, Focus, Strategic year 2 and 3, D and F schools and to adjust Web EPSS goals, strategies and action steps (Turnaround Principles).

College and Career Readiness Bureau

Will focus data-based support to schools with low graduation rates, students at risk for dropping out, and overall college and career readiness support to address gaps in Priority, Focus, Strategic year 2 and 3, D and F schools and to adjust Web EPSS goals, strategies and action steps (Turnaround Principles).

Title I Bureau

Will focus to provide appropriate funding and monitoring to LEAs for Title One D and F, Priority and Focus schools in addressing their data gaps as related to Turnaround Principles.

Special Education Bureau

Will focus data-based support for Students with disabilities to address gaps in Priority, Focus, Strategic year 2 and 3, D and F schools and to adjust Web EPSS goals, strategies and action steps (Turnaround Principles).

Educator Quality Bureau

Will direct support for teachers, review of district Title II plans in alignment with A-F, Priority, Focus, and Strategic school needs and NMTEACH results, placement of teachers in struggling schools and align with Educator Equity Plan.

Assessment & Accountability Bureau

Will direct support for overall support on understanding A-F, and assessment best practices in alignment with A-F, Priority, Focus, and Strategic school needs.

Charter Schools Bureau

Will direct data-based support to Priority, Focus, Strategic year 2 and 3, D and F Charter schools to address gaps and to adjust Web EPSS goals, strategies and action steps (Turnaround Principles).

IDEAL-NM

Will provide support for opportunities for blended learning whereby content and instruction is delivered via digital and online media for Priority, Focus, Strategic year 2 and 3, D and F schools.

Indian Education

Will provide data-based support to schools with Native American students based on data to address gaps in Priority, Focus, Strategic year 2 and 3, D and F schools and to adjust Web EPSS goals, strategies and action steps (Turnaround Principles).

Preparation for LEA's

District preparation will occur during standards setting for PARCC in New Mexico.

Timeline	Support and Intervention for LEA's
Spring 2015	Provide LEAs guidance regarding appropriate funding for Priority, Focus, D and F schools in preparation for LEA budget and program reviews
Summer 2015	Provide LEAs guidance regarding support and interventions for Priority, Focus, D and F schools
Fall 2015	Provide tools and training to LEAs regarding NM System of Support requirements inclusive of funding expectations to support Priority, Focus, D and F schools
Fall 2015	Partner with Districts in providing support and interventions for Priority, Focus, D and F schools to arrive at requirements and increase outcomes for students.

Preparation for Schools

Preparation for Schools will occur during PARCC standard setting

Timeline	Support and Interventions for Schools
Fall 2015	Targeted professional development symposium provided by PED for districts and schools detailing individual Bureau supports and coordinated structures for Priority, Focus, D and F schools
Fall 2015	Targeted Progress Monitoring Visits for F2, D2, Focus2, Priority 2
Fall 2015	Tri annual Site Visit follow up
Summer 2015	Data Training
Fall 2015	Web EPSS Review: Desk Top Monitoring and Annual Reviews

In the 2014-2015 school year, all schools currently designated as a school in need of improvement must complete a WebEPSS, where the Turnaround Principles are indicated as goals that LEAs and schools must complete. Currently in New Mexico there are 31 Reward schools, 53 Strategic schools, 62 Focus schools and 31 Priority schools. Schools that are implementing all Turnaround Principles and are in year 1 or 2 of implementation include the following grade/status combinations:

- Schools that have a D grade or a combination of a D or F grades for 3 consecutive years and/or a status of Focus or a combination of Priority and Focus for 3 consecutive years
- Schools that have an F grade for 3 consecutive years or a status of Priority for 3 consecutive years
- Schools that have not yet implemented all Turnaround Principles and therefore would begin full implementation for the first time during the 2014-2015 school year are newly identified Priority Schools: Schools that have an A, B, C, D, or F grade and are identified as a Priority school for the first time in 2014-2015

Additionally, the PED annually reviews and approves the operating budget of each district and charter school. The budget review process occurs in May and June of each calendar year. Since PED released baseline grades in January 2012, part of the review process in the Spring looks in detail at the programs and interventions being used in Priority schools when districts submit their budgets. As the program and budget review has become more dynamic, there is now direct alignment to district plans and support for Priority Schools – as well as all low performing schools across the district. Districts must clearly articulate how they are using the A-F system to drive support to schools so that there is continuous improvement and growth. Two attachments – *District Web EPSS Program Review Checklist 2014-2015* and *Superintendents' Guide Budget and Program Review 2014 final* illustrate the expectation for all districts and are included in the Principle 2 Attachments. During the school year, PED monitors each districts WebEPSS for alignment, action steps, progress

This will allow Priority Schools to begin planning immediately for interventions they will undertake in the following school year. The PED will work to ensure that the interventions each priority school undertakes will be detailed as part of their WebEPSS submission. The expectation will be that the interventions align not only to the turnaround principles, but also to why the school is designated as a Priority school. An updated high quality plan – the New Mexico A-F School Grading Accountability System 2014-2015: Matrix of Requirements and Monitoring for Districts and Schools can be found in the Principle 2 Attachments.

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

Exiting Priority School Status

This discussion is integrated into the proposed revision to entry and exit from any status, fully discussed at the beginning of this section, 2.D.i.

- Achieve one standard deviation improvement per year in the composite score that identified them as a Priority school (graduation 1.5, achievement for high schools 4.5, elementary and middle schools 4.7).
- Not be re-identified as a Priority school in the current year.

To exit Priority School status school must do the following:

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

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

2.E FOCUS SCHOOLS

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

Identification of Focus Schools

The method for identifying *Focus* schools continues logically from the methodology for identifying *Priority* schools. These schools form the next level of school grades after *Priority* and the list will be refreshed annually using the planned proportions shown in Table 12. Schools will be ranked on the graduation, achievement, and gap paths from lowest to highest on composite scores. Schools will either be kept, moved, or newly introduced building on the hierarchy described in section 2.D.i. specifically:

1. Identified as *Priority* in a prior year, and meeting all exit criteria. These schools will continue on the path that identified their entry (graduation, achievement, or gap).
2. Identified as *Focus* in a prior year, and not meeting all exit criteria. These schools will continue on the path that identified their entry (graduation, achievement, or gap).
3. Openings in the graduation path will introduce schools based on the following hierarchy:
 - a. Graduation rate lower than 60% for schools with a minimum cohort size of 100 students in either the current 4-year cohort, or the combined 3-year cumulative cohort (sum of students across all three years).
 - b. Graduation composite score ranking, no minimum group size.
4. Openings in the achievement path will introduce schools based on the school’s rank on the overall score.
5. Openings in the gap path will introduce schools based on the school’s rank on the composite gap score.

These five criteria will identify the total complement of high schools in Focus, following the planned proportions in Table 12. The total count will be derived from 10% of Title I schools.

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

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

Interventions in Focus Schools

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

The expectation is that all Focus schools must immediately plan for and implement interventions aligned to the turnaround principles addressing the subgroups not making progress.

Please see section 2.D.iii for details related to supporting Focus schools and expected efforts by Focus schools.

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

Exiting Focus School Status

This discussion is integrated into the proposed revision to entry and exit from any status, fully discussed at the beginning of this section, 2.D.i. To exit the Focus School status a school must do the following:

- Achieve one standard deviation improvement per year in the composite score that identified them as a Focus (or Priority) school, and

- Not be re-identified as either a Priority (ranked lowest 5%) or Focus school (ranked next lowest 10%) in the current year.

If a school moves from Focus to Strategic status, they will be required to align interventions to the reason they are identified as a Strategic School.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

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

Table 2: Reward, Priority, Focus, and Strategic Schools

Reward Schools 2014		Criteria:	
Schools must have met one of the five criteria to be considered a Reward School. Schools receiving Title I funds are eligible (N=654).		1 Overall A, Q1>B, Q3>=C 2 Overall A, Q3>B, Q1>=C 3 Overall A, Graduation Rate>85% 4 Overall C, Graduation Growth 10% annually 5 Overall C, Q1=A, Q3=A	
Code	School	District	Reward
525001	Amy Biehl High Charter	State Charter	X
30017	Animas High	Animas Public Schools	X
1576	Atrisco Heritage Academy High	Albuquerque Public Schools	X
520001	Attitude Skills and Knowledge Academy Charter (ASK)	State Charter	X
88915	Bluewater Elementary	Grants Cibola County Schools	X
67035	Central High	Central Consolidated Schools	X
19030	Chaparral Elementary	Gadsden Independent Schools	X
76010	Chrysalis Alternative	Taos Municipal Schools	X
502001	Cottonwood Classical Preparatory Charter	State Charter	X
85045	Des Moines High	Des Moines Municipal Schools	X
19035	Desert View Elementary	Gadsden Independent Schools	X
60045	Dora High	Dora Municipal Schools	X
526001	East Mountain High Charter	State Charter	X

58048	Elida High	Elida Municipal Schools	X
55050	Espanola Valley High	Espanola Public Schools	X
80050	Estancia High	Estancia Municipal Schools	X
16052	fort Sumner High	Fort Sumner Municipal Schools	X
4130	Goddard High	Roswell Independent Schools	X
15057	Grady High	Grady Municipal Schools	X
88055	Grants High	Grants Cibola County Schools	X
83013	Independence High	Rio Rancho Public Schools	X
51081	Logan High	Logan Municipal Schools	X
86085	Los Lunas High	Los Lunas Public Schools	X
519001	MASTERS Program Charter	State Charter	X
14095	Melrose High	Melrose Public Schools	X
549001	New America School Las Cruces	State Charter	X
67116	Newcomb Elementary	Central Consolidated Schools	X
67130	Newcomb High	Central Consolidated Schools	X
509001	NM School for the Arts Charter	State Charter	X
70124	Pecos High	Pecos Independent Schools	X
2136	Reserve High	Reserve Public Schools	X
69136	Robertson High	Las Vegas City Public Schools	X
4135	Roswell High	Roswell Independent Schools	X
25146	Santa Rosa High	Santa Rosa Consolidated Schools	X
531001	Southwest Secondary Learning Center Charter	State Charter	X
544001	SW Aeronautics Mathematics and Science Academy	State Charter	X

510001	Taos Academy Charter	State Charter	X
76011	Taos Cyber Magnet	Taos Municipal Schools	X
13162	Texico High	Texico Municipal Schools	X
536001	The Great Academy Charter	State Charter	X
49164	Tucumcari High	Tucumcari Public Schools	X
89192	Twin Buttes High	Zuni Public Schools	X
86017	Valencia High	Los Lunas Public Schools	X
89190	Zuni High	Zuni Public Schools	X

Priority, Focus, and Strategic Schools

Schools in Improvement 2014 Schools receiving Title I funding are eligible (N=654)					
Code	School	District	Priority	Focus	Strategic
523001	Academy of Trades and Technology Charter	State Charter	X	0	0
42024	Bell Elementary	Deming Public Schools	X	0	0
1339	Carlos Rey Elementary	Albuquerque Public Schools	X	0	0
37035	Carrizozo Elementary	Carrizozo Municipal Schools	X	0	0
512001	Cesar Chavez Community Charter	State Charter	X	0	0
1118	Christine Duncan Heritage Academy Charter	Albuquerque Public Schools	X	0	0
42036	Columbus Elementary	Deming Public Schools	X	0	0
43038	Crownpoint Elementary	Gallup McKinley County Schools	X	0	0
1450	Ernie Pyle Middle	Albuquerque Public Schools	X	0	0
1270	Hawthorne Elementary	Albuquerque Public Schools	X	0	0
43158	Juan de Onate Elementary	Gallup McKinley County Schools	X	0	0
1285	La Mesa Elementary	Albuquerque Public Schools	X	0	0
1017	Los Puentes Charter	Albuquerque Public Schools	X	0	0
1300	Lowell Elementary	Albuquerque Public Schools	X	0	0
56087	Lybrook Elementary	Jemez Mountain Public Schools	X	0	0
65108	Mesa View Middle	Farmington Municipal Schools	X	0	0
1315	Montezuma Elementary	Albuquerque Public Schools	X	0	0
67114	Naschitti Elementary	Central Consolidated Schools	X	0	0
71023	Ramirez Thomas Elementary	Santa Fe Public Schools	X	0	0
74155	Raymond Sarracino Middle	Socorro Consolidated Schools	X	0	0
68004	Rio Gallinas Ecology and the Arts Charter	West Las Vegas Public Schools	X	0	0
1051	Robert F Kennedy Charter	Albuquerque Public Schools	X	0	0
43138	Rocky View Elementary	Gallup McKinley County	X	0	0

		Schools			
88152	San Rafael Elementary	Grants Cibola County Schools	X	0	0
36145	Sierra Vista Primary	Ruidoso Municipal Schools	X	0	0
33156	Southern Heights Elementary	Hobbs Municipal Schools	X	0	0
4120	Sunset Elementary	Roswell Independent Schools	X	0	0
43120	Tohatchi Middle	Gallup McKinley County Schools	X	0	0
1363	Tomasita Elementary	Albuquerque Public Schools	X	0	0
548001	Uplift Community School	State Charter	X	0	0
1376	Wherry Elementary	Albuquerque Public Schools	X	0	0
36160	White Mountain Elementary	Ruidoso Municipal Schools	X	0	0
89195	Zuni Middle	Zuni Public Schools	X	0	0
89025	A Shiwi Elementary	Zuni Public Schools	0	X	0
1206	Adobe Acres Elementary	Albuquerque Public Schools	0	X	0
1016	Albuquerque Talent Development Secondary Charter	Albuquerque Public Schools	0	X	0
61016	Algodones Elementary	Bernalillo Public Schools	0	X	0
79001	Alta Vista Elementary	Questa Independent Schools	0	X	0
42005	Bataan Elementary	Deming Public Schools	0	X	0
87001	Belen Infinity High	Belen Consolidated Schools	0	X	0
31123	Ben Alexander Elementary	Lovington Municipal Schools	0	X	0
66030	Bloomfield Family Learning Center	Bloomfield Schools	0	X	0
67025	Career Preparatory Alternative	Central Consolidated Schools	0	X	0
86009	Century Alternative High	Los Lunas Public Schools	0	X	0
17006	Cesar Chavez Elementary	Las Cruces Public Schools	0	X	0
71005	Cesar Chavez Elementary	Santa Fe Public Schools	0	X	0
43034	Church Rock Elementary	Gallup McKinley County Schools	0	X	0
61020	Cochiti Elementary	Bernalillo Public Schools	0	X	0
513001	Creative Education Preparatory 1 Charter	State Charter	0	X	0
62037	Cuba Elementary	Cuba Independent Schools	0	X	0

1514	Del Norte High	Albuquerque Public Schools	0	X	0
42006	Deming Cesar Chavez Charter	Deming Public Schools	0	X	0
33046	Edison Elementary	Hobbs Municipal Schools	0	X	0
1069	El Camino Real Academy Charter	Albuquerque Public Schools	0	X	0
78047	El Rito Elementary	Mesa Vista Consolidated Schools	0	X	0
1255	Emerson Elementary	Albuquerque Public Schools	0	X	0
80169	Estancia Lower Elementary	Estancia Municipal Schools	0	X	0
1258	Eubank Elementary	Albuquerque Public Schools	0	X	0
1261	Eugene Field Elementary	Albuquerque Public Schools	0	X	0
43016	Gallup Central Alternative	Gallup McKinley County Schools	0	X	0
43055	Gallup High	Gallup McKinley County Schools	0	X	0
514001	Gilbert L Sena High Charter	State Charter	0	X	0
18057	Hatch Valley Elementary	Hatch Valley Public Schools	0	X	0
20058	Hillcrest Elementary	Carlsbad Municipal Schools	0	X	0
33066	Jefferson Elementary	Hobbs Municipal Schools	0	X	0
63145	Jemez Valley Elementary	Jemez Valley Public Schools	0	X	0
1231	Kit Carson Elementary	Albuquerque Public Schools	0	X	0
1061	La Academia De Esperanza Charter	Albuquerque Public Schools	0	X	0
1282	La Luz Elementary	Albuquerque Public Schools	0	X	0
17013	Las Montanas Charter	Las Cruces Public Schools	0	X	0
1288	Lavaland Elementary	Albuquerque Public Schools	0	X	0
1297	Los Padillas Elementary	Albuquerque Public Schools	0	X	0
1336	Los Ranchos Elementary	Albuquerque Public Schools	0	X	0
501001	Media Arts Collaborative Charter	State Charter	0	X	0
69150	Mike Sena Elementary	Las Vegas City Public Schools	0	X	0
43079	Navajo Elementary	Gallup McKinley County Schools	0	X	0
43075	Navajo Pine High	Gallup McKinley County	0	X	0

		Schools			
1039	Nuestros Valores High Charter	Albuquerque Public Schools	0	X	0
1333	Pajarito Elementary	Albuquerque Public Schools	0	X	0
43132	Ramah Elementary	Gallup McKinley County Schools	0	X	0
25015	Rita A Marquez Elementary	Santa Rosa Consolidated Schools	0	X	0
42008	Ruben S Torres Elementary	Deming Public Schools	0	X	0
1392	Rudolfo Anaya Elementary	Albuquerque Public Schools	0	X	0
46144	Sacramento Elementary	Alamogordo Public Schools	0	X	0
17012	San Andres High	Las Cruces Public Schools	0	X	0
1090	School for Integrated Academics and Technologies Charter	Albuquerque Public Schools	0	X	0
1597	School On Wheels	Albuquerque Public Schools	0	X	0
74160	Socorro High	Socorro Consolidated Schools	0	X	0
43152	Stagecoach Elementary	Gallup McKinley County Schools	0	X	0
47163	Tularosa Elementary	Tularosa Municipal Schools	0	X	0
1370	Valle Vista Elementary	Albuquerque Public Schools	0	X	0
80185	Van Stone Elementary	Estancia Municipal Schools	0	X	0
68173	West Las Vegas High	West Las Vegas Public Schools	0	X	0
1379	Whittier Elementary	Albuquerque Public Schools	0	X	0
33176	Will Rogers Elementary	Hobbs Municipal Schools	0	X	0
1210	Alamosa Elementary	Albuquerque Public Schools	0	0	X
86150	Ann Parish Elementary	Los Lunas Public Schools	0	0	X
556001	Anthony Charter School	State Charter	0	0	X
1214	Apache Elementary	Albuquerque Public Schools	0	0	X
65017	Apache Elementary	Farmington Municipal Schools	0	0	X
522001	Architecture Construction and Engineering Leadership High Charter	State Charter	0	0	X
1215	Armijo Elementary	Albuquerque Public Schools	0	0	X
1216	Atrisco Elementary	Albuquerque Public Schools	0	0	X
1225	Barcelona Elementary	Albuquerque Public Schools	0	0	X

43030	Chee Dodge Elementary	Gallup McKinley County Schools	0	0	X
1237	Cochiti Elementary	Albuquerque Public Schools	0	0	X
43160	David Skeet Elementary	Gallup McKinley County Schools	0	0	X
42025	Deming Middle	Deming Public Schools	0	0	X
89165	Dowa Yalanne Elementary	Zuni Public Schools	0	0	X
54044	Dulce Elementary	Dulce Independent Schools	0	0	X
54050	Dulce Middle	Dulce Independent Schools	0	0	X
1219	Edmund G Ross Elementary	Albuquerque Public Schools	0	0	X
76175	Enos Garcia Elementary	Taos Municipal Schools	0	0	X
10056	Forrester Elementary	Springer Municipal Schools	0	0	X
71145	Francis X Nava Elementary	Santa Fe Public Schools	0	0	X
87066	Gil Sanchez Elementary	Belen Consolidated Schools	0	0	X
1416	Hayes Middle	Albuquerque Public Schools	0	0	X
1395	Helen Cordero Primary	Albuquerque Public Schools	0	0	X
12058	Highland Elementary	Clovis Municipal Schools	0	0	X
1273	Hodgin Elementary	Albuquerque Public Schools	0	0	X
12066	James Bickley Elementary	Clovis Municipal Schools	0	0	X
63170	Jemez Valley Middle	Jemez Valley Public Schools	0	0	X
69003	Las Vegas City Early Childhood	Las Vegas City Public Schools	0	0	X
12084	Lockwood Elementary	Clovis Municipal Schools	0	0	X
21085	Loving Elementary	Loving Municipal Schools	0	0	X
75133	Magdalena Elementary	Magdalena Municipal Schools	0	0	X
1250	Maryann Binford Elementary	Albuquerque Public Schools	0	0	X
65095	McCormick Elementary	Farmington Municipal Schools	0	0	X
67110	Mesa Elementary	Central Consolidated Schools	0	0	X
32048	Mettie Jordan Elementary	Eunice Municipal Schools	0	0	X
74079	Midway Elementary	Socorro Consolidated Schools	0	0	X
81100	Moriarty Elementary	Moriarty Edgewood Schools	0	0	X

1324	Mountain View Elementary	Albuquerque Public Schools	0	0	X
82105	Mountainair Elementary	Mountainair Public Schools	0	0	X
4052	Nancy Lopez Elementary	Roswell Independent Schools	0	0	X
506001	New America School Charter	State Charter	0	0	X
74001	Parkview Elementary	Socorro Consolidated Schools	0	0	X
29174	R V Traylor Elementary	Lordsburg Municipal Schools	0	0	X
76133	Ranchos De Taos Elementary	Taos Municipal Schools	0	0	X
18001	Rio Grande Elementary	Hatch Valley Public Schools	0	0	X
87045	Rio Grande Elementary	Belen Consolidated Schools	0	0	X
71143	Salazar Elementary	Santa Fe Public Schools	0	0	X
63004	San Diego Riverside Charter	Jemez Valley Public Schools	0	0	X
61151	Santo Domingo Elementary	Bernalillo Public Schools	0	0	X
29036	Southside Elementary	Lordsburg Municipal Schools	0	0	X
1280	Susie R Marmon Elementary	Albuquerque Public Schools	0	0	X
71130	Sweeney Elementary	Santa Fe Public Schools	0	0	X
43091	Tobe Turpen Elementary	Gallup McKinley County Schools	0	0	X
43170	Twin Lakes Elementary	Gallup McKinley County Schools	0	0	X
4132	University High	Roswell Independent Schools	0	0	X
55169	Velarde Elementary	Espanola Public Schools	0	0	X

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

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

Identification and Support of Strategic Schools

In addition to Reward, Priority, and Focus schools, the state will also identify Strategic Schools.

The method for identifying Strategic Schools continues logically from the methodology for identifying Priority, and Focus Schools. Strategic Schools are defined as a continuation of our Focus category.²³

Consistent with the prior categories, the Strategic list will be refreshed annually using the planned proportions shown in Table 12. Schools will be ranked on both the graduation and the achievement paths from lowest to highest on the composite score. Schools will either be kept, moved, or newly introduced based on the hierarchy described in section 2.D.i. specifically:

1. Identified as Strategic in a prior year, and not meeting all exit criteria, or
2. Identified as Focus in a prior year, and meeting all exit criteria, and
3. Ranked in the lowest of Title I schools on either graduation or achievement in the current year, not being otherwise identified as Priority or Focus.

The count will be derived from up to 10% of remaining Title I schools not identified in either Priority or Focus in the current year.

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

²³ In 2012 we started with 624 schools. Of these, 125 are either Reward (32), Priority (31), or Focus (62). That leaves 499 Title I schools.

caused a school to be identified will begin to close as well. Please see section 2.D.iii for specifics related to interventions and supports in Strategic schools.

Exiting Strategic School Status

This discussion is integrated into the proposed revision to entry and exit from any status, fully discussed at the beginning of this section, 2.D.i. To exit Strategic status a school must do the following:

- Achieve one standard deviation improvement per year in the composite score that identified them as a Strategic (or Priority, or Focus) school (graduation 1.5, achievement for high schools 4.5, elementary and middle schools 4.7).
- Not be re-identified as a Priority, Focus, or Strategic school in the current year.

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

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

Developing and Sustaining Capacity

The New Mexico Public Education Department (PED) has built capacity in LEAs and schools with technical assistance onsite visits, professional development, and through the use of accountability and progress monitoring tools developed to emphasize scientifically research based best practices. The PED has oversight of more than 800 schools across 89 school districts. The support LEAs and schools, PED focuses on sustained instructional change that results in positive outcomes for students by also providing oversight and review of LEA and school

budgets to ensure that funds are spent in accordance with student academic needs.

LEA and school requirements are indicated in the New Mexico System of Support. The System of Support is differentiated and LEAs and schools enter based on their school grade and status (i.e. Priority). The System of Support clearly outlines expectations for the school and supports that will be provided by PED. Additionally, a school's grade and status determines the level of expectation – Priority schools will have significantly more monitoring and oversight than Reward schools.

All LEAs and schools complete a WebEPSS. The WebEPSS is a tracking tool of the LEA and school goals, strategies and action steps that are developed in alignment with student performance, school grade and status. The WebEPSS is reviewed by the SEA and increased monitoring of their plan occurs as schools move deeper into designations based on grade and status. Feedback from WebEPSS reviewers is provided to LEAs and schools with an expectation that the feedback is addressed by updated WebEPSS submitted by LEAs and schools.

As of July 2014, New Mexico will have schools that have been in Priority or Focus status for 3 years, have had a letter grade of D or F for 3 years or a combination of the two for 3 years. For these schools PED has increased the requirements per the System of Support. Specifically, for 3 year Focus schools, a second Instructional Audit: Data and Practice will occur with a larger focus on the LEA role in support of the Focus school. A 3rd year Focus school will be required to inform their school community and local school board of their Instructional Audit findings and how they intend to address the findings. All actions for resolution must be addressed in their school WebEPSS and approved by PED.

Tri-annual site visits will occur for schools that have been in Priority designation for 3 years. The Tri-annual site visit will coincide with LEAs and school assessment calendars to explicitly focus on student achievement data. Concrete steps will be followed to arrive at a deep analysis of their data and its implications for adjustment with students in the classroom. (See Tri-annual protocol attached.) Similar to Focus schools, a 3rd year Priority school will be required to inform

their school community and local school board about their WebEPSS and how all actions resulting from the Tri-annual visits will be resolved.

LEA and school budgets will be reviewed to use available expenditure data to determine if key decisions by the LEA and school are considered when budgeting and allocating resources. 3 year Priority and Focus schools will use an Integration of Services tool to assist them as they develop their budgets to align funds with student achievement needs and assist them as they leverage resources to incorporate a strong instructional program for students.

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

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

Please see section 2.D.iii for the specific details related to individual Priority and Focus school expectations, as well as district expectations.

Focus remains on the 7 Turnaround Principles

The PED intends to utilize the financial flexibility that is allowed through the Waiver including leveraging funds the District was previously required to reserve under ESEA section 1116(b)(10), SIG funds and other Federal funds as permitted to most effectively support the strategies, and interventions that have been discussed previously in this section. For example,

school districts will set-aside an amount up to the 20% set of their Title I Part A award for interventions consistent with the 7 Turnaround Principles.. The district Title I Part A sub-grant application will be reviewed by PED staff to determine if the interventions support the 7 Principles. Once approved, the school district can begin the intervention process.

The effectiveness and fidelity of the interventions supported will be monitored by PED staff through:

- Initial program sub-grant applications;
- WebEPSS submission (plan and monitoring);
- Expenditure review through request for reimbursement process; and
- On-site monitoring.

District Capacity and Accountability to Support Subgroup Achievement

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

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

In order to ensure the LEA is meeting the needs of all students, a concerted focus on Curriculum and Instruction, Talent Management and District Funding will drive how the LEA invests in supporting D/F, Priority and Focus schools. The SEA will guide and support implementation of the following criteria for LEA's connected to each section.

PED will utilize both the district budget and program review and Title I monitoring to ensure that LEAs are meeting the commitments outlined below.

Curriculum & Instruction

- Increase rigor of interventions and supports in D/F, Priority and Focus schools by escalating oversight and monitoring in 90 Day cycles as demonstrated by accomplishing all elements in the New Mexico A-F School Grading Accountability System 2015-2016. These actions will align with the LEA Web EPSS.
- Ensure interventions and supports for low achieving students, when one or more subgroups miss either AMO or graduation rate target, or both.
- Construct data infrastructures to inform use of data, analysis of data and implementation of interventions for students in reading and math
- Provide assessments that are not duplicative and are used to support instruction
- Communicate LEA assessment plan with parents about what assessments do and HOW they are being used

Talent Manage- ment

- Assure alignment of Educator Equity Plan Components
- Review of district Title II plans in alignment and support for D/F, Priority and Focus schools
- Placement of teachers in D/F, priority struggling schools
- Placement of principals in D/F, priority struggling schools
- Use NMTEACH data to drive support for teachers

District Funding

- Ensure that funds being spent in Priority/Focus, "D" and "F" schools are targeted towards proven programs and methods linked to improved student achievement
- Annual review and approval of each district and charter school operating budget by SEA
- Signed assurances by LEA about commitments to support interventions to D/F, Priority/Focus schools
- Ensure that funds are dedicated to placement of staff in struggling schools
- Reserve a sufficient portion of district Title I funds to fully support interventions based on individual school data in Priority and Focus schools that do not receive SIG funds by LEA

District Report Cards

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

The PED has published report cards annually since 2003, entitled “School District Report Card.” These LEA report cards have contained all elements required by *Report Cards, Title I, Part A, Non-Regulatory Guidance, September 12, 2003*, and by New Mexico statute [NMAC 22-2C-11]. Certain state data elements (i.e. district budgets, school board training) dictated that report cards be one year lagged and published in the late spring. For example, the report card released the spring of 2013 reports data from the 2011-12 school year. While there have been periodic minor delays, the PED has complied with this requirement and can provide evidence of the schedule of releases. An example of the latest release is appended to this document.

The PED has made some adjustments in production that will insure that LEA report cards are released on a more predictable schedule:

- Production has been transferred from an external contractor to in-house personnel, which provides better control of formatting, data quality, and timeliness. The program that generates report cards was rewritten in more user friendly software in late 2013.
- The timetable of certain late data collections (Quality of Education Survey, Post Secondary

Data) have been moved forward in the year

- A formal review has been established early in the year for certain data elements that were routinely challenged by LEAs post-release, eliminating this delay

Updated guidance for the report card, “State and Local Report Cards, Non-Regulatory Guidance, Revised February 8, 2013,” necessitated reformatting of both LEA and State report cards that subsequently slowed timelines. The state anticipates issuing the fully compliant version covering the school year 2013-2014 in February, 2015. A sample showing the revised format is included in the Principle 2 attachments. The report cards are published on the PED website at:

<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/DistrictReportCards.html>

Data Reviews

The PED has developed a profile for schools called The Data Review. The Data Review provides a clear and concise graphic that depicts Q1 and Q3 student data for all subgroups in reading and math. In addition, The Data Review also includes targeted questions based on data trends. The guiding questions provide a framework for thoughtful and systematic analysis of the schools multi-tiered levels of support (Tier I, Tier II and Tier III) and contain essential components to examine if systems are in place to improve academic success for all students with a focus on subgroups and/or content. Each school is required to identify priorities based on the targeted questions and create action steps in their WebEPSS.

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

1) During each annual budget review, the New Mexico Public Education Department will use the current and prior year of data to determine whether for two consecutive years the district has 50% or more of its ESEA subgroups not meeting the SGTs which if true will trigger the budget process to examine plans for interventions specific to those ESEA subgroups. In order to avoid duplicative efforts, and also to be mindful of capacity (especially in the many small districts that exist in New Mexico), we will first check whether or not the ESEA subgroup(s) requiring an

intervention is already captured in a school classified as Priority, Focus, or Strategic. Since schools with any of those classifications are required to design interventions addressing the needs of those students as a primary step, districts would be required to focus on students who are not already the target of interventions.

2) We focus on preparing all students to be college and career ready, and in order ensure that all students graduate with the requisite skills, we will monitor at the district level, graduation and matriculation rates by subgroups. We will monitor the students by ESEA subgroups in grades 3, 8, and high school for matriculation and graduation by subgroup. In this way we expand the notion of ensuring that all students are on track to graduating college and career ready and not merely waiting until high school graduation to determine that there are inequities. For each district, we will calculate whether there is disproportionate amount of ESEA subgroup representation in the students held back between grades K-3 (inclusive). Under the early reading initiative being developed and implemented now, PED will begin screening all students in grades K-3 for reading difficulties in the 2012-2013 school year. If a student is found to be struggling, schools will immediately need to develop an intervention plan to support a student's specific area of struggle as identified by the common screening assessment. Included in the early reading initiative is the requirement that at the end of third grade, any student scoring at the Beginning Step level on the SBA will be retained²⁴. The goal is not to retain students, but rather to intervene early and strategically so that New Mexico third graders are ready for success in later grades. This check provides incentives for early interventions to be taken seriously, as there are accountability consequences. Disproportionate representation means that there is a statistically significantly greater proportion of students being held back in an ESEA subgroup than there are in the all students group being held back.²⁵ This will trigger a required response from the district to develop interventions aimed at those subgroups for early interventions. Similarly, students who matriculate from grade 8 to grade 9 and are not yet proficient and are disproportionately one ESEA subgroup would trigger district-wide interventions. In other words, we specifically monitor students who matriculate from grade 8 to grade 9, but are below the proficient

²⁴ The early reading initiative includes several exemptions specific to alternate ways to show proficiency, students with disabilities and English Language Learners. Please see the Principle 2 Attachments for the full list of exemptions.

²⁵ This will be computed by using a logistic regression from which it can be determined whether the odds ratios are statistically significant.

performance level and calculate representation of each ESEA subgroup compared to the all students group. And finally, we track high school graduation by subgroup and disproportional representation in graduation would trigger interventions.

The PED strives to seek a balance between supporting districts as they develop their budgets while maintaining the appropriate level of local control. As such, the responsibility will lie with the districts to propose how they will target resources to drive improvement in struggling schools. The Clearinghouse PED is developing with grant funds will provide an initial level of state support for districts as they look to identify and select proven programs and practices to implement in schools where there is an achievement gap. Additionally, the state will make resources such as the Curriculum Audit being used in Priority and Focus schools available as another layer of state support if districts request that support. Before a budget is approved, the PED will ensure that resources are adequately targeted to explicitly support struggling ESEA subgroups in schools.

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

Through existing authority, the PED reviews each district and state charter school budget annually for fiscal solvency and alignment to proven strategies and programs that increase student achievement. Each district will need to explore subgroup achievement and when achievement gaps are evident, align dollar, strategies, and supports to specifically target the learning needs of low performing subgroups. The PED feels strongly that utilizing an existing

process will maximize efficacy of this effort and further reinforce the notion that all schools are responsible for the learning of all students in their school.

The PED used additional resources to support low performing schools. With a grant from the Daniel’s Fund, the PED is finalizing the development of a best practices clearinghouse – NMBEST – that will launch summer 2014. NMBEST highlights schools across New Mexico that have outperformed their peers in areas such as extending the school day, the Response to Intervention framework, and literacy. Further, the grant has allowed for mentorship project called Principals Pursuing Excellence (PPE). New Mexico principals for low performing schools are mentored by leaders of high performing schools. Our goal is to build the capacity within our state to ensure that achievement gaps close and that all students have access to a strong school by providing leaders with opportunities to strengthen behaviors that cause dramatic change in schools. The PPE project connects to the research of Public Impact Principles and is loosely modeled after the University of Virginia School Turnaround Leader program.

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

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

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

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

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

In August 2011, by Executive Order of Governor Susana Martinez, the New Mexico Effective Teaching Task Force submitted recommendations that proposed to overhaul the evaluation system within the state of New Mexico for teachers and school leaders. These recommendations include establishing a differentiated evaluation system for teachers and school leaders that utilizes student achievement as a critical component of the process, reformulating the compensation system to reflect the evaluation process, and enhancing the

recruitment and retention of teachers and school leaders through enhanced professional development and incentivized pay for highly effective teachers and school leaders in to serve in high need, low income schools.

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

Teacher Evaluation

During the 2013-2014 school year, New Mexico fully implemented the NMTEACH Effectiveness System which incorporates five levels of effectiveness. While the three tier system of licensure remains part of the advancement and compensation system, NMTEACH requires all teachers to demonstrate effectiveness regardless of license level. Provisional or Level 1 licenses are issued to beginning teachers for a period of five years. These licenses must be advanced by the end of the fifth year via a successful submission of a portfolio assessment. Advancement via use of this portfolio will be in place for two more school years as the NMTEACH system establishes effectiveness ratings that will be the requirement for advancement beginning in the 2015-2016 school year. A failure to successfully advance a Level 1 license will result in the teacher losing their ability to be licensed again for three years. Teachers with Level 1 licenses must be evaluated annually using a uniform evaluation that reflects upon the nine competencies for educators outlined by the state. Teachers at Level 1 will receive a base salary of \$33,000.00 in the 2014-2015 school year, a ten percent increase from previous years.

Professional, or Level 2 licenses, are nine year licenses that do not require advancement, and can be maintained for the duration of a teacher's career after initial advancement from Level 1. Under the NMTEACH system, Level 2 teachers are required to be evaluated annually using

the multiple measure criteria. Teachers at Level 2 receive a base salary of \$40,000.00.

A Level 2 teacher can choose to advance to Level 3 after three “successful” years of teaching with a Level 2 license, earning a Master’s Degree, and successful completion of a portfolio assessment. Beginning in 2015-2016, the process for advancement will be based on effectiveness within the NMTEACH Effectiveness System. Level 3 teachers are required to be evaluated every third year. Under the NMTEACH system, Level 2 teachers are required to be evaluated annually using the multiple measure criteria. There is not an ability to advance salary or level once this level is reached.

Under the NMTEACH system that has been implemented this year, all teachers must be evaluated annually, using the multiple measures adopted through administrative regulation in 2012. This evaluation process includes teacher practice that is measured by effective pedagogical implementation.

In order to improve the previous evaluation system, PED has promulgated regulations that outline the requirements of a new teacher and principal evaluation system. Included in the NMTEACH system are:

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

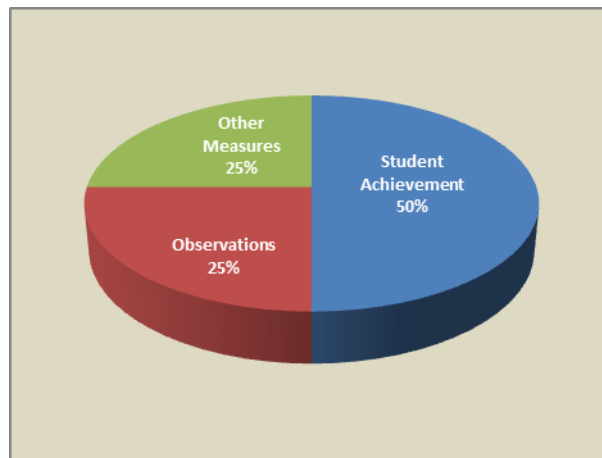
The PED feels strongly that the inclusion of multiple measures in a redesigned teacher evaluation system is critical to ensure efficiency, accuracy, and an accurate portrayal of a teacher’s impact on student learning. The full Task Force report and recommendations can be found in the Principle 3 Attachments. In addition, PED convened a stakeholder group to inform

the process of implementation in June 2012. This stakeholder group included teachers, principals, superintendents, and other educational professionals. The stakeholder group continues to work with NMPED in disseminating information statewide.

In initial implementation, teachers have been grouped into groups A, B, and C. Group A are teachers in tested subjects and grades. Group B are teachers in non-tested subjects and grades. Group C are teachers in Kindergarten through 2nd grade. All three of these groups of teachers are being evaluated using the NMTEACH system during the current school year. Group D teachers includes Library-Media Specialists, Interventionists, Instructional Coaches, and Special Education teachers of students with severe disabilities will enter the NMTEACH system in 2014-2015, following the same framework as groups A, B, and C.

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

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

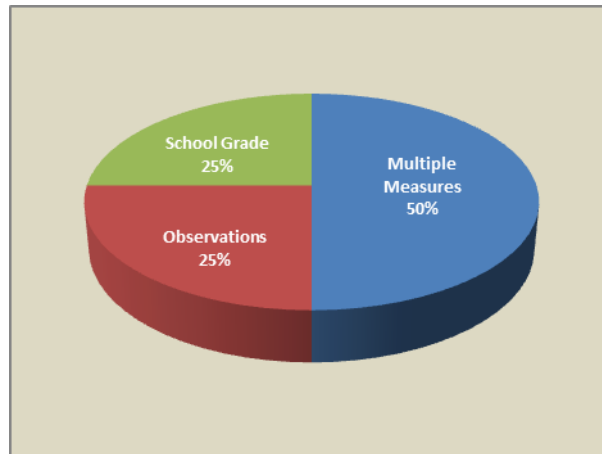


In establishing the VAM criteria, the PED will establish a rigorous data review process prior to disseminating information to local districts for inclusion in the locally-adopted teacher evaluation process. Teachers will also be provided with their value-added information for purposes of informing instruction, establishing actionable data, and identifying areas for professional development. In addition to providing baseline data, beginning with the 2010-

2011 school year, the PED's VAM will seek to use three years of data for every area possible, providing LEAs and teachers with longitudinal data regarding practice and needs. Those teachers who do not have three years of data will be placed on Graduated Considerations in which they have a reduced percentage of their individual evaluation based on standardized assessments until three years of data is available. See the Principle 3 Attachments for details on Graduated Considerations.

For teacher in non-tested subjects and grades, the following evaluation has been implemented, with baseline data being gathered from the 2012-2013 school year:

- 50% based on a school's End of Course exams or locally adopted (PED approved) measures;
- 25% based on NMTEACH observation protocol; and
- 25% based on locally adopted (and PED approved) multiple measures.



Like Group A Teachers, all grades and subjects that do not have an assessment will be placed on Graduated Considerations until valid and reliable measures of student achievement growth are available.

Student achievement data is the building block for a Teacher Value Added Score (VAS). This score is derived from an aggregate of the Student Achievement VAM. Reliable VAS will contain at least three years of student achievement data. Until a teacher has 3 years of VAS, teachers will be scored using Graduated Considerations.

Graduated Considerations serve two purposes: one, to recognize that new teachers are

developing skills over the first few years; and two, to provide veteran teachers an opportunity to hone their instruction as they embrace more rigorous academic standards. Graduated Considerations are applied independently to two separate assessment categories and are in affect for 3 testing occasions (e.g. three years of SBA data, or two years of EoC data).

Graduated Considerations redistributes the points for the Improved Student Achievement portion of NMTEACH Educator Effectiveness System based on how many years of data are available for the teacher and the number of student achievement measures chosen at the district level.

To effectively implement the NMTEACH EES, PED provided Graduated Considerations in 2013-2014 for teachers with less than three years of student achievement data linked to them. By utilizing Graduated Considerations, the NMTEACH EES was able to provide individual student achievement measures for 6,050 additional teachers that would have otherwise only used group or cohort measures. This allowed the NMTEACH EES to apply STAM measures for approximately 44% of teachers under the NMTEACH system.

In addition, by adding the additional teachers measured by STAM, the NMTEACH system was able to better identify more Ineffective and Minimally Effective teachers as well as identify more Highly Effective and Exemplary teachers. In general, graduated considerations have allowed the NMTEACH system to use STAM for teachers in tested subjects and grades that may not have three years of student achievement data, as well as for those that teach in traditionally non-tested subjects and grades.

Student Achievements As A Significant Factor

The range for effective in Student Achievement is set wide enough to demonstrate a teacher's impact on student growth at the minimum of an acceptable level – a year's worth of growth in a year's worth of time. The Educator Effectiveness System is a compensatory system (combined score); and, a baseline of 50 ensures that an effective teacher's overall composite score encompasses a year's worth of growth. A teacher must earn 50 points, or at least 50% of possible achievement points, to receive a summative rating of "effective" or better. Thus, a

teacher cannot be rated effective overall without being effective in STAM.

As NMTEACH emphasizes STAM as one of the multiple measures of performance, use of graduated considerations helped to enhance and differentiate a larger proportion of teachers in 2013-2014. Below is a breakdown of the NMTEACH distribution according to observations, STAM, and overall.

	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Observations Only	.3%	14.4%	76.8%	8.0%	.51%
Student Achievement Measures	3.0%	17.8%	58.8%	16.6%	3.9%
Overall	2.8%	19.5%	56.0%	20.2%	1.5%

After implementing the NMTEACH system in 2013-2014, PED has reduced the number of possible Student Achievement Measures (STAM) to select. This means that districts may choose to measure achievement for Group A teachers by using SBA for 50% of the overall evaluation, or SBA for 35% and a PED-approved measure for the remaining 15%. In the initial year of implementation, districts were allowed to split the PED approved measure into two measures accounting for 10% and 5% respectively.

Because of this reduction in STAM measures, each teacher will have three years of data earlier, as many of these assessments are already in use. Thus, teachers will graduate to full STAM measures earlier in their career.

Individual Achievement Measures

In an effort to provide teachers with individual measures of student achievement, the PED continues to work with LEAs in developing content and grade-level specific End of Course (EoC) exams. These EoCs will serve as measurements of course content mastery, and provide an individual measurement of student growth for teachers in non-tested subjects and grades.

By the 2017-2018 school year, all LEAs will be required to have an individual measure of student achievement for each teacher in Groups A, B and C. This will be accomplished by continuing to implement the following:

- PED development of statewide EoC related to the New Mexico STARS course selection
- LEA development/PED approval of locally developed EoCs
- LEA adoption/PED approval of national certification/industry assessments
- LEA adoption/PED approval of national “off the shelf” assessments

In the time leading up to implementing individual measures for all teachers, PED will continue to develop many assessments to provide student achievement measures for high frequency courses. Currently, districts that do not have individual measures of achievement for certain teachers must use a collective measure tied to school performance for these teachers.

As PED creates advancement and compensation opportunities for teachers within the NMTEACH system, districts will need to identify individual achievement measures that will allow their teachers to qualify for these opportunities. Failure to do so will not allow certain teachers to advance and negatively impact district funding for training and experience.

School Leader Evaluation

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

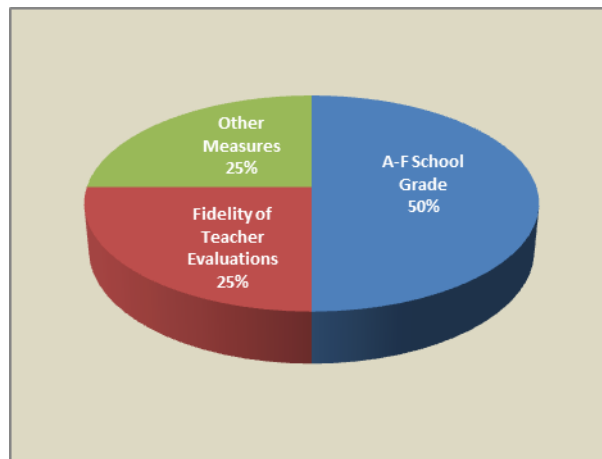
In the past school leader evaluation model, only the domain pertaining to secondary school administrators mentions achievement as a component of demonstrating effectiveness. In addition, there is not a criterion regarding achievement data to be used in measuring the administrator’s performance. The administrative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

progress.

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

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

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



Progress to Date

Since the initial approval of New Mexico's ESEA Flexibility request, key steps have been taken to meet the commitments set forth in the original request. Detail of those key steps, as well as plans for continued stakeholder feedback and a pilot of the new system are outlined below. Additionally, the Principle 3 Attachments included are critical in outlining the specifics of the teacher and school leader evaluation framework that the state will be implementing.

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

recommendations from summer 2011 formed the basis of the original bill.

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

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

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

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

Implementation

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

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

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

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

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

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

Details of each of these activities is below.

NMTEACH

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

On May 1, 2012, PED put out a call for nominations for interested parties to serve on

NMTEACH (see Principle 3 Attachments). It should be noted that the time for nominations was extended past the original date in the press release. As such, final selections were not made until May 25th and the first NMTEACH meeting did not take place until June 4th.

Members of NMTEACH are outlined in the Principle 3 Attachments.

NMTEACH will be working towards the following outcomes:

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

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

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

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

Evaluation Regulation

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

regulatory process.

On June 1, 2012, PED noticed that it intended to publish a proposed rule on June 14, 2012. On June 14, 2012, PED published the draft rule (included in the Principle 3 Attachments for review). The draft rule outlines in detail the framework the state will implement as a new evaluation system. The draft rule was open for a 30 day written comment period and then the period will commence with a public hearing on July 18, 2012. Upon completion of the comment period, PED considered all comments received, both written and verbal, and make any necessary changes before publishing the final rule in August 2012.

Prior to publication of the draft rule, PED leadership shared a copy of the draft language with NMTEACH for their direct feedback and edits prior to publication. While it is not common practice to do so in New Mexico when undertaking the regulatory process, PED felt it was critical to have the opportunity to share the proposed framework with practitioners and receive their feedback.

Pilot

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

During the pilot, the following areas will be considered:

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

- Data and collection and reporting.

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

Timeline

The timeline for the teacher and school leader evaluation began in April 2011 with the establishment of the New Mexico Effective Teaching Task Force. In order to successfully implement a redesigned teacher and school leader evaluation system, the PED will phase implementation of the new evaluation protocol by the 2013-2014 school year. The following timeline will be utilized:

Key Milestone/Activity	Timeline	Party Responsible
Establish statewide advisory council to support development of regulations aligned to legislation and provide input on implementation of new evaluation system	Completed May 2012	PED
Pilot observation protocol	September 2012 – March 2013	PED; Participating pilot sites
Baseline data runs	November 2012 – March 2013	PED
LEAs submit multiple measure selections to PED	Spring 2013	PED; LEAs

Training and technical assistance to district administrators on new evaluation system	Spring – Summer 2013	PED; LEAs
Regional, in-person training on new evaluation system for principals	June 2013	PED; LEAs
Full implementation of teacher and principal system	2013-2014	PED; LEAs

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

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

Implementation of Evaluation Systems in LEAs

As New Mexico moves toward a more robust and comprehensive evaluation system that directly links student achievement to the evaluation of teachers and school leaders, it is incumbent on the SEA to engage LEA representatives in the form of all stakeholders. Since the initial approval of New Mexico's ESEA Flexibility request, key steps have been taken to meet the commitments set forth in the original request. Detail of those key steps, as well as plans for continued stakeholder feedback and a pilot of the new system are outlined below. Additionally, the Principle 3 Attachments included are critical in outlining the specifics of the teacher and school leader evaluation framework that the state will be implementing.

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Current and Future Activities

On August 30, 2012, New Mexico completed the promulgation of new rules (included in the Principle 3 Attachments) establishing a revised statewide teacher and principal system. This new system establishes the following multiple measure criteria:

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

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

Developing and Validating Assessments

In August of 2012, New Mexico developed End of Course Exams (EOC) in 7 subjects. The subjects are: US History (including the NM Constitution and the US Constitution), Algebra II, Integrated Mathematics III, Biology, Chemistry, English III, and Writing. To accomplish this work, PED recruited content-area teachers that received PD on test development and built the actual EOC exams. PED has developed additional EoCs and now has 62 available for use. A full list of EoCs that PED has developed is included in the Principle 3 Attachments.

During October of 2013, based on test development professional development, PED created an assessment validation rubric for review of district-developed EOCs. Districts can use State developed EOCs or their own, but district developed assessments must meet same rigor as State developed assessments.

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

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

Reviewing Locally Designed Assessments

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

District developed EOC exams:

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

Stakeholder Input and Guidance of Evaluation System

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

- 3** New Mexico teachers nominated from teaching organizations
- 3** New Mexico teachers to be selected by the Public Education Department (PED)
- 3** New Mexico principals:
 - 1** nominated by a principal organization
 - 1** from a New Mexico charter school
 - 1** "at large" selected by PED
- 1** Member from the Hispanic Education Advisory Council (statutory committee)
- 1** Member from the Indian Education Advisory Council (statutory committee)

- 1 Member from the New Mexico business community
- 2 National technical experts
- 1 Member from a New Mexico institute of higher education
- 3 District administrator representatives

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

Implementation Plan of Standardized Observation Protocol

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

To date, NMTEACH has studied the following topics:

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

- Data Reporting and Collection presentation by Alecial Moll (PED)

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

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

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

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

will be presented and analyzed by trainers and pilot sites.

Through a competitive procurement process PED identified a contractor to develop a web-based application for the NM observation protocol. This enhances efficiency of feedback, timeliness of reporting and collection of observation results, and provide opportunities for a quicker analysis of inter-rater reliability, protocol validity, and effectiveness of the pilot.

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

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

All districts utilize the NMTEACH observation protocol.

Pilot Sites

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

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

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

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

During the pilot, PED monitored PD and principal implementation to develop strategies to enhance and maintain fidelity. PED, with partners, collected data on observations on a regular basis and provided technical assistance visits to sites, used desktop monitoring, as well as webinars. PED staff and training partners analyzed data and determined validity and inter-rater reliability.

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

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

Collaboration with Teachers and Administrators

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

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

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

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

Measures of Student Growth

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

Section 6.69.8.9 D(1)(2) states:

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

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

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

The NMTEACH Educator Effectiveness System scoring is based off a 200 point total scale. Depending on the numerical score, a teacher receives one of five effectiveness ratings: Ineffective, Minimally Effective, Effective, Highly Effective, or Exemplary.

Effectiveness Levels	Ranges
Ineffective	<92
Minimally Effective	92 to <119
Effective	119 to <146
Highly Effective	146 to <173
Exemplary	173 to 200

The components that make up the final effectiveness rating are: Student Achievement Measures (STAM), Classroom Observations, Professional Practice, and Other Multiple Measures. Of the 200 point total, 100 (or 50%) are allocated to STAM. (See the ‘NMTEACH Cut Scores Reference Chart’ document for details.)

The system is set up to emphasize a match between practice and student progress. Summative cut scores were set in such a way so that, overall, for the vast majority of scoring combinations, a summative rating of “Effective” can only be earned if the teacher demonstrates:

- A year’s worth of student achievement growth in a year’s worth of time;
- An average score of 3 out of 5 in all four domains of the NMTEACH Observation Rubric; and
- An “Effective” rating in district-chosen options, such as student surveys, teacher attendance, etc.

For teachers whose scores show a wide discrepancy between STAM and the other measures, there is an articulated requirement for review by the district and state to ensure evaluations are accurate. Additionally, principals have received – and continue to receive – targeted training on conducting accurate observations and providing feedback. Conducting accurate observations is a key component of the principal evaluation system. (See the “NMTEACH Educator Effectiveness Plan: Final Summative Report” document used for principal evaluation as well as the accompanying .ppt document for principal training examples).

- **Student Growth.** We expect all students to attain at least a year’s worth of academic

growth in a year's worth of time. An effective teacher is expected to provide each student (on average) a minimum of a year's worth of academic growth.

- **VAM.** Growth is measured using a Value Added Model (VAM) applied to student achievement scores. Three years of student achievement data are used to determine a teacher's Value Added Score (VAS). There is a one year lag in data collection of student achievement data. If three years of data is unavailable, then "Graduated Considerations" apply.
- **Graduated Considerations.** If a teacher does not have three years' worth of student achievement data, then the observation component of their evaluation is weighted more heavily (at 50% of the total score). In this case, it is still required that the teacher's STAM score be within the "Effective" range for them to receive a final summative rating of "Effective", "Highly Effective", or "Exemplary". By regulation, discrepancy between the STAM and qualitative measures trigger a district and state review.

Principal Evaluation

New Mexico's evaluation of principals will be comprised of three elements: growth in the school grade, locally adopted/PED approved measures, and fidelity of teacher/staff observations. There is additional development necessary for the components of locally adopted measures, and the rubric for fidelity of observations.

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

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

September, with “clinical follow-ups” during the remainder of the fall semester.

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

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

In order to develop school administrators’ instructional leadership skills, NMTEACH requires the following of principals on an annual basis:

- Completion of annual NMTEACH Observation Protocol training.
- A passing score on an annual assessment to ensure accuracy and reliability with NMTEACH protocol
- Annual calibration visits to enhance interrater reliability within schools and districts
- Annual feedback training that focuses on using multiple data sources for providing actionable feedback to teachers

Continuous Improvement

NMTEACH is working on developing recommendations that target instructional improvement for all teachers. Such supports will include educator access to the NMBEST warehouse of instructional strategies. In addition, NMPED is working with our contractors to develop a platform that supports school use of the observation protocol, communication to teachers, and efficient feedback with actionable PD opportunities that link to modules, videos, and other resources for teachers at all levels.

For teachers that are effective and highly effective, New Mexico will also provide

opportunities for targeted professional development in areas that can meet exemplary competencies. For exemplary teachers, increased leadership opportunities and professional development in leadership, staff development, and instructional coaching will be offered.

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

As New Mexico continues to implement and improve the NMTEACH system, PED will engage a Technical Advisory Committee (TAC) to provide guidance and feedback on data, value-added modeling, and other technical aspects of the system.

Members of the committee will represent the following:

- National experts
- New Mexico LEA representatives
- New Mexico Higher Education representatives

TAC members will evaluate the statistical modeling used for establishing student achievement growth. Additionally, these members will review business rules for individual groups, analysis of data, and advise on policy implications.

Professional Growth Plan

The original NMTEACH framework required all teachers rated Minimally Effective or Ineffective to be placed on a Professional Growth Plan (PGP) in the next school year. After year 1 summative evaluations were released in May, PED heard consistently from districts that this requirement in year 2 of NMTEACH was proving to be burdensome. As such, PED has agreed to a request from district that for year 2 of NMTEACH only all Ineffective teachers must be placed on a PGP and it is optional for Minimally Effective teachers. It is up to the discretion of the district to determine which Minimally Effective teachers will receive a PGP in year 2.