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Purpose: Inform members of New Mexico's Title I state plan under the Every Student Succeeds Act and incorporation of stakeholder feedback for the state plan.

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Expected Outcome: Increased understanding of the impact of the development of New Mexico's Title I state plan and incorporation of stakeholder engagement.

State Title I Plan: Development and Incorporation of Stakeholder Engagement

The federal Every Student Succeeds Act (ESSA) — the 2015 reauthorization of the Elementary and Secondary Education Act (ESEA) — explicitly provides for increased state control of education accountability and practice. ESSA, which governs Title I funding and its federal grants for high-poverty schools and other major federal programs for kindergarten through 12th grade, provides states with broad authority to create accountability systems that meet the individual needs of each state's students. Among key changes from the federal No Child Left Behind Act (NCLB) — the last reauthorization of the ESEA — ESSA emphasizes stakeholder engagement, limitations on federal authority over education, and an approach to accountability intended to ensure students are ready for the future.

New Mexico's Title I State Plan

New Mexico was one of 16 states, plus the District of Columbia, to submit its Title I state plan under ESSA to the U.S. Department of Education (USDE) by the spring deadline of April 3, 2017; the remaining states will submit their ESSA plans to USDE by September 18, 2017. See Attachment 1. The Public Education Department (PED) traveled around the state in April and May to share the final Title I state plan submitted to USDE. During each visit, the PED secretary presented an overview of the final plan, with a focus on how the department responded to feedback received throughout the 30-day publication period for the final plan.

For a summary of ESSA from NCSL, see Attachment 2.

Title I State Plan Overview

According to PED, New Mexico can leverage student-centered reforms implemented by the department over the past six years to comply with ESSA. The department relied on the requirements of the flexibility waiver under NCLB to craft many policies, and did so with limited stakeholder collaboration. PED developed a strategic plan in 2011 that included the following five priorities designed to deliver on the promise that every child can learn: smarter return on investment, real accountability for real results, ready for

ESSA Provides an Opportunity to Create a World-class Education System

No Time to Lose, a report prepared by the National Conference of State Legislatures (NCSL), offers recommendations on designing a world-class educational system. ESSA provides the opportunity to take advantage of these recommendations. International and state education experts found the countries with the best education systems have the following policies in common: children come to school ready to learn and struggling students receive extra support so that all have the opportunity to achieve high standards; a world-class teaching profession supports a world-class instructional system, where every student has access to highly effective teachers and is expected to succeed; a highly effective, intellectually rigorous system of career and technical education is available to those preferring an applied education; and individual reforms are connected and aligned as parts of a clearly planned and carefully designed comprehensive system.

success, effective teachers and school leaders, and options for parents. New Mexico's Title I state plan simply updates these same five priorities to coincide with ESSA.

Many of the elements in New Mexico's Title I state plan were previously implemented by PED, including the inclusion of student achievement data in annual teacher evaluations (commonly referred to as NMTEACH) as measured by student test scores, school accountability as measured by school grades, higher standards (New Mexico Common Core State Standards – CCSS), and assessments aligned to those standards (Partnership for Assessment of Readiness for College and Careers – PARCC). ESSA, however, allowed the state to set performance goals and accountability standards with more flexibility than the requirements of the federal waiver. This means the state had the opportunity to reevaluate such policies without the stringent mandates from the federal government.

ESSA State Plan Key Takeaways

Sixteen states and the District of Columbia submitted plans for ESSA implementation. For a more in-depth look at the goals, school ratings, academic indicators, school quality indicators, and other information from these states, see Attachment 3.

Accountability Measures. The accountability measures in New Mexico's Title I state plan center on the ultimate goal of ensuring New Mexico is the fastest-growing state when it comes to student outcomes while meeting updated federal requirements. The plan is organized into five sections.

Long-Term Goals. Section one sets ambitious academic goals to be achieved by 2020, including: 50 percent of students on grade-level in reading and math, 80 percent of students graduating high school, and no more than 25 percent of college enrollees requiring remediation. According to the most recent data available, 27 percent of all students statewide are proficient in reading and 20 percent of all students are proficient in math, as measured by PARCC (2015-2016 school year); 71 percent of students graduated high school (2015-2016 school year); and 43 percent of New Mexico high school graduates enrolled as first-time freshman required remediation (2014-2015 school year).

Consultation and Performance Management. Section two is centered on the smarter return on investment priority which aims to ensure every state and federal dollar is maximized to improve student outcomes. This section includes the state's proposed approach to a consolidated funding plan for school districts and charter schools which will ensure that schools are spending more time on instruction and less time on administrative processes.

Academic Assessments. Section three continues the use of the PARCC assessment in third through 11th grade for English language arts and math, and now includes the World-class Instructional Design and Assessment (WIDA) Access English language proficiency assessment with the expectation that identified

A school is identified as being in need of comprehensive support and improvement (CSI) by:

- Being in the lowest-performing 5 percent of Title I schools as identified by overall points earned on the school grade report card;
- For high schools: having a four-year graduation rate less than 67 percent for two of the past three years; or
- Having been a Title I school that was previously identified for targeted support and improvement (TSI) due to low-performing student subgroups, that has not demonstrated sufficient improvements after three years in that status.

English learners (ELs) gain proficiency in English within five years. Gaining proficiency in English for ELs is a new requirement under ESSA that requires states to include English language proficiency (ELP) in their state-wide accountability system indicating the percent of ELs making progress in achieving ELP. In New Mexico's Title I state plan, the ELP growth targets are a measure of the extent to which students are gaining ELP over a reasonable period of time.

Accountability, Support, and Improvement for Schools. Section four adds enhancements to school grades starting in the 2018-2019 school year, including: incorporating science assessment results, adding a “growth to proficiency” measure for ELs, a new indicator considering how a school’s historically high-performing students are performing, and the removal of “bonus points.” In addition, section four introduces updated and improved supports for struggling schools, such as the New Mexico Data, Accountability, Sustainability, and High Achievement (NM DASH) plan, formally known as the Educational Plan for Student Success (Web EPSS), and a set of more rigorous interventions school districts and charter schools must implement if they do not exit low-performing status. According to PED, NM DASH is a more streamlined process that is a district-driven, differentiated planning process based on school needs. Unlike Web EPSS, NM DASH provides an opportunity to create two 90-day plans that are anchored from an overall annual plan created by a core team of educators and administrators. PED will identify schools for either comprehensive support and improvement (CSI) or targeted support and improvement (TSI) status based on a streamlined set of rules and criteria that focus intervention at the local educational agency (LEA) level in addition to the school level.

Schools are identified as being in need of TSI with a low-performing subgroup by demonstrating that the vast majority of any of the following subgroups are performing well-below academic proficiency and not demonstrating sufficient growth compared to CSI schools for three consecutive years: students with disabilities, English learners, economically disadvantaged students, and all underserved racial and ethnic subgroups.

Schools that fail to meet expectations and do not exit low-performing status after three years will be required to choose one of four rigorous interventions that provide a range of choices in an open system to include school closure; reopen as a charter school; school choice that may include charter schools, magnet schools, private schools, online learning, or homeschooling; or significant redesign and restructure of the visions and systems of the failing school. PED indicates school choice options may include the creation and expansion of state or local school voucher programs.

A new requirement under ESSA for the annual state report card is school-level reporting. Per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each LEA and each school are required to be included in the report card. Final regulations seek to ensure states and school districts work with parents to develop report cards at the district- and school-level that include timely and essential information to inform educational improvement for all students. Previously, local schools were not required to report per-pupil expenditures; this was reported at the district-level.

Supporting Excellent Educators. Section five builds upon the established NMTEACH teacher evaluation system, which PED will continue to use in its Title I state plan. NMTEACH rates teacher effectiveness based on four primary components: improved student achievement (student achievement is worth 35 percent only if a teacher has three years’ worth of student data available. The weight of 35 percent

has been dropped from 50 percent); classroom observations; planning, preparation, and professionalism; and surveys and teacher attendance. Additionally, this section adds a commitment to unveil the first-ever educator preparation program report cards in 2017 and an expansion of the New Mexico Teacher Leader Network, a PED program that trains participants in areas of literacy, leadership, advocacy, and evaluation.

Competitive Grants for School Improvement

New Mexico’s Title I state plan allows schools identified as CSI to apply to PED for additional funding through a competitive grant process to support participation in evidence-based school improvement programs or interventions. The amount of money distributed to LEAs will be based on a formula, determined by PED, based on the amount available under Sections 1003 and 1111(d) of ESSA and updated rules and guidance from USDE.

Comprehensive Support and Improvement Schools. ESSA continues the NCLB requirement to identify the lowest-performing schools and students. Formally, under NCLB, LEAs with at least one school identified as in need of improvement for two or more years were required to set aside between 5 percent and 20 percent of its Title I allocation to provide supplemental educational services (SES). PED provided school improvement grants (SIGs) to provide LEAs with an opportunity to support the implementation of a whole-school change model in their persistently lowest-achieving schools. Replacing this process, PED may reserve up to 3 percent for grants of the state’s allocation for direct student services. Beginning in the 2017-2018 school year, PED is required to reserve 7 percent of the state Title I, Part A grant to support school improvement activities. The 7 percent is an increase from the 4 percent required under NCLB; however, direct federal school improvement grant funding has been combined with Title I, Part A funding.

Where States Missed the Mark

- Massachusetts does not include goals for students;
- Massachusetts and Maine do not include how much weight they will give academic and school quality indicators. According to USDE, Maine’s plan is incomplete;
- Connecticut did not set student achievement goals; and
- Illinois has not yet determined early childhood indicators and how they would be measured.

Source: EdWeek

According to New Mexico’s Title I state plan, PED will withhold this 7 percent to distribute to school districts and charter schools through a competitive grant application for school improvement. Award amounts will depend on the number of schools that PED designates for comprehensive support schools (formerly known as priority and focus schools) and the number that apply for targeted support school funding.

Direct Student Services. ESSA provides PED the option to reserve up to an additional 3 percent of the state Title I, Part A allocation to award grants to school districts and charter schools to pay for direct student services. While New Mexico’s Title I state plan does not specifically refer to the additional 3 percent, PED indicates they will take advantage of the direct services opportunity.

New Mexico’s Title I state plan indicates PED will provide preference to schools that are classified as either CSI or TSI. PED will align funding opportunities with existing programs such as, principals and teachers pursuing excellence, and excellent educators for all. Excellent educators for all is the state’s “Equity Plan” to ensure low-



income and minority students in schools receiving Title I, Part A funds are not taught by ineffective, out-of-field, and inexperienced teachers at disproportionate rates as compared to affluent and non-minority students enrolled in schools not receiving funds under Title I, Part A. PED will focus its direct student services, giving preference to the following seven areas most aligned to the state's academic needs: extended learning time opportunities for identified students; advanced placement course access; other course access including career technical education, dual credit, and credit recovery; kindergarten through third grade literacy and mathematics; prekindergarten services; personalized learning; and school choice.

ESSA Stakeholder Engagement

Stakeholder engagement and collaboration are a requirement and essential to the development of an effective state plan. Under ESSA, each state is required to meet the statutory consultation requirements of individual programs in the development of its state plan. For example, each state is required to consult with stakeholders on Title I-A (Improving Basic Programs Operated by Local Educational Agencies), Title I-C (Education of Migratory Children), Title II-A (Supporting Effective Instruction), Title III-A (English Language Acquisition, Language Enhancement, and Academic Achievement Act), and Title IV-B (21st Century Community Learning Centers) before the state can submit its state plan to USDE. Moreover, LEAs are required to consult with stakeholders under Title IV-B (21st Century Community Learning Centers), Title VI-A (Indian Education), Title VII (Impact Aid), and Title VIII (General Provisions). For a list of ESSA consultation requirements, see Attachment 4.

New Mexico submitted its ESSA Title I state plan using the template the Obama administration approved on December 19, 2016.

On March 13, 2017, USDE released a revised ESSA state plan template, which now requires only descriptions, information, assurances, and other materials that are "absolutely necessary" for consideration in the state plan. Additionally, USDE allowed states to choose using the revised template or an alternative template. The current USDE administration stated the revised template promotes innovation, flexibility, transparency, and accountability, and reduces the burden to help ensure every child has a chance to learn and succeed. On the other hand, opponents of the revised template stated it does not hold states accountable when it comes to providing details about key issues, including how school improvement dollars will be distributed, how states will handle waivers from certain requirements for Title I funds, and how stakeholder input was incorporated into a state's plan.

PED conducted community meetings to obtain stakeholder input in the following communities:

- October 12 – Gallup
- October 14 – Farmington
- October 17 – Santa Fe
- October 18 – Albuquerque
- October 27 – Roswell
- November 15 – Las Cruces

Under the revised ESSA template, a state is not required to include a description of how it met the stakeholder consultation requirements in its state plan. However, a state may include supplemental information such as its efforts to consult with and engage stakeholders in compliance with the requirements of ESSA when developing its state plan.



Stakeholder Engagement in New Mexico

According to PED, the department conducted extensive stakeholder engagement throughout 2016 and early 2017 in developing New Mexico's Title I state plan. In fall 2016, PED partnered with New Mexico First, a public policy nonprofit organization, to host a variety of stakeholder engagement opportunities, which included public meetings, online surveys, targeted technical working groups, tribal consultation, and teacher and parent meetings.

PED grouped stakeholder feedback into the following categories:

- Supporting New Mexico educators
- Student assessment
- School accountability
- Ready for success
- 21st century learning
- School support
- Equitable access for all students
- Engaging our communities

PED and New Mexico First co-hosted approximately 20 public meetings over the course of six days in six different communities throughout the state, including a tribal government-to-government consultation, to solicit input from each community to contribute to the development of New Mexico's Title I state plan. Each meeting included three sessions: two meetings designed for community feedback and one tailored for discussing teacher support. At those meetings, PED proposed New Mexico maintain its current school and school district grading system,

teacher evaluation system, and use of the PARCC assessment. PED sought input on the English language proficiency indicator, opportunity to learn as an accountability measure, and, in light of increased assessment flexibility allowed under ESSA, the development of alternative demonstrations of competency. While engagement on these topics was generally productive, concerns still persist that the focus was too narrow and did not adequately address systems developed by the state five years ago to receive a waiver from requirements of NCLB.

The meetings were facilitated by New Mexico First in a roundtable discussion centered on three essential questions: What is working well in schools or school districts?; What is not working well in schools or school districts?; and What are suggestions to improve kindergarten through 12th grade education in New Mexico? Legislators, legislative staff, parents, teachers, school board members, and community, tribal, and business leaders attended these community meetings. In all, approximately 650 people attended the community meetings.

Additionally, PED incorporated stakeholder feedback to enhance policy in the following areas: possibly incorporating new science and math standards, revamping IDEAL-NM to ensure all students have access to distance learning opportunities, creating better supports for English learners, involving students as part of the PED secretary's student advisory council, and developing a plan to continue to fund Advanced Placement waivers for low-income students.

During the public meetings, the majority of stakeholder feedback focused on improving the teacher and school leader evaluation systems, enhancing the standards for teacher preparation programs, exploring new content standards for math and science, providing more training and support for bilingual education teachers, reducing student testing, recruiting and retaining high-quality teachers, holding charter schools accountable, expanding opportunities and quality of early childhood education programs, and further developing wrap-around services for the state's struggling students.

Stakeholder Engagement Reports. New Mexico First created a state-wide summary report based on the collective feedback received at the community meetings and individual reports for each community visited as well as the tribal consultation. The majority of comments from community members focused on the state's overall school accountability system, including teacher evaluations, student assessments, school grades, and report cards. Comments also addressed professional



development, teacher morale, the unique needs of ELs, the types of courses offered or required in school, support for low-performing schools, and parental involvement.

Additionally, PED published *New Mexico Rising Together – Fifty Responses to Feedback from Our Communities*, a summary of 50 major themes of stakeholder feedback that PED incorporated into the state’s Title I state plan or incorporated into other state policy. See Attachment 5. According to PED staff, the three major themes of stakeholder feedback that were incorporated into the state’s consolidated ESSA plan include: (1) decreasing the weight of student growth on teacher evaluations from 50 percent to 35 percent, increasing the weight of classroom observations from 25 percent to 40 percent, and increasing the number of teacher absences exempted from three days to six days; (2) reducing testing time by pressing the PARCC governing board for additional reductions in PARCC testing time, eliminating redundant end-of-course exams (EoCs), and improving and streamlining the process for EoCs; and (3) supporting and empowering educators by launching three new teacher leadership opportunities for teachers to get involved in statewide networks focusing on their craft, public policy, and teacher ambassadorship.

Stakeholder Plan Review: 30-Day Publication Period. The draft New Mexico Title I state plan was posted on PED’s website at the beginning of March 2017 for additional stakeholder input through April 1, 2017. During the 30-day plan review period, PED created an online survey where stakeholders were given the opportunity to provide input on the draft ESSA Title I state plan. Over 250 unique responses were received from the online survey. Additionally, individuals and local and national advocacy groups submitted 50 letters and emails to the state’s New Mexico Rising inbox, which was created for questions and uploads during the 30-day review period. PED also presented the draft plan to numerous groups during the 30-day publication period, including a meeting with educational leaders from Jemez Pueblo, a formal tribal consultation at the Santa Fe Indian School, a presentation with PED’s Teacher Advisory Council, a webinar hosted by Teach Plus, a presentation and discussion with school board members in Tucumcari, and a discussion with New Mexico’s Teacher Leader Network.

According to PED, the department reviewed all survey responses, emails, and letters received. However, it is unclear to what extent public comments received during the 30-day publication period were incorporated into the final ESSA Title I state plan submitted to USDE. LESC staff requested information from PED on how they incorporated stakeholder feedback into the state’s final Title I plan and is currently waiting for a response on this request.

Learning Alliance of New Mexico. In addition to PED’s efforts, the Learning Alliance of New Mexico engaged the University of New Mexico Center for Education Policy Research to conduct an ESSA policy review in fall 2016. As a result of the policy review, the Learning Alliance of New Mexico, the New Mexico School Superintendents’ Association, and the New Mexico Coalition for Charter Schools created a stakeholder feedback toolkit to garner

Teachers were the primary online survey respondents, with about 25 percent of all those who took the survey self-identifying as teachers. The second largest group of online survey respondents, at 12 percent, were self-identified as parents.

The following elements were revised or added to New Mexico’s final Title I state plan: stakeholder engagement activities, tribal consultation requirements, more rigorous criteria for supplemental accountability model (SAM) schools, additional details on the English language proficiency growth targets and interventions for low-performing schools, providing more options to use Title I funds for direct student services, using Title II-A funds for teacher residencies, overhauling the first-year teacher mentorship program, starting to track attendance for prekindergarten students, creating more professional development opportunities for teachers, and the process for LEAs to apply for subgrants.

broad, structured input in the areas of flexibility and opportunity presented by ESSA. Overall, more than 350 focus groups, including 4,000 stakeholders from across New Mexico provided feedback. The focus groups incorporated a wide variety of stakeholders, including teachers, parents, students, school staff, administrators, community members, and representatives from the business community, nonprofits, funders, state agencies, and unions. The focus areas in which the input was collected were challenging academic content standards, high-quality student academic assessments, and a state-wide accountability system for teachers and schools. A report based on stakeholder input was finalized in March 2017. Additionally, the Learning Alliance created a crosswalk, which compares findings from their final stakeholder engagement report with PED's *New Mexico Rising Together - Fifty Responses to Feedback from Our Communities*. See Attachment 5. For instance, the crosswalk highlights 26 responses from PED's report and how the department's response is connected to certain aspects of the Learning Alliance's stakeholder engagement report. Some of the connections include ensuring first-year teachers are adequately prepared with the requisite resources to begin teaching, celebrating and respecting teachers, providing relevant professional development, reducing testing, investing in teacher quality, and enhancing wrap-around services to better support struggling students.

Stakeholder Engagement in Other States

One of the central tenants of ESSA is that engaging an array of stakeholders in an inclusive and sustained way will lead to better ESSA state plans, support for effective implementation of the ESSA state plans, and shared responsibility for ensuring that all students succeed. Based on this foundation, states have designed stakeholder engagement activities in a variety of ways to obtain meaningful and timely feedback on their ESSA state plans. For example, some states have held hundreds of in-person meetings across their states at different times during the day and in different languages to obtain feedback while others have created an internal spreadsheet to track every piece of feedback they received throughout the stakeholder engagement process. Several states held community meetings and wrote up a summary of each session, which identified the major themes that emerged through each discussion. Other states have established councils, websites, online surveys, technical working groups, and online forums. Each state is as unique in its ESSA stakeholder engagement efforts as it is with its major stakeholder themes and ESSA state plans.

Attachment 6 includes a chart detailing the stakeholder engagement activities of the 16 states and District of Columbia, all of which submitted their ESSA state plans to USDE by the spring deadline of April 3.

Peer Review and Next Steps

Federal law requires a peer review to be conducted by teachers, principals, parents, specialized instructional support personnel, state educational agencies, LEAs, and community members, as well as researchers familiar with the implementation of academic standards, assessments, accountability systems and the needs of disadvantaged students, and low-performing schools. Groups of peer reviewers will read and analyze, and make recommendations to the secretary of USDE. Sections identified for peer review include: Title I, Part A; Title III, Part A; and the Education

for Homeless Children and Youth Programs under the McKinney-Vento Act. USDE staff will review all other sections submitted prior to final USDE secretary approval. The USDE sent PED a letter on June 13, 2017 to provide initial feedback based on New Mexico's state plan. See Attachment 7. Based on USDE's review, a number of sections were identified that New Mexico must address in order for the U.S. secretary to approve the state plan. PED must resubmit within 15 days of receipt of the letter.

NM Public Education Department



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

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Instruction for Completing the Consolidated State Plan

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

Submission Procedures

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

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

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

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

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

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

Publication of State Plan

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

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

Programs Included in the Consolidated State Plan

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

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

or

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

- Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners and Immigrant Students
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

Educator Equity Extension

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

Section 1: Long-term Goals

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

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

1.1 Academic Achievement.

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

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

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

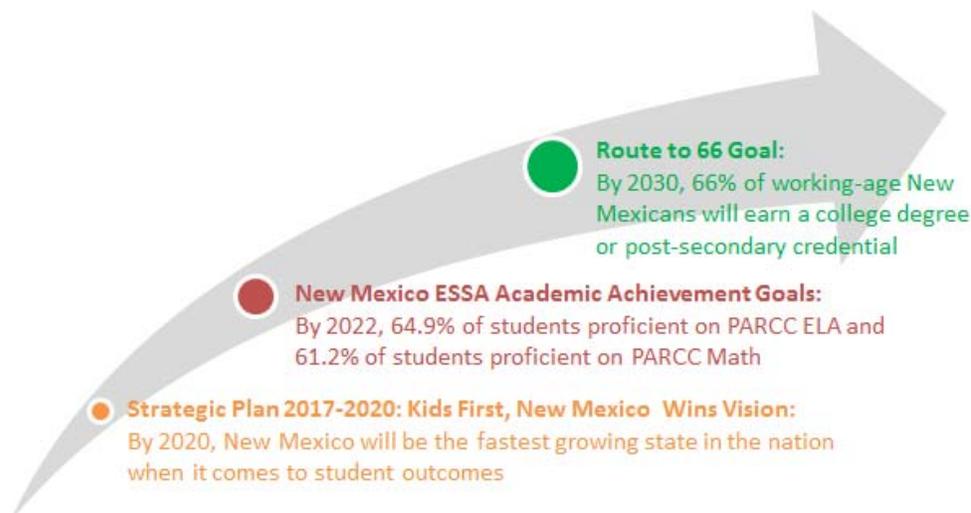
"Please hold districts accountable for meeting these goals. I would be interested to know whether the strategic plans of all of our districts feed into these goals and when the plans are viewed in totality, whether our 2020 metrics can/will be reached."

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	English Language Arts				Mathematics			
	Baseline	Year	Goal	Year	Baseline	Year	Goal	Year
All Students								
All Students	27.8	2016	64.9	2022	20.2	2016	61.2	2022
Economically disadvantaged students	20.6	2016	59.8	2022	14.9	2016	56.8	2022
Students with disabilities	6.5	2016	50.0	2022	6.9	2016	50.1	2022
English learners	7.8	2016	50.9	2022	6.8	2016	50.0	2022

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	English Language Arts				Mathematics			
	Baseline	Year	Goal	Year	Baseline	Year	Goal	Year
Caucasian	42.8	2016	75.2	2022	33.4	2016	72.2	2022
Hispanic	23.2	2016	61.6	2022	16.3	2016	57.9	2022
Asian	55.0	2016	83.7	2022	48.3	2016	84.7	2022
American Indian	17.2	2016	57.4	2022	10.9	2016	53.4	2022
African-American	24.3	2016	62.4	2022	15.1	2016	56.9	2022

1.2 Graduation Rate.

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

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

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

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

As with academic achievement, the four-year, five-year, and six-year cohort graduation rates were calculated with a focus on closing achievement gaps, including all subgroup data required by federal mandate. The accelerated rate, regardless of subgroup, does not exceed

three percent per academic year. This projected student academic growth aligns with PARCC assessment performance in ELA and math and recent trends in graduation rate. Therefore, these goals across the different cohorts are ambitious, attainable, and put New Mexico on a path toward reaching the “Route to 66” goal in 2030, which will require INCREASING graduation rates while DECREASING remediation rates. Given New Mexico’s college-and-career ready bar for high school graduation – which must be maintained in the decade ahead – this is attainable.

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

Graduation Rate Long-Term Goals				
Subgroup	Baseline	Year	Goal	Year
Four-Year Adjusted Cohort Graduation Rate				
All Students	71	2016	85	2022
Economically disadvantaged students	67	2016	82	2022
Students with disabilities	62	2016	79	2022
English learners	67	2016	82	2022
Caucasian	76	2016	88	2022
Hispanic	71	2016	84	2022
Asian	81	2016	91	2022
American Indian	63	2016	79	2022
African-American	61	2016	78	2022

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

Graduation Rate Long-Term Goals				
Subgroup	Baseline	Year	Goal	Year
Five-Year Adjusted Cohort Graduation Rate				
All Students	75	2015	88	2021
Economically disadvantaged students	72	2015	86	2021
Students with disabilities	68	2015	83	2021
English learners	73	2015	86	2021
Caucasian	79	2015	90	2021
Hispanic	74	2015	87	2021
Asian	84	2015	93	2021
American Indian	71	2015	85	2021
African-American	68	2015	83	2021
Six-Year Adjusted Cohort Graduation Rate				
All Students	79	2014	90	2020
Economically disadvantaged students	75	2014	88	2020
Students with disabilities	72	2014	86	2020

Graduation Rate Long-Term Goals				
Subgroup	Baseline	Year	Goal	Year
English learners	76	2014	89	2020
Caucasian	83	2014	92	2020
Hispanic	78	2014	89	2020
Asian	91	2014	97	2020
American Indian	75	2014	88	2020
African-American	76	2014	88	2020

1.3 English Language Proficiency.

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

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

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

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

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

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

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

Establishing yearly ELP growth targets allows schools to have a ready tool for identifying students who are on track to meet their timeline for reclassified fluent English proficient (RFEP) status and those who may need additional language supports or targeted intervention to meet those goals. Moreover, the concept of meeting yearly growth targets simplifies and integrates the accountability spectrum for these students. Any student who is meeting his or her annual goal is on target to being RFEP in a judicious amount of time, exited from EL status appropriately, and able to advance academically with their peers, and in many cases outperform them. The use of annual ELP growth targets also ensures that schools are not motivated to prematurely exit students, which could lead to negative future academic consequences if those students are not provided appropriate supports through reclassification to RFEP status and for a minimum of two years afterward. Further, Title III, Section 3121(a)(5) requires local education agencies to report to state the number and percentage of RFEP students meeting the state's challenging academic standards for each of the four years after such children are no longer receiving services supplemented with Title III funding.

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

Individual Student English Language Proficiency (ELP) Growth Targets

Grade(s)	ELP Level at Entry	ELP Level Growth				
		1 Year Later	2 Years Later	3 Years Later	4 Years Later	5 Years Later
K-3	1.00	2.6	3.4	4.0	4.6	5.0
	2.00	3.3	3.8	4.5	4.8	5.0
	3.00	3.8	4.3	4.7	4.9	5.0
	4.00	4.4	4.6	4.8	4.9	5.0
4-6	1.00	2.6	3.3	3.8	4.5	5.0
	2.00	2.9	3.4	3.9	4.5	5.0
	3.00	3.6	3.9	4.3	4.7	5.0
	4.00	4.2	4.4	4.5	4.7	5.0
7	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.7	4.1	4.5	5.0
	3.00	3.7	4.1	4.4	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
8	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.7	4.1	4.5	5.0
	3.00	3.7	4.1	4.3	4.5	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
9	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.5	3.7	4.3	5.0
	3.00	3.7	4.0	4.2	4.6	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
10	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.3	3.7	4.3	5.0
	3.00	3.7	4.0	4.3	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
11	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	2.9	3.3	3.7	4.3	5.0
	3.00	3.6	4.0	4.3	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0

Data in red indicate years where the student is typically exited from high school

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

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

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

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

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

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

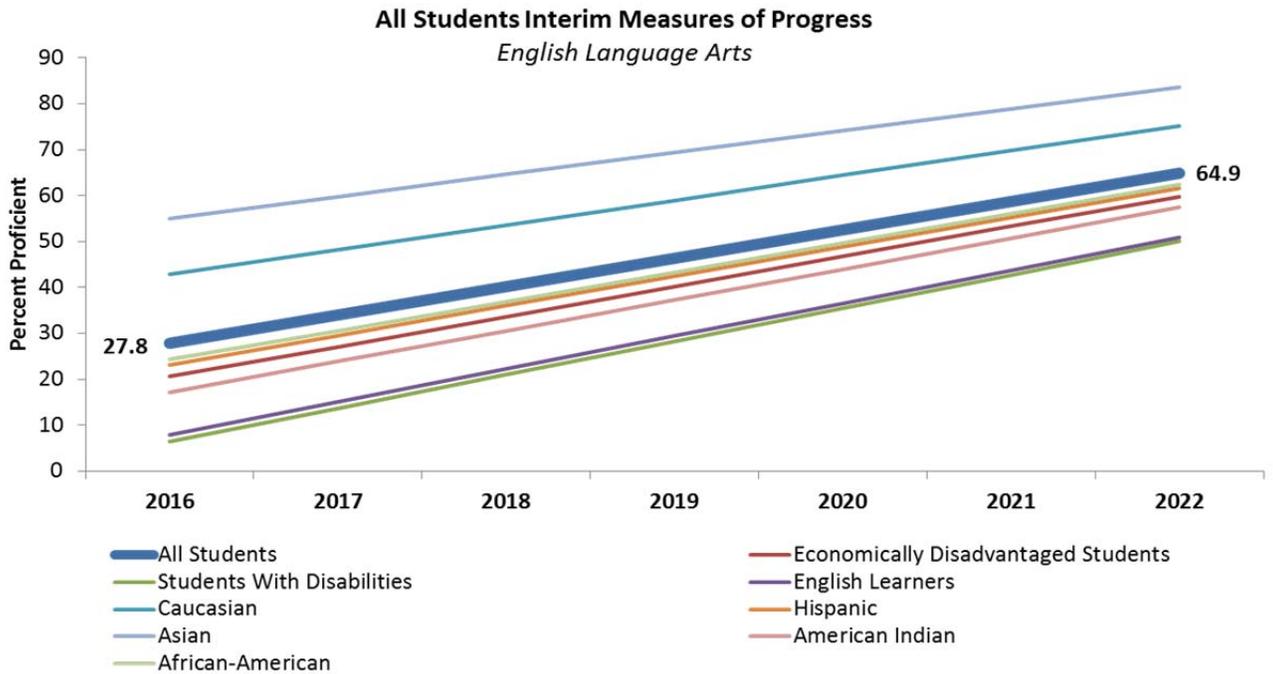
English Learner Students Interim Measures of Progress (ACCESS)

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

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

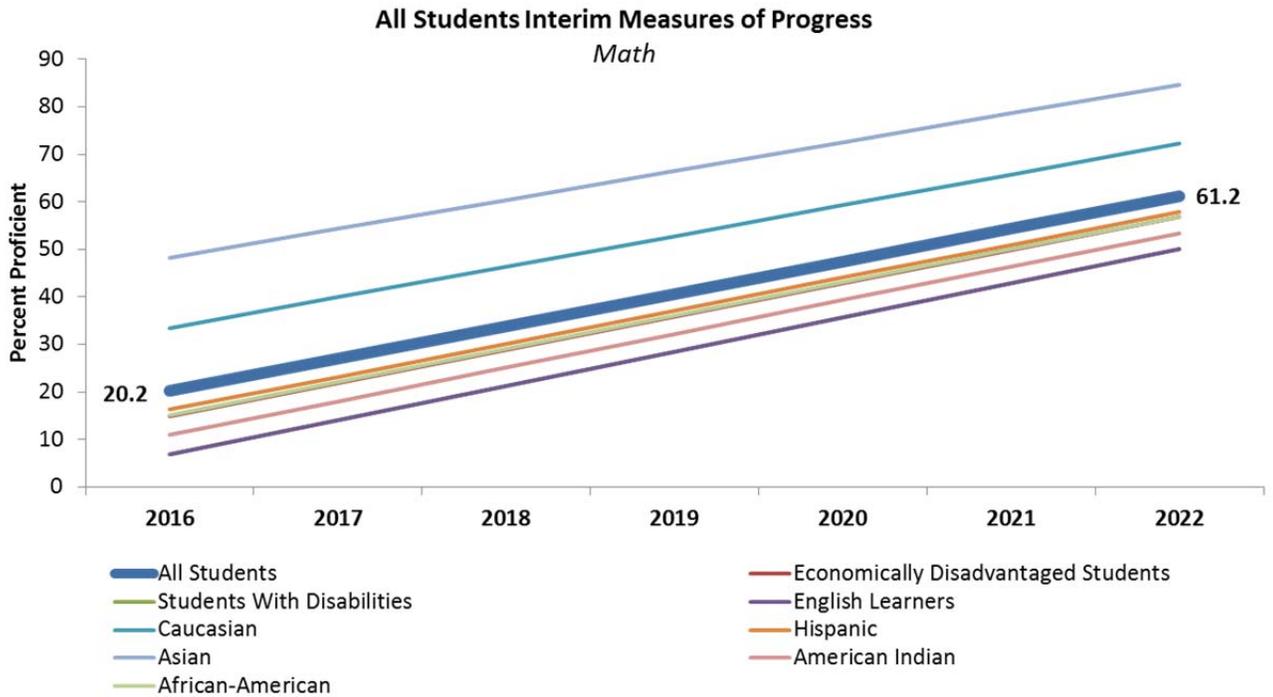
All Students Interim Measures of Progress (ELA)

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	English Language Arts							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
All Students								
All Students	6.18	27.8	34.0	40.2	46.4	52.5	58.7	64.9
Economically disadvantaged students	7.18	20.6	27.1	33.7	40.2	46.7	53.3	59.8
Students with disabilities	7.25	6.50	13.7	21.0	28.2	35.5	42.7	50.0
English learners	7.18	7.80	15.0	22.2	29.4	36.5	43.7	50.9
Caucasian	5.40	42.8	48.2	53.6	59.0	64.4	69.8	75.2
Hispanic	6.40	23.2	29.6	36.0	42.4	48.8	55.2	61.6
Asian	4.79	55.0	59.8	64.6	69.4	74.1	78.9	83.7
American Indian	6.70	17.2	23.9	30.6	37.3	44.0	50.7	57.4
African-American	6.35	24.3	30.6	37.0	43.3	49.7	56.0	62.4



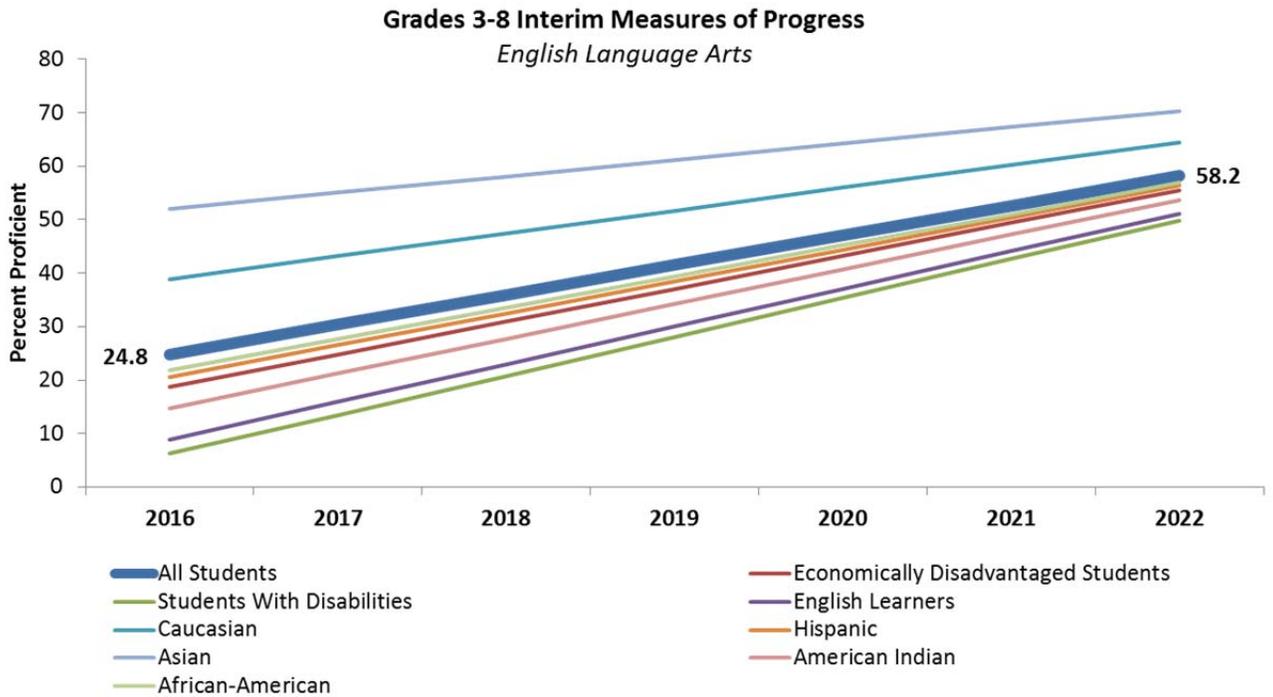
All Students Interim Measures of Progress (Mathematics)

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	Math							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
All Students								
All Students	6.83	20.2	27.0	33.9	40.7	47.5	54.3	61.2
Economically disadvantaged students	6.98	14.9	21.9	28.9	35.8	42.8	49.8	56.8
Students with disabilities	7.20	6.9	14.1	21.3	28.5	35.7	42.9	50.1
English learners	7.20	6.8	14.0	21.2	28.4	35.6	42.8	50.0
Caucasian	6.47	33.4	39.9	46.3	52.8	59.3	65.8	72.2
Hispanic	6.94	16.3	23.2	30.2	37.1	44.1	51.0	57.9
Asian	6.07	48.3	54.4	60.4	66.5	72.6	78.6	84.7
American Indian	7.09	10.9	18.0	25.1	32.2	39.3	46.3	53.4
African-American	6.97	15.1	22.1	29.0	36.0	43.0	50.0	56.9



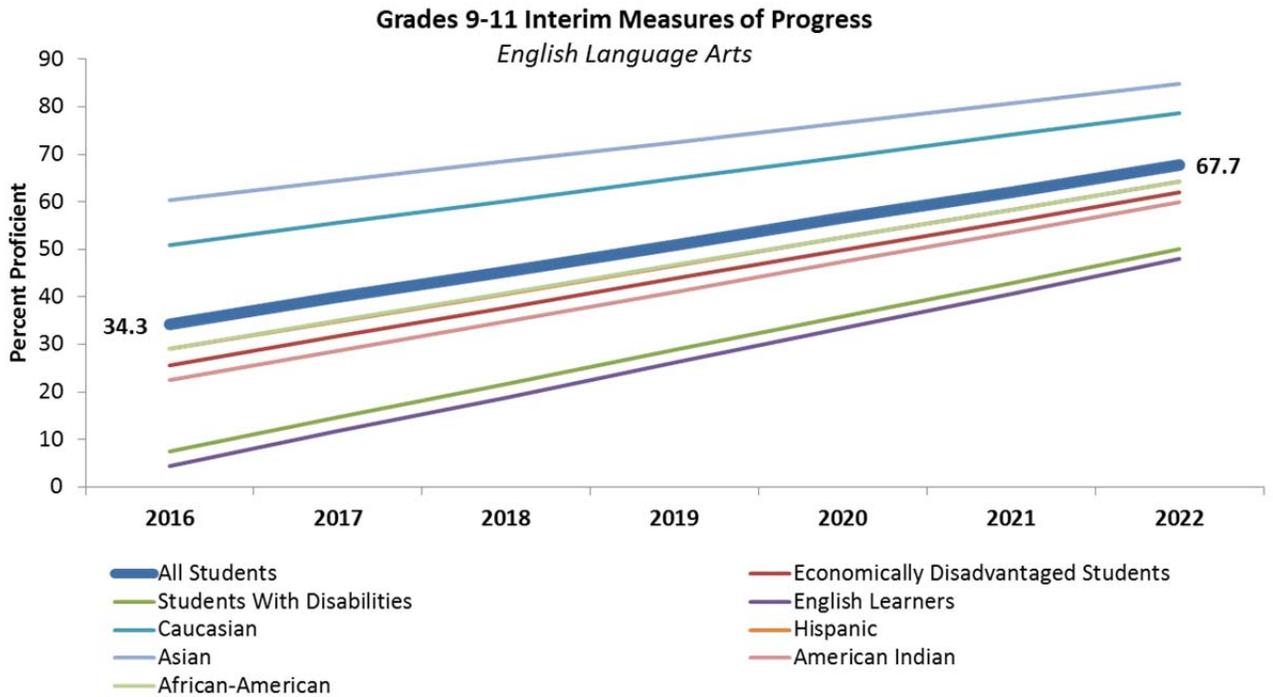
Grades 3-8 Interim Measures of Progress (ELA)

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	English Language Arts							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
Grades 3-8								
All Students	5.57	24.8	30.4	35.9	41.5	47.1	52.6	58.2
Economically disadvantaged students	6.13	18.7	24.8	31.0	37.1	43.2	49.4	55.5
Students with disabilities	7.29	6.2	13.5	20.8	28.1	35.3	42.6	49.9
English learners	7.04	8.9	15.9	23.0	30.0	37.0	44.1	51.1
Caucasian	4.27	38.9	43.2	47.4	51.7	56.0	60.2	64.5
Hispanic	5.96	20.6	26.6	32.5	38.5	44.4	50.4	56.4
Asian	3.06	52.0	55.1	58.1	61.2	64.2	67.3	70.3
American Indian	6.50	14.7	21.2	27.7	34.2	40.7	47.2	53.7
African-American	5.83	21.9	27.7	33.6	39.4	45.2	51.0	56.9



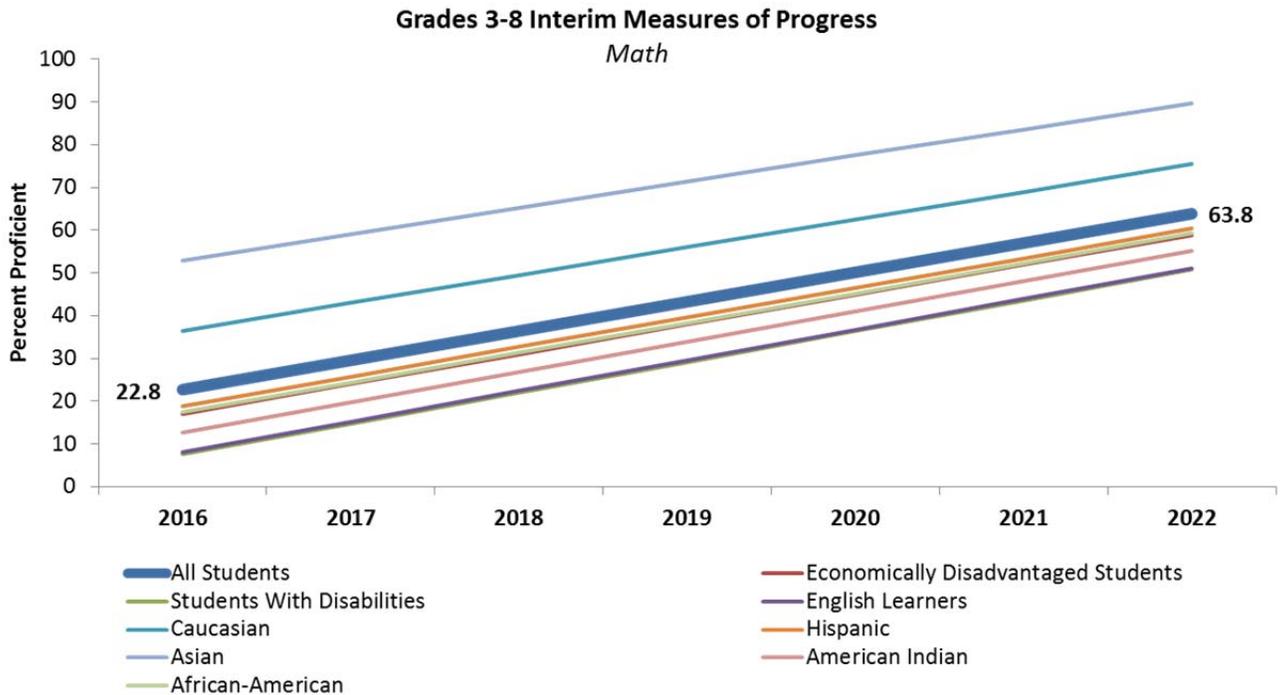
Grades 9-11 Interim Measures of Progress (ELA)

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	English Language Arts							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
Grades 9-11								
All Students	5.57	34.3	39.9	45.4	51.0	56.6	62.1	67.7
Economically disadvantaged students	6.06	25.6	31.7	37.7	43.8	49.9	55.9	62.0
Students with disabilities	7.09	7.5	14.6	21.7	28.8	35.9	42.9	50.0
English learners	7.27	4.4	11.7	18.9	26.2	33.5	40.7	48.0
Caucasian	4.62	51.0	55.6	60.2	64.9	69.5	74.1	78.7
Hispanic	5.87	29.0	34.9	40.7	46.6	52.5	58.3	64.2
Asian	4.09	60.3	64.4	68.5	72.6	76.6	80.7	84.8
American Indian	6.24	22.4	28.6	34.9	41.1	47.4	53.6	59.9
African-American	5.86	29.1	35.0	40.8	46.7	52.6	58.4	64.3



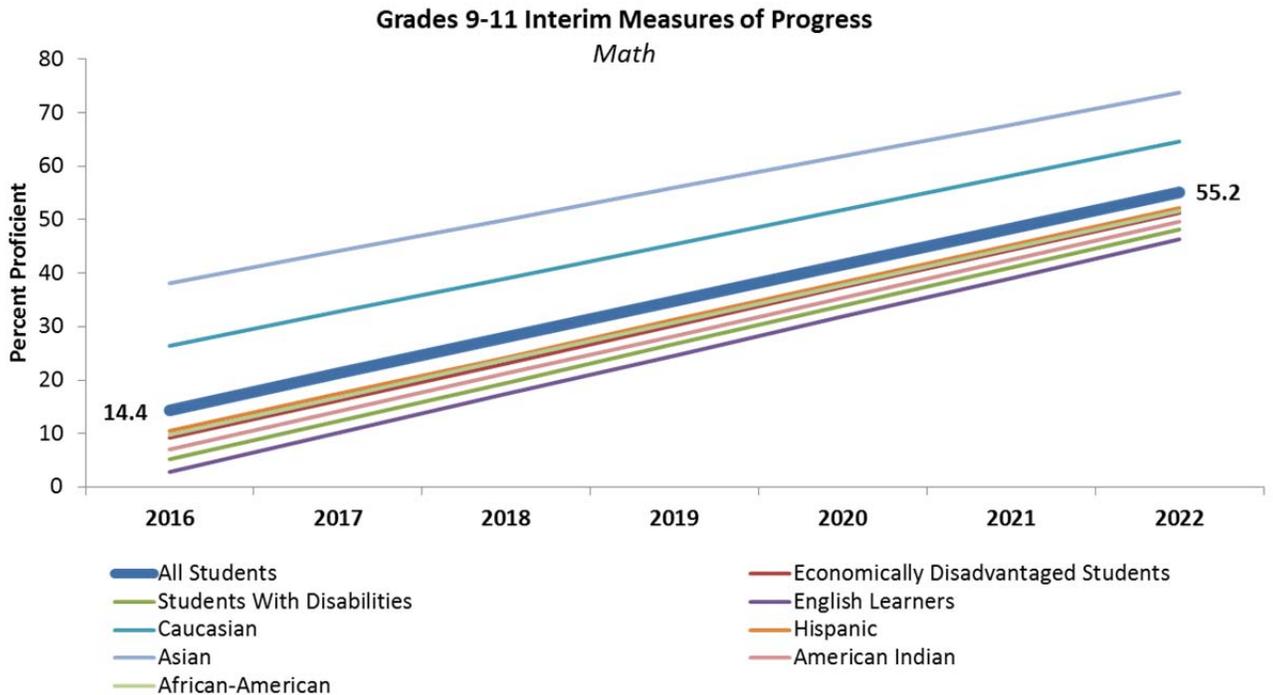
Grades 3-8 Interim Measures of Progress (Mathematics)

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	Math							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
Grades 3-8								
All Students	6.83	22.8	29.6	36.5	43.3	50.1	57.0	63.8
Economically disadvantaged students	6.97	17.1	24.1	31.0	38.0	45.0	51.9	58.9
Students with disabilities	7.19	7.6	14.8	22.0	29.2	36.4	43.6	50.8
English learners	7.18	8.0	15.2	22.4	29.6	36.7	43.9	51.1
Caucasian	6.51	36.5	43.0	49.5	56.0	62.5	69.0	75.6
Hispanic	6.93	18.8	25.7	32.7	39.6	46.5	53.4	60.4
Asian	6.12	53.0	59.1	65.2	71.4	77.5	83.6	89.7
American Indian	7.07	12.7	19.8	26.8	33.9	41.0	48.1	55.1
African-American	6.96	17.4	24.4	31.3	38.3	45.2	52.2	59.2



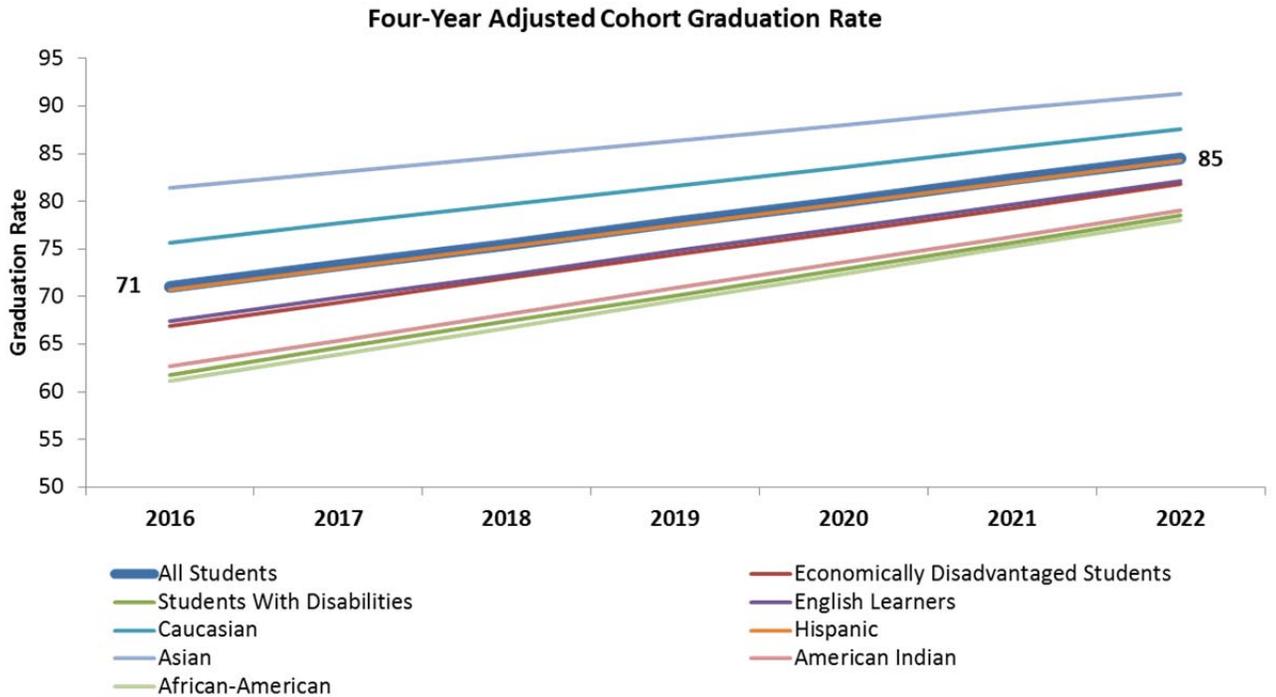
Grades 9-11 Interim Measures of Progress (Mathematics)

Academic Achievement Long-Term Goals (PARCC Proficiency)								
Subgroup	Math							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
Grades 9-11								
All Students	6.81	14.4	21.2	28.0	34.8	41.6	48.4	55.2
Economically disadvantaged students	7.01	9.2	16.2	23.2	30.2	37.3	44.3	51.3
Students with disabilities	7.17	5.2	12.4	19.5	26.7	33.9	41.0	48.2
English learners	7.25	2.9	10.1	17.4	24.6	31.9	39.1	46.4
Caucasian	6.36	26.4	32.8	39.1	45.5	51.9	58.2	64.6
Hispanic	6.97	10.4	17.4	24.3	31.3	38.3	45.2	52.2
Asian	5.92	38.2	44.1	50.0	56.0	61.9	67.8	73.7
American Indian	7.10	7.0	14.1	21.2	28.3	35.4	42.5	49.6
African-American	6.99	9.8	16.8	23.8	30.8	37.8	44.7	51.7



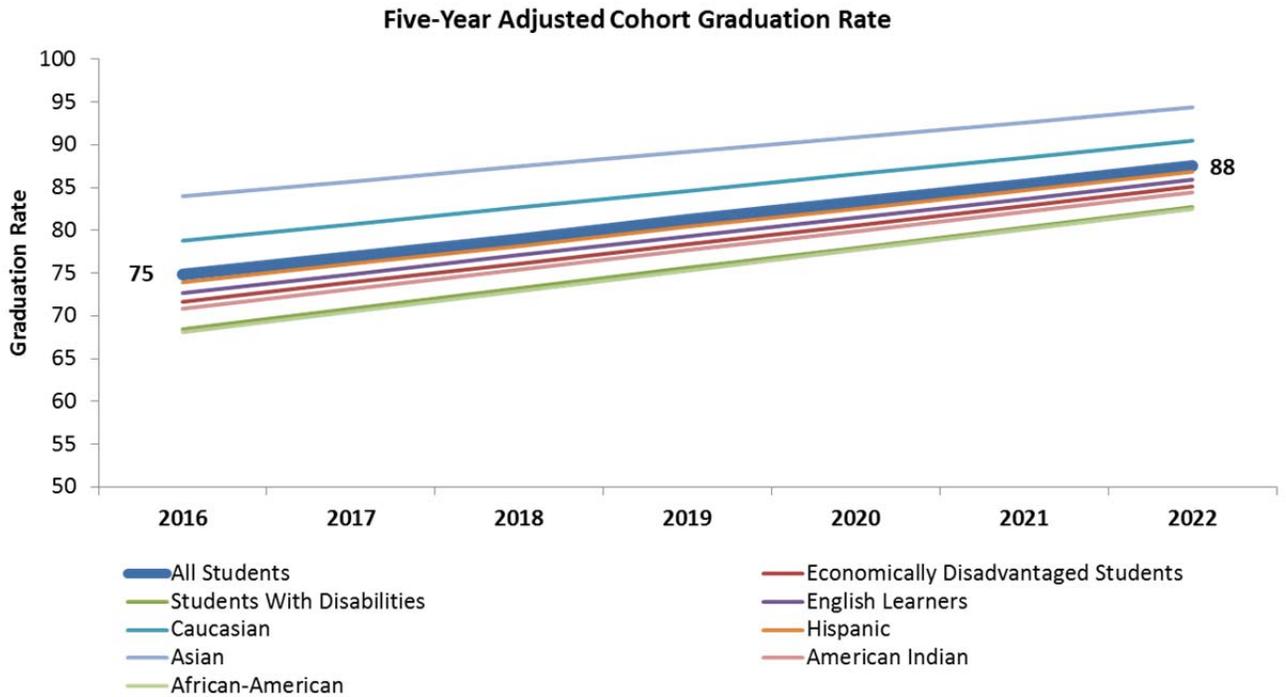
Four-Year Adjusted Cohort Graduation Rate

Graduation Rate								
Subgroup	Four-Year Adjusted Cohort							
	Rate of Growth	2016	2017	2018	2019	2020	2021	2022
All Students								
All Students	2.3	71	73	76	78	80	82	85
Economically disadvantaged students	2.5	67	69	72	74	77	79	82
Students with disabilities	2.8	62	65	67	70	73	76	79
English learners	2.5	67	70	72	75	77	80	82
Caucasian	2.0	76	78	80	82	84	86	88
Hispanic	2.2	71	73	75	78	80	82	84
Asian	1.7	81	83	85	86	88	90	91
American Indian	2.7	63	65	68	71	74	76	79
African-American	2.8	61	64	67	70	72	75	78



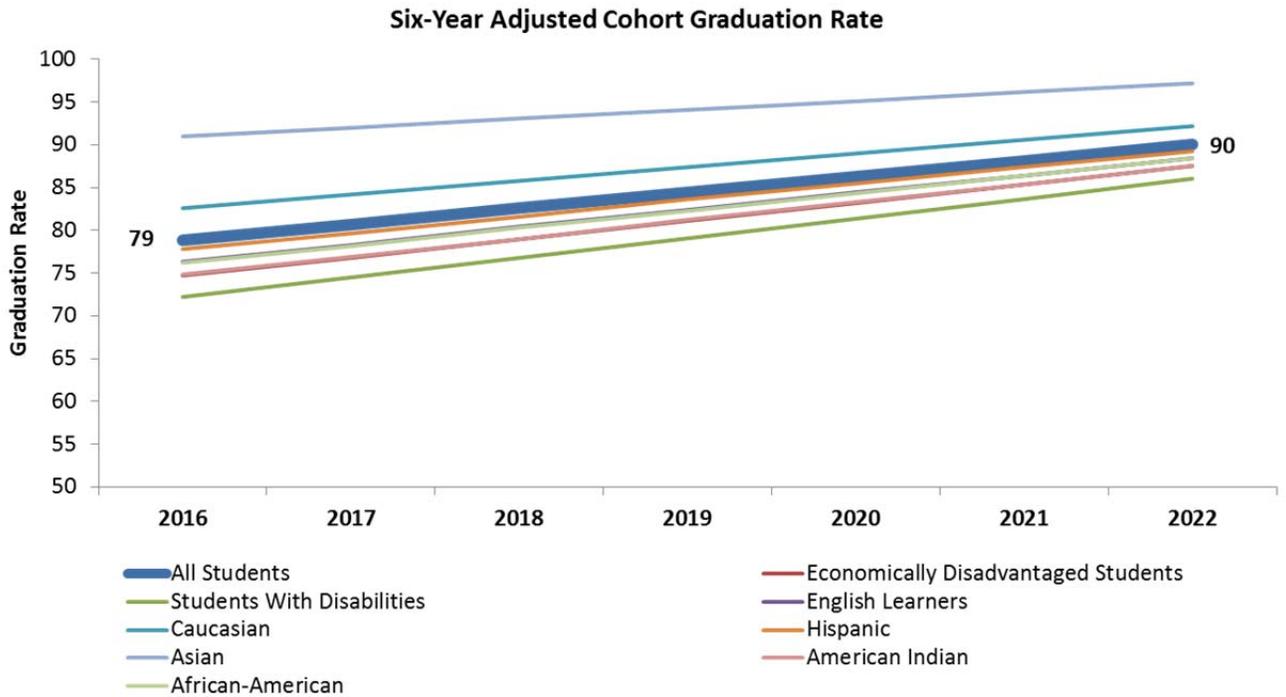
Five-Year Adjusted Cohort Graduation Rate

Graduation Rate								
Subgroup	Five-Year Adjusted Cohort							
	Rate of Growth	2015	2016	2017	2018	2019	2020	2021
All Students								
All Students	2.1	75	77	79	81	83	85	88
Economically disadvantaged students	2.2	72	75	77	80	82	84	86
Students with disabilities	2.5	68	71	73	76	78	81	83
English learners	2.2	73	75	77	80	82	84	86
Caucasian	1.8	79	81	83	85	86	88	90
Hispanic	2.1	74	76	78	80	83	85	87
Asian	1.5	85	86	87	89	90	92	93
American Indian	2.3	71	73	76	78	80	83	85
African-American	2.5	68	71	73	76	78	81	83



Six-Year Adjusted Cohort Graduation Rate

Graduation Rate								
Subgroup	Six-Year Adjusted Cohort							
	Rate of Growth	2014	2015	2016	2017	2018	2019	2020
All Students								
All Students	1.8	79	81	82	84	86	88	90
Economically disadvantaged students	2.1	75	77	79	81	83	85	88
Students with disabilities	2.3	72	75	77	79	81	84	86
English learners	2.0	76	78	80	82	84	86	89
Caucasian	1.6	83	84	86	87	89	91	92
Hispanic	1.9	78	80	82	84	86	87	89
Asian	1.0	91	92	93	94	95	96	97
American Indian	2.1	75	77	79	81	83	85	88
African-American	2.0	76	78	80	82	84	86	88



Section 2: Consultation and Performance Management



Graduation Rates... ARE UP!

- ↑ New Mexico's graduation rate increased to an all-time high of 71%
- ↑ Graduation rates for Hispanic, Low-income and English learner students grew at a faster rate than the rest of the state

Since 2011, graduation rates have increased by 8 percentage points

2.1 Consultation

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

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

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

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

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

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

- B. Outreach and Input.** *For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:*
- i. *Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA’s plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.*

See appendix D

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

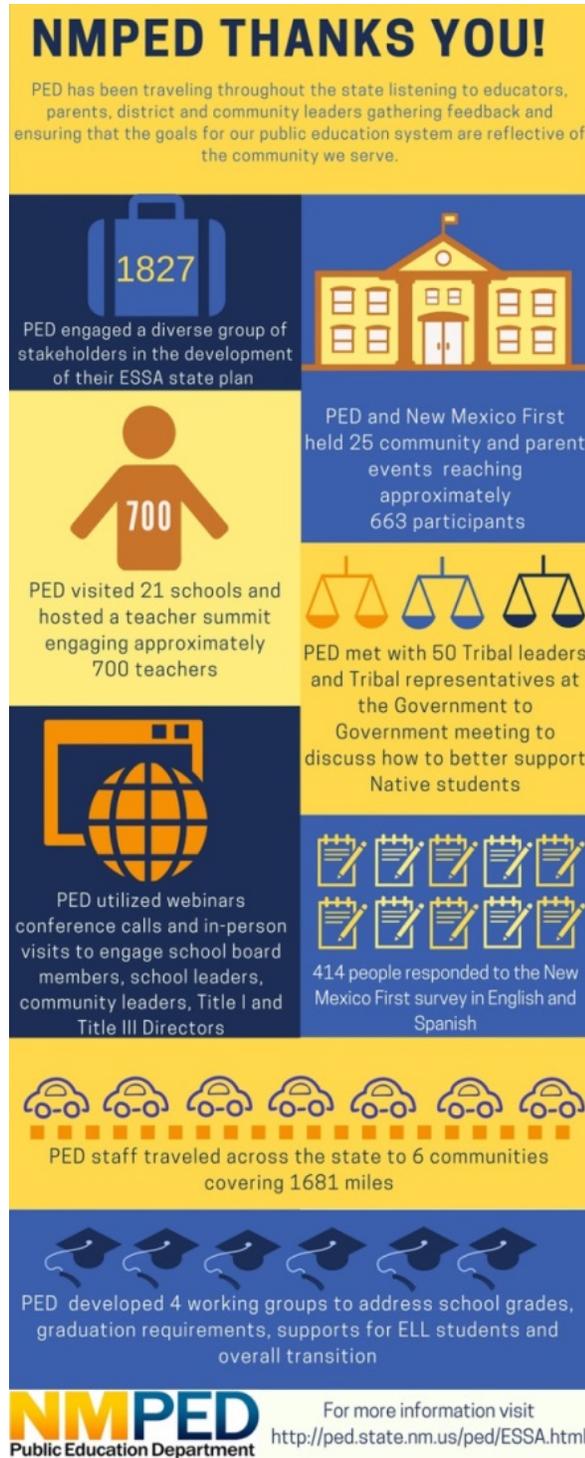
The PED recognizes that ongoing and meaningful stakeholder engagement is essential to the effective development and successful implementation of New Mexico’s ESSA state plan on behalf of New Mexico students. For that reason, the PED conducted its largest stakeholder engagement tour ever. With an eye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

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

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

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





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

Email & Webpage Updates

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

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

The screenshot displays the homepage of the New Mexico Public Education Department (PED). At the top, the header reads "NM Public Education Department". Below this is a search bar labeled "Search PED". A navigation menu on the left includes links for Home, Students, Parents, Educators, Administrators, Community, and Contact Us. The main banner features the text "Smarter Investments For Our Children" and "See what PED is doing to create greater return on education." with a "Read More" link. Below the banner, a "Welcome" section includes a photo of the Secretary of Education and a quote: "Kids First, New Mexico Wins!". To the right, an "Explore" section contains buttons for Top News, A-Z Directory, ESSA, Help Desk, PED Apps, Public Notices, School Grading, RFPs/RFIs/RFAs, and Outreach. A "New@PED" section is also visible. At the bottom, there are logos for Susana Martinez, New Mexico Common Core State Standards, TeachNM, IDEAL New Mexico, and SCORE. The footer provides contact information: www.ped.state.nm.us, ph. 505-827-5800, 300 Don Gaspar Avenue - Santa Fe, NM 87501, join.ped@state.nm.us, Search PED, and social media links for Facebook and Twitter.

PED'S HOMEPAGE WITH NEW ESSA BUTTON

NM Public Education Department

Search PED

- Home
- Students
- Parents
- Educators
- Administrators
- Community
- Contact Us

Good Afternoon
Monday
February 20, 2017

ESSA in New Mexico



Every Student Succeeds Act

New Mexico Rising Tour Feedback and Action Steps

During the Fall of 2016, the New Mexico Public Education Department worked with the non-partisan public policy organization New Mexico First to launch one of the largest education listening tours in New Mexico's history—New Mexico Rising. The feedback collected through the listening tour will inform New Mexico's state plan for the Every Student Succeeds Act (ESSA), which is our roadmap for ensuring that all of our students are learning at high levels. Many of the foundational building blocks that are required in the new law—high standards, accountability, and quality assessments—are already established.

PED is grateful to the hundreds of teachers, parents, and community leaders who gave of their time to provide meaningful and constructive feedback during our listening tour. As we continue to refine our state plan, there are several steps which we can take immediately in response to the feedback we have received. Below are three of the major themes found in the report and how PED is responding to them right away.

[CLICK HERE to read PED's Response to Stakeholder Feedback](#)

[CLICK HERE to Read New Mexico First's Report](#)

Contact:

Amanda Aragon
Director, Strategic Outreach
Phone: (505) 629-6604
Email: amanda.aragon@state.nm.us

Update:

ESSA Update from Secretary Skandera – December 2016

ESSA Update from Secretary Skandera – October 2016

Background

The **Every Student Succeeds Act (ESSA)** was signed into law December 10, 2015 replacing No Child Left Behind and the waiver system. ESSA is the national education law that reinforces the longstanding commitment to ensuring equal opportunity for all students. The ESSA provides New Mexico with a long-term stability that holds states, local school systems and schools accountable for results while encouraging them to be innovative in their work. New Mexico is well-positioned to transition to meet the law's new expectations. Under the new law, New Mexico will continue to focus on many of the same areas including efforts to build upon our student-focused accountability system and provide our educators with the support and training they need.

PED'S ESSA WEBPAGE

ONLINE RESOURCES:

- [New Mexico Public Education Department ESSA Webpage](#)
- [PED ESSA Update - October](#)
- [PED ESSA Update – December](#)

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

Purpose of the Community Meetings

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

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

to all participants and posted publicly online: <http://nmfirst.org/event-details/excellence-in-education>

During the New Mexico Rising Tour, the PED also conducted additional outreach activities including district and school visits, parent and family meetings, and teacher receptions.

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

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

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

DATES & LOCATIONS OF COMMUNITY MEETINGS

What Happened at the Meetings

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

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

Agenda

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

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

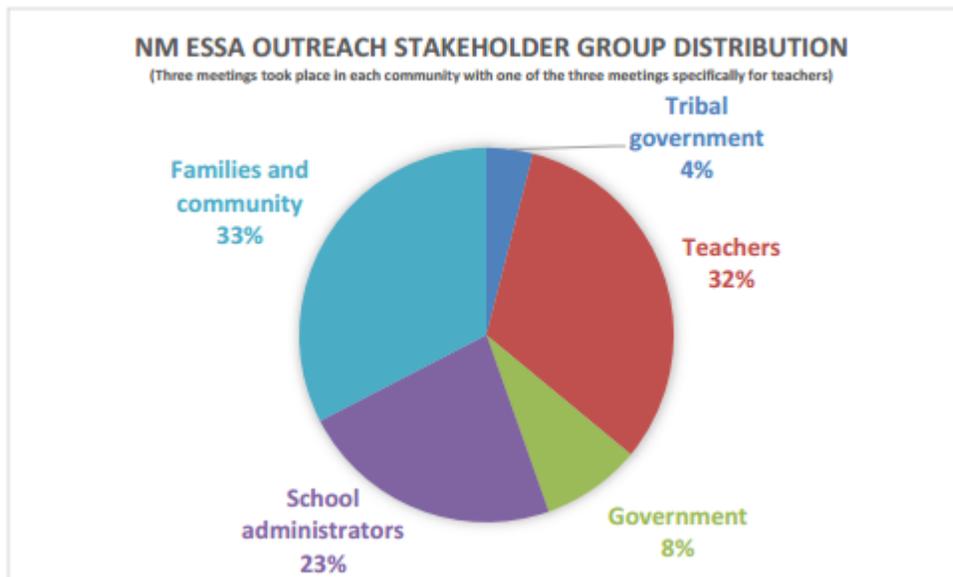
What Happened Next?

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

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

NM Rising Tour Attendees

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



NM RISING ATTENDEES

NM Rising Tour Supplemental Materials

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

ESSA Technical Working Groups

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

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

Opportunity to Learn Working Group**MEETING DATES/TIMES**

- September 26, 2016 from 9:00am-12:30pm
- October 24, 2016 from 2:30pm-5:00pm
- November 7, 2016 from 9:00am-12:30pm
- November 29, 2016 from 9:00am-1:00pm

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

Executive Summary of Opportunity to Learn Working Group

The PED held four workgroup meetings to discuss additional school quality indicators that could be measured, assessed, recorded, and/or reported on school report cards (“School Grades”)—and considered how those might impact New Mexico’s current School Grading system which is now heading into its sixth year of existence. Given the group’s familiarity with New Mexico School Grades, PED presented an opportunity to focus on the “Opportunity to Learn” indicator.

To learn more about New Mexico’s long-standing commitment to school accountability and public transparency, and to see how the Opportunity to Learn indicator currently works, visit the website at: <http://aae.ped.state.nm.us/>

Attendees

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

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

Future Ready Students Workgroup**MEETING DATES/TIMES**

- September 26, 2016 from 2:30pm-5:30pm
- November 7, 2016 from 2:30pm-5:30pm
- November 29, 2016 from 2:30pm-5:30pm
- December 12, 2016 from 9:00am-12:00pm

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

Executive Summary of Future Ready Students Workgroup

The Future-Ready Students Workgroup reviewed the current PED Graduation Requirements, focusing on the value of the high-school diploma in today's competitive economy. New Mexico's Graduation Checklist, the PED 2016-2017 Alternative Demonstrations of Competency (ADC) Manual, New Mexico Administrative Code (6.19.7), and New Mexico State Statute (22-13-1.1) were all reviewed. Stakeholders also considered education policy from other states in their review and refinement processes. The workgroup developed recommendations for career-ready, college-ready, and portfolio alternate demonstration of competency pathways.

Attendees

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

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

English Learner Indicator Working Group (as part of School Grades)

MEETING DATES/TIMES

- September 26, 2016 from 9:00am-12:30pm
- October 24, 2016 from 2:30pm-5:00pm
- November 7, 2016 from 9:00am-12:30pm
- November 29, 2016 from 9:00am-1:00pm

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

Executive Summary of English Learner Indicator Working Group

The PED held four workgroup meetings to discuss English Language Proficiency (ELP) indicators on school report cards (School Grades). The group discussed the use of student

growth and student proficiency as an ELP indicator of student progress. The PED provided the group with a history of EL performance in New Mexico and current EL data in New Mexico. In the final meeting, the workgroup designed ELP indicators for school grades using a template provided by the PED.

Attendees

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

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

Legislative Education Study Committee – Opportunity to Learn Working Group**MEETING DATES/TIMES**

- September 16, 2016
- October 14, 2016

Executive Summary of Legislative Education Study Committee Opportunity to Learn Working Group

The PED held two workgroup meetings to discuss potential additional indicators to be measured, scored and reported on school report cards (School Grades). Historically, New Mexico has utilized student attendance and student/parent surveys as part of the “Opportunity to Learn” in indicator of the school accountability system. This technical workgroup was comprised of members of the Legislative Education Study Committee (LESC):

<https://www.nmlegis.gov/Entity/LESC/Overview>

Attendees

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

- Senator Mimi Stewart, Vice Chair, Senate Education Committee
- Senator Gay Kernan, Member, Senate Finance Committee
- Representative Dennis Roch, Member, House Education Committee (Chair, LESL)
- Representative Tomas Salazar, Member, House Education Committee
- Representative Monica Youngblood, Member, House Business and Industry Committee
- Representative David Gallegos, Member, House Energy, Environment and Natural Resources Committee
- Rachel Gudgel, Director, Legislative Education Study Committee

- Merit Rogne, Research Assistant, Legislative Education Study Committee

Legislative Education Study Committee – Future Ready Students
MEETING DATES/TIMES

- September 16, 2016
- November 18, 2016
- January 16, 2017

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

The PED held three workgroup meetings to discuss how students currently utilize Alternate Demonstrations of Competency (ADCs) in seeking a high school diploma and how this approach is aligned with expectations for college and career readiness. The value of a high school diploma and the state's persistently high college remediation rate were also discussed. This workgroup was comprised of members from the Legislative Education Study Committee (LESC). This workgroup reviewed the current New Mexico Graduation Requirements, PED's Graduation Checklist, the 2016-2017 ADC Manual, New Mexico Administrative Code (6.19.7), and New Mexico State Statute (22-13-1.1) to assess the current career-ready, college-ready, and portfolio pathways for Alternate Demonstrations of Competency.

Additionally, the workgroup reviewed portfolios from other states (e.g. TX, WA) in an effort to establish elements that that would provide a quality portfolio pathway for students in New Mexico.

Attendees

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

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

Legislative Education Study Committee – English Learners Indicator
MEETING DATES/TIMES

- November 16, 2016
- December 14, 2016

Executive Summary--LESC English Learners/School Accountability Working Group

The PED held two workgroup meetings to discuss English Learner indicators on school report cards (School Grades). This workgroup was comprised of members from the Legislative Education Study Committee (LESC). The group discussed the merits of utilizing student academic growth and/or student academic proficiency as English Learner (EL) indicators. PED provided the group with a history of EL performance in New Mexico and current EL student performance data in New Mexico. In the final meeting, the workgroup engaged in a design activity around how ELP indicators could be incorporated into New Mexico's School Grades.

Attendees

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

- Senator William Soules, Chair, Senate Education Committee
- Senator Mimi Stewart, Vice Chair, Senate Education Committee
- Senator John Sapien, Member, Senate Finance Committee
- Senator Gay Kernan, Member, Senate Finance Committee
- Representative Stephanie Garcia Richard, Chair, House Education Committee
- Representative Dennis Roch, Member, House Education Committee (Chair, LESC)
- Representative Tomas Salazar, Member, House Education Committee
- Tim Hand, Deputy Director, LESC
- Christina McCorquodale, Senior Research Analyst, LESC
- Merit Rogne, Research Assistant, LES

LEA Title III Directors- English Learners**MEETING DATES/TIMES**

- Friday, September 23, 2016, 1:00 -4:00pm (Attendance: 35)
- Friday, October 14, 2016, 9:00am - 12:00pm (Attendance: 35)
- Friday, November 18, 2016, 9:00am - 12:00pm (Attendance: 35)

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

Executive Summary—Title III Directors English Learners Working Group

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

Session Topics:

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

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

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

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

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

Attendees

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

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

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

Title I directors-Webinars about new ESSA requirements MEETING DATES/TIMES

- Webinar #1: October 13, 2016

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

Topics were jointly presented by staff from the Title I Bureau and Coordinated School Health Bureau and by the PED Deputy Secretary for Policy and Program. Questions from district staff were addressed and input was used to help develop relevant sections of the ESSA state plan.

In order to provide information and gather input from school district Title I directors around new ESSA requirements; the PED Title I Bureau hosted three webinars in October and November 2016. Topics addressed in the webinars included:

Webinar #1: October 13, 2016

- Input on schoolwide 40% waiver
- Schoolwide program planning components
- Needs assessments
- Supplement not supplant
- McKinney-Vento Homeless Education
- Educational stability of foster children

Webinar #2: October 31, 2016

- State level set-asides for school improvement and state administration
- Direct Student Services (DSS)

Webinar #3: November 18, 2016

- Review of DSS and educational stability of foster children
- Uses of funds in schoolwide programs
- Equitable services for private school students
- Parent and family engagement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Governor Martinez’s State-of-the-State Address from January 2017 is included here as an example of the state’s ongoing commitment to the principles of ESSA: <http://nmpolitics.net/index/2017/01/gov-susana-martinezs-2017-state-of-the-state-address/>

Tribal Consultation: Government to Government

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

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

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

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

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

2.2 System of Performance Management.

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

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

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

- Title I, Part A - Improving Basic Programs
- Title II, Part A - Support Effective Instruction

- Title III, Part A - English Language Acquisition English Learner Program

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

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

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

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

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

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

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

Sample Year-Long Process for Local Tribal Consultation

- **June** – Complete and submit local Tribal Education Status Report to Tribal leaders
- **July/August** – Meet to discuss data, student needs and improvement framework/strategies
- **October** – Quarterly meeting to discuss progress of improvement strategies and review of data ; discussion on next steps leading to Impact Aid application submission; scheduling of meetings leading up to Impact Aid submission
- **January** – Submission of Impact Aid Application and Indian Policies and Procedures

- **February** – Quarterly meeting to discuss progress of improvement strategies and review of data; identification of spring semester interventions and supports; discussion on upcoming budget submission and new or continued improvement strategies for upcoming school year; scheduling of meetings leading up to budget submission
 - **April-May** – Submission of budget and Affirmation of Tribal Consultation document to PED’s Public School Finance and Analysis Bureau
 - **May** – Quarterly meeting to discuss final outcomes of improvement strategies and review data
 - **June** – Complete and submit local Tribal Education Status Report to Tribal Leaders
- Repeat and improve on consultation process for new school year*

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

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

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

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

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

As the PED advances toward a real-time data system, quality daily data will be available to evaluate program outcomes more regularly than the quarterly review that currently takes place. The ability to use a

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

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

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

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

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

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

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

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

Title I

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

Health ,Wellness, Homeless and 21st Century

- School Health Education Institute: This training focuses on coordinated school health, the delivery of health education as part of New Mexico's high school graduation requirements, and reinforcing the importance of student health as it relates to student achievement.
- Back to School Conference: This training provides information to food service directors and other relevant staff on the alignment with USDA new meal pattern and other USDA regulation.
- Fall into Place Conference: This conference focuses on reinforcing academic enrichment, nutrition, and physical activity to afterschool providers and linking afterschool programming with content learned in the classroom.
- Annual Expectant and Parenting Teen Town Hall Meeting: This event is a cross agency effort in supporting student success and removing education/ requirement barriers for expected and parenting teens.
- Edify Kickstand Professional Development Program (<http://www.kickstandsystems.com/>): This e-learning program includes the dissemination of multiple licenses to LEAs across the state allowing for statewide training of Homeless Education liaisons and the tracking and certifying of LEA homeless liaisons' progress in training and professional development requirements for this program.
- 21st Century Community Learning Centers Annual Fall Training: This training specifically focuses on program and fiscal monitoring, community resources, alignment with quality afterschool approaches for program implementation, and innovate approaches to implementing Science, Technology, Engineering, and Mathematics (STEM).

Teacher and Leader Effectiveness

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

Special Education

- Directors Academy: Training held twice a year for new and veteran special education directors.

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

Early Childhood

- Intentional Teaching: New Mexico's Authentic Observation Documentation and Curriculum Planning Process Utilizing the New Mexico Early Learning Guidelines (the equivalent of the NM PreK New Teacher Training), which must be completed within six months of hire or from start of FOCUS implementation.
- ECERS-3: The PED provides online trainings with evidence of successful completion, which must be completed within six months of hire or six months from start of FOCUS implementation.
- The Full Participation of Each Child: This training must be completed within two years of hire or two years from start of FOCUS implementation.
- New Mexico Pyramid Framework for Socio-Emotional Development: This training must be completed within two years of hire or two years from the start of FOCUS implementation.
- Language Essentials for Teachers of Reading and Spelling (LETRS): This Early Childhood Training must be completed within two years of hire or two years from the start of FOCUS Implementation (for licensed teachers and administrators only).
- Early Childhood Observational Tool Training: The PED requires this training for all teachers for SY2017-18 and thereafter for new teachers.
- PED FOCUS Leadership Academy: A web-based training focusing on Intentional Teaching Overview; New Mexico Pyramid Framework Overview; The Full Participation of Each Child Overview for Administrators.
- Deepening your Practice: Using LETRS-EC Strategies in Coaching and Consultation must be completed by coaches..

Career and College Readiness

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

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

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

Distance Learning

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

Bilingual Multicultural Education

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

Indian Education

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

Assessment and Accountability

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

Section 3: Academic Assessments



Assessment Results... ARE UP!

- ↑ PARCC Math results are up 14.4%, resulting in 7,300 more students on grade level
- ↑ PARCC English language arts are up 4.9%, with 5,000 more students on grade level

New Mexico Students are up in 19 out of 21 tested areas

Instructions: As applicable, provide the information regarding a State's academic assessments in the text boxes below.

High expectations are essential to ensure New Mexico meets the goals it has set out for its students. The state has elevated academic expectations for students by adopting new, more rigorous standards. New Mexico Common Core Standards establish a different approach to learning, teaching and testing that engenders a deeper understanding of critical concepts and practical application of that knowledge. In conjunction with these elevated standards, robust graduation requirements have been established to provide a path for every student to be college and career ready. Students in the state must show competency in five academic areas: Reading, Writing, Math, Science and Social Science. Each of these academic areas has rigorous expectations to show competency; for example, to meet their math requirement, students are expected to show competency in Algebra II prior to graduation.

"High quality, rigorous assessments with data analysis is the only way to move student achievement if teachers and principals are trained and ready to meet the challenges."

In order to measure student success against these standards, New Mexico has adopted a New Mexico's comprehensive statewide testing program shows where students are, where they should be, and where they will be. The state's assessment program looks at performance of all students including English learners and students with severe cognitive disabilities. The tests range from kindergarten to high school across the areas of reading, writing, mathematics, science, social studies, English proficiency, and early literacy. The cornerstone of New Mexico's state testing program is the Partnership of Readiness for College and Career (PARCC). PARCC measures New Mexico's Common Core Standards in English language arts (ELA) and mathematics in Grades 3-11. At the high school level, math tests are course-aligned with Algebra I and II, Geometry, and Integrated Mathematics I-III exams administered. Multiple, diverse organizations have examined in great depth the quality of the PARCC assessment.

Here is how some of them describe New Mexico's approach:

- **PARCC "assessments better reflect the range of reading and math knowledge and skills that all students should master"** *National Network of State Teachers of the Year*

- **The PARCC tests “emphasize the most important content and require student to demonstrate the depth of work called for by college and career ready standards.”** *Human Resources Research Organization (HumRRO)*
- **The “new assessments aligned to college- and career-ready standards are a major step forward.”** *The Center for American Progress*

New Mexico is proud that it is leading the nation in administering PARCC tests online—almost 100% of students across the state take their tests online and are fully engaged in the testing experience through innovative technology-enhanced items and accessibility features.

New Mexico is continuing to enhance reporting of student performance, providing teachers, administrators, and families with useful information that identifies both strengths and areas for improvement. In response to stakeholder input, the state has decreased testing time by an average of 90 minutes per grade level (see Appendix E), and is exploring additional ways to reduce time spent on the PARCC assessment. Further, New Mexico is working to achieve real-time data availability for schools and educators—a commitment by PED based upon stakeholder input.

New Mexico is moving forward to dramatically improve education so all our children can succeed.

New Mexico has the highest-quality assessment program possible—one that provides valid, reliable information providing transparent information to teachers and students allowing them to make informed decisions for students. It also provides actionable feedback for educators to use in evaluating and enhancing their instructional programs. At the same time the state strives to minimize the amount of instructional time that must be dedicated solely to testing. In the past two years, New Mexico has shortened the time required for its accountability assessments at every grade 3-11 by approximately one and a half hours.

"Student achievement is of the utmost importance. NM's priority is to increase student success, focus increasing graduation rates, and reducing assessment time. Our current assessments have been excellent a valuable instrument in measuring student achievement. I am pleased to hear that we could possibly reduce the time of assessments."

A. Advanced Mathematics Coursework. *Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?*

Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

No.

New Mexico Statue 22-13-1.E states that - beginning with the 2008-2009 school year - in eighth grade, Algebra 1 shall be offered in regular classroom settings or through online courses or agreements with high schools: <http://public.nmcompcomm.us/nmpublic/gateway.dll/?f=templates&fn=default.htm>

According to the Test Assignment Procedures for Enrolled Students, Spring 2016 (found on PED's assessment website) students in Grade 8 take the Grade 8 Math PARCC test unless they are enrolled in a higher-level math course. In that case, they take the PARCC math test corresponding to their course: <http://ped.state.nm.us/ped/NMPARCCindex.html>

"I agree with decrease time spent on PARCC and the use of EOC exams and flexibility for the LEAs with regard to the types of exams. Keep testing rigorous."

B. Languages other than English. Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.

- i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

For the purposes of ESSA, the PED defines a language other than English present to a significant extent in the participating student population when that language exceeds 10% of the total tested population. According to New Mexico student demographic data, Spanish is the main language other than English present to a significant extent in the total tested student population. Based on 2015-2016 data, 35,588 New Mexico EL students are Spanish-speaking, which represents 17% of the total tested population (approximately 214,000 students). Among EL students, the next most common language is Navajo with 6,010 speakers, representing 3% of the total tested population. The next most commonly used languages are Nias, Caucasian, and Zuni, which together represent 0.01% of our students.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

The state offers Grades 4, 7, and 11 Standards Based Science assessments in Spanish. PARCC mathematics tests in grades 3-8 and Algebra I, Geometry, and Algebra II are also translated into Spanish. Standards Based Spanish reading assessments are available for students in grades 3-8 and high school. In the early grades (K-2), New Mexico employs a statewide early reading assessment/screening tool. The KOT and Preschool observation assessment are conducted in the child's home language.

- iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

New Mexico currently administers Spanish assessments to those students requiring this accommodation, and approximately 5,000-6,000 students take those exams across the grade levels. For other languages, it would not be an appropriate language accommodation for an EL student who doesn't also receive instruction in the language other than English in language arts or math or science to take an academic assessment in a language other than English (Spanish, Navajo, or other language). Language of instruction should match language of assessment.

The Navajo language Diné is the next most common language other than Spanish among the state's EL population. We are engaging in consultation with the Navajo Nation and other tribes around assessments for the purpose of language and culture.

iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:

1. *The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);*

Although Spanish tests in reading are currently administered, the state is exploring expansion to a comprehensive Spanish language arts assessment. Prekindergarten children are assessed in their home language on the PreK Observational Assessment. The current Spanish screening and formative assessment tool used in K-2 measures critical areas of Spanish reading development. It is not a translation of an English assessment, but was developed using scientifically-based Spanish reading research. The PED is leading multi-state discussion efforts to collaborate on the development, adoption, and/or adaption of such an assessment. It may be possible to leverage existing assessments developed by other states in whole or part. Of significant concern to New Mexico are considerations of validity, reliability, cost, funding, and overall feasibility given what are in fact small numbers of Spanish-speaking students at each grade level for whom these assessments are appropriate.

2. *A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and*

The PED collected meaningful input from all stakeholders throughout the state as part of the comprehensive education listening tour conducted over the past year. The tour has informed the crafting of the ESSA state plan, which serves as the future roadmap for continuing to ensure all students are provided opportunities to learn and to be successful in college and career. Input was gathered via working groups with diverse stakeholders, regional community meetings, and easily accessible public comment surveys.

In addition, the Secretary's Assessment and Accountability Advisory Council convenes monthly to discuss all aspects of the student testing programs including development, administration, and reporting, among other topics.

3. *As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.*

As New Mexico offers Spanish language assessments in science, mathematics, and reading, this section is not applicable.

To address problems concerning the education of children and youths who are homeless, the PED EHCY State Coordinator will provide the following strategies:

- Convene a Statewide Advisory Committee of experts and stakeholders to review relevant State policies and procedures affecting homeless children and youths and provide input on changes that may be needed;
- Review policies and provide technical assistance to ensure that all students who are homeless remain in their schools of origin when possible unless parents request otherwise;
- Ensure that LEAs make school placement determinations on the basis of the “best interest” of the homeless child or youth based on student-centered factors;
- Ensure that LEAs receive technical assistance and resources regarding their ongoing obligation to remove barriers to the enrollment and retention of homeless children and youths;
- Ensure that LEAs continue to follow state and federal guideline regarding immediately enrolling children and youths who are homeless, even if the child or youth is unable to produce the records normally required for enrollment (such as previous academic records, records of immunization and other required health records, proof of residency, proof of guardianship, birth certificates, or other documentation), has missed application or enrollment deadlines during a period of homelessness, or has outstanding fees. The enrolling school will immediately contact the school last attended by the child or youth to obtain relevant academic or other records (allowing for attending and participating fully in school activities, immediately upon the student being identified as eligible for McKinney-Vento rights and services);
- Collaborate with the New Mexico Department of Health’s Immunization Bureau in continuing to provide communication and technical assistance regarding a child or youth who is homeless needing to obtain immunizations or other required health records and provide written guidance annual, and through the LEA assurance policy, of the immediate enrollment of a student experiencing homelessness regardless of the student’s ability to provide immunization records upon enrollment;
- Provide guidance on recording keeping to ensure that records ordinarily kept by LEAs (immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs) will be maintained so that they are available in a timely fashion when the child who is homeless enters a new school or school district;
- Continue to collaborate with the NM Department of Health to revise requirement of proof of immunization for homeless students. Information will be provided to LEAs regarding the review and revision of the immunization policy;
- Provide training to Homeless Liaisons and LEA personnel regarding the new requirements of McKinney-Vento Act via the Edify Kickstand Homeless Liaison Professional Development Program;
- Provide the Local Education Agency Liaison Toolkit to all LEA Liaisons with ongoing training and technical assistance; and
- Provide LEAs with information on how to prevent enrollment delays and provide an on-line professional development program for Homeless Liaisons in the Spring of 2017. This will include information and strategies on:
 - Best interest determinations
 - Transportation
 - Attendance
 - Immediate enrollment
 - Maintaining records so they are easily available for transfers
 - How to provide records normally required for enrollment

- Enrollment deadlines
- Outstanding fees
- What it means to attend class and fully participate in school activities

Section 4: Accountability, Support, and Improvement for Schools

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

4.1 Accountability System

NEW MEXICO RISING

Guiding Principles of New Mexico's Accountability System



School Grades... ARE UP!

↑ The number of A & B schools increased while the number of C, D & F schools decreased

Since 2011, the number of A & B schools has increased by 25%, with 30,000 more students attending A & B schools

The following principles have guided New Mexico's framework for school accountability (School Grades), and should continue to guide the development of New Mexico's accountability systems:

- Recognizing that the system has multiple audiences, with parents and families being a primary audience in addition to schools and educators
- Recognizing the importance of Mathematics and English Language Arts (ELA) for all performance measures, measuring them equally and reporting each separately
- Using multiple years of student and/or school data where possible (typically three years of academic growth/achievement data)
- Assessing performance for all elementary and middle schools with the same rubric ("EL Model") and all high schools with an expanded rubric ("HS Model")
- Including student academic growth and achievement as the majority of a school's grade, with additional indicators such as graduation rates
- Augmenting those measures with other critical college and career readiness measures and opportunity-to-learn measures such as student attendance and surveys
- Awarding a summative score of up to 100 points (105 with "Bonus Points") along with a corresponding letter grade
- Awarding scores and letter grades for each individual component of a school's report in addition to the overall grade
- Rating LEAs as well as schools with an overall letter grade and overall points
- Disaggregating and reporting each measure by the subgroups of gender, race/ethnicity, students with disabilities, English learners, and economically disadvantaged
- Including all students with disabilities, including those with the most significant cognitive disabilities who require the state's alternate assessment
- Relying heavily upon student growth in addition to student proficiency and utilizing these measures to determine school improvement interventions and supports

***LEADING THE WAY—NEW MEXICO’S HISTORY & LONG-STANDING COMMITMENT
BEGINNING WITH INAUGURAL SCHOOL GRADES IN 2011-2012***

Developed in 2012, New Mexico’s School Grading model was authorized as the replacement for the federally mandated Adequate Yearly Progress (AYP) model. Following the inaugural release year in 2012, the state made minor revisions to the model that improved accuracy and efficacy over time. These changes were federally approved under addenda and reauthorizations to the state’s ESEA waiver (Appendix H), and the calculation methodology utilized over the last five years is detailed in the *School Grading Technical Guide* shown in Appendix I. Included at the beginning of the state’s Technical Guide is a listing of the minor changes incorporated into School Grading since inception, but the overall structure has been consistent for many years as New Mexico has led the way and created a model for other states and school systems to emulate. And our educators and students have responded and are on the rise—30,000 more New Mexico students are attending A/B schools today than were in 2011.

NEW MEXICO’S HISTORICAL CONTEXT—SCHOOL ACCOUNTABILITY

Schools Rated

Over the past five years school ratings in New Mexico have been calculated for all public schools, including locally authorized and state-authorized charter schools. Certain schools do not generate school grade ratings because their funding and governance is either shared or wholly under a non-PED authority. Examples include the School for the Deaf, School for the Blind and Visually Impaired, and the Juvenile Justice institutions, all of which receive their funding and oversight from non-PED state agencies. This exemption was formalized and approved in 2008 via negotiations between the PED and the U.S. Department of Education. Similarly, the PED has not extended accountability to Bureau of Indian Education (BIE), private or home schools to-date. Based on stakeholder engagement, the SEA is engaging in additional tribal consultation on accountability systems and how the PED and BIE can best work together. While these schools are not rated under the School Grading system, their student achievement, graduation rates, and other accountability information, where available, is aggregated and reported alongside that of New Mexico’s public schools.

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

In 2016 New Mexico rated 849 schools: 635 elementary or middle schools and 214 high schools. To view New Mexico’s school grades from 2016 and previous years visit: <http://aae.ped.state.nm.us/>.

State statute (22-2E-4(B) NMSA) provides for a minimum combination of factors to be included in school grades. Because some schools are exceptional in their student population, the state has developed Supplemental Accountability Measures (SAM) for certain schools. These schools qualify for additional metrics to be counted toward their school grade calculation, in addition to standard indicators applied to all schools, to holistically capture their impact on student success. Currently schools are eligible for SAM distinction if more than 10% of students are over the age of 19 or if more than 20% are non-gifted special education students. More details are outlined below in section 6.19.8.7 in the New Mexico Administrative Code:

W. Supplemental accountability model" or "SAM" refers to any schools that qualify for a modified accountability calculation. To be eligible as a SAM school, the school must serve a student population where 10% or more of the students are 19 years of age or older, or where 20% or more of the non-gifted students qualify for special educational services. Additionally the school, when established, must have the primary

mission to address the needs of students who are at risk of educational failure as indicated by poor grades, truancy, disruptive behavior, eligibility for special education services, or other factors associated with temporary or permanent withdrawal from school.

Moving forward, the Public Education Department will create more rigorous criteria for SAM schools. Universal expectations are important for all schools in the state. They ensure that all classrooms have high expectations for learning, and that no student or student group falls victim to low expectations. As a result, PED will create rule that allows only schools with exceptional student populations to have supplemental accountability measures in place. Criteria schools must meet to qualify for SAM status may include: exceptionally high proportion of students identified for substantial special education services, and exceptionally high proportion of students that are over-aged and under-credited.

Throughout the spring and into summer 2017, the PED will convene a group of stakeholders to explore which criteria schools must meet to become a SAM school and to determine which additional metrics would be useful to fully capture SAM school performance. The group will produce recommendations the PED will consider for a new rule that will further articulate how a school becomes a SAM school and the supplemental indicators to be utilized in school grades. This will provide clarity for all interested stakeholders, and ensure high expectations for all of New Mexico students. Less than 3% of New Mexico schools will qualify for SAM school status.

Student Learning At All Levels

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

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

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

NEW MEXICO'S COMMITMENT TO PROVIDE SCHOOL PERFORMANCE INFORMATION TO PARENTS, FAMILIES, AND TAXPAYERS/CONSUMERS

New Mexico publishes School Grades on an annual basis. Individual school report cards contain disaggregated summary measures and are posted annually online at <http://aae.ped.state.nm.us/>. These report cards are compact (generally seven pages, but expanding under ESSA to meet all federal requirements) and can be easily distributed by paper to school and district officers, parents, school boards, community members,

and legislators. School grading results are further summarized on the annual District Report Card, also provided online at <http://www.ped.state.nm.us/ped/DistrictReportCards.html>. As one of the country's leading truth-tellers about student and school performance, the state is guided by a fundamental belief that our families and taxpayers have the right to know how their children and their schools are doing.

During the 2015-16 school year, PED facilitated a series of convenings in each community gauging parental understanding of school report cards. Informational flyers were provided in English and Spanish (see Appendix K). While state education outreach efforts had heretofore been geared mostly towards schools, districts, and policymakers in general, parents and families are perhaps the key audience for School Grades. ESSA stakeholder engagement brought parent and family voice front and center, and New Mexico must continue to engage and respond to parent feedback from across the state on how to make data more transparent and usable for their children. For the 2015-16 school year, New Mexico simplified and clarified language on the school report card to explain the multiple components of the system. Prominent notice was added regarding other school options for parents should their school receive a failing grade over a multi-year period. Examples of the report card for this school year, one for the elementary/middle school model and one for the high school model, can be found in Appendix L.

Increased public transparency as it pertains to school performance was a consistent theme of parent and family feedback to PED during 2016. New Mexico will draw upon feedback from numerous stakeholder meetings with parents and families to update the look, feel, and language of School Grades to ensure greater understanding and usability in the next two academic years and beyond. These efforts will begin immediately and will build upon New Mexico's commitment to public transparency and parent advocacy. New Mexico's education system has been elevated by this approach, and its students are rising to the challenge of a higher bar—and the system continues to optimize as parents and families become more engaged, learn more about what School Grades signal for their children, and take concrete action based upon the data now in their hands.

NEW MEXICO RISING: MULTIPLE YEARS OF IMPLEMENTATION TO-DATE

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

- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the state, as described in 34 C.F.R. § 200.14(c).
- To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
- For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
- To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the state.

The framework for the New Mexico School Grading system recognizes that school performance should be assessed within three overarching categories: 1) student academic performance, or proficiency 2) student achievement growth, also referred to as growth and 3) other indicators of school quality that contribute to college and career readiness. The state’s framework for the 2016-17 and 2017-18 academic years is outlined below, and builds upon a five-year track record of meaningful school accountability:

School Grading		EL/MS	HS
2016-17 and 2017-18			
Current Standing (Student Proficiency)	ELA, Math	25	20
	VAM	15	10
School Growth	VAM	10	10
Student Growth	Q3	20	10
	Q1	20	10
Opportunity to Learn	Attendance	5	3
	Survey	5	5
College/Career Readiness	Participation		5
	Success		10
Graduation	4-Year Rate		8
	5-Year Rate		3
	6-Year Rate		2
	Growth 4-year Rate		4
		100	100
Bonus Points		5	5
Participation <95%		Letter Grade Drop	

Each indicator is described briefly below, and detailed calculation business rules are available in the appended *New Mexico School Grading Technical Guide* (Appendix I).

4.1.A.i Measures for the Academic Achievement Indicator

SCHOOL GRADING METHODOLOGY: 2016-17 & 2017-18

Current Standing

The first indicator in New Mexico’s School Grades is known as Current Standing and is computed identically for both EL and HS models. The measure consists of the rate of students who are on grade level in ELA and mathematics. This is the familiar concept of the percentage of students who achieve at academic proficiency or higher on statewide assessments. Overall proficiency is assessed and scored and proficiencies are reported for the following subgroups:

- All Students
- Caucasian
- Hispanic
- Asian
- African American
- American Indian

- Gender
- English learner
- Re-designated Fluent English Proficient
- Students with Disabilities
- Economically Disadvantaged
- Recently Arrived
- Migrant

Proficiencies have been evaluated against New Mexico’s long-term academic goals, since 2012. These goals were set based on data from the developmental year of school grading and were based on the 90th percentile of performance in that year. Expectations were uniform for all subgroups, and no adjustments were made based on student or school attributes. Subgroup performance in meeting these goals are reported both locally and federally.

To determine the anchors for letter grades, each school’s percentile rank was derived from its position in a distribution of all schools. This position was then used to assign point boundaries for letter grades. The distribution and its associated cut points from the base year of 2012 were “frozen” for use in the evaluation of future years. In 2015, models were adjusted to accommodate New Mexico’s shift to the PARCC assessment, but the standard-setting/cut points remain consistent with those established 2012. Details on the derivation of anchor values and cut points are provided in New Mexico’s ESEA Flexibility Request (2015) in Appendix H. Overall, New Mexico has achieved a high level of stability and continuity in its accountability system.

4.1.A.ii Measures for the Academic Progress Indicator

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

School and student growth utilize value-added modeling (VAM) and were established at the beginning of the School Grading system. The purpose of the student growth indicators is to account for variation in certain environmental characteristics that might obscure the school’s or student’s true growth status. The procedure that is used to compute these scores is called multilevel (mixed effects) regression (Wilms and Raudenbush (1989) and Choi, Goldschmidt, and Martinez (2004)). Evidence that VAM successfully adjusts for student characteristics in measuring student growth is shown in the following table.

Correlations between VAM Adjustment and Subgroup Membership

	School Growth	Q1 Growth
African American	-0.02	0.03
Hispanic	-0.00	0.04
Asian	0.15	0.14
American Indian	-0.05	-0.06
Economically Disadvantaged	-0.10	-0.06
Students w Disabilities	-0.07	-0.04
English Learner	-0.07	-0.03
<i>Data from 2012</i>		

Growth is applied both at the school level (School Growth) and at the individual student level (Student Growth). Student Growth is further separated into two subgroups, the lowest quartile (25%) of students known as Q1, and the remaining three quartiles (75%) of students known as Q3. The role of student growth, not proficiency, is central in New Mexico's current system. It is heightened by its inclusion in three different units of measurement, and the student growth data is provided for all legacy subgroups in a manner that facilitates review.

Theoretical Justification

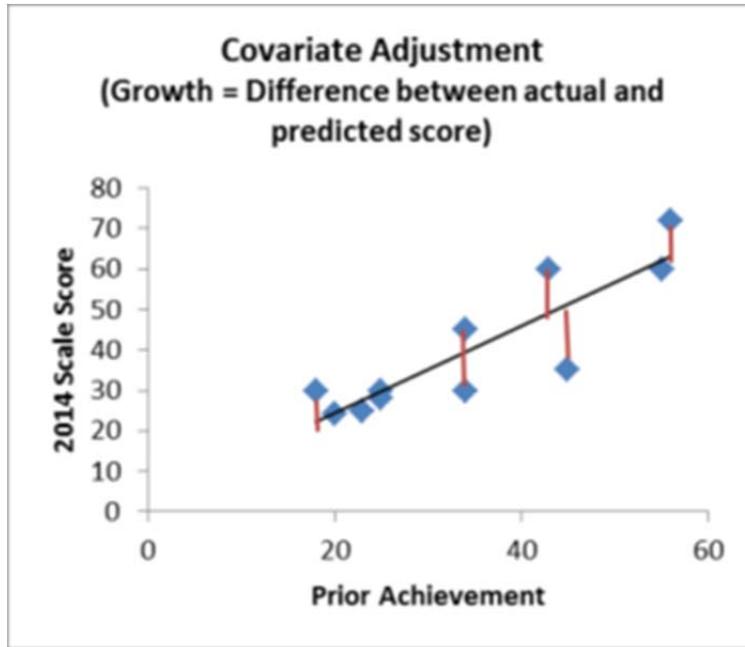
The research base for the incorporation of student growth using New Mexico's methodological approach is strong. Student growth is based on an individual student growth model (Raudenbush and Bryk, 2002, Willet and Singer, 2003, Goldschmidt, et. al., 2005). The threat of potential confounding factors in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

Research indicates that student growth models are well suited to monitor school performance over time and provide a robust picture of 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 models are more flexible than traditional repeated measures designs because data need not be balanced nor complete (Singer and Willett, 2003; Raudenbush and Bryk, 2002). This latter point is important as the student growth model is sensitive to student mobility and can include students in a school's estimate of growth whether or not the student has a complete set of data. New Mexico historically used three years to estimate growth for a student, which logically falls within the tested spans of elementary and middle school.

Growth Measure 1: School Growth

A school's growth can be conceptualized like individual student growth, but where schools are the unit of analysis rather than a student. The final value indicates how much a school's finding is above or below their predicted value, after adjusting for the school's size, student mobility, whether the school is an elementary or middle school, and the students' previous scores. Positive values indicate that the growth was greater than predicted, and negative values indicate less than predicted.

A benefit of such a growth portrayal is that it is simple to determine if schools or students are demonstrating more or less than a year's worth of growth merely by whether the growth score is positive (above the line) or negative (below the line). Another advantage of this scale is that the standard error of measurement is both small and stable across the grade levels. This covariate-adjusted growth was transitioned successfully from a longitudinal model in 2015, the first year of New Mexico's participation in the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium of states. Moreover, the New Mexico's student growth techniques align directly with calculations employed in New Mexico's teacher effectiveness ratings (NMTEACH), promoting simplification and alignment across these associated programs. The state will continue to use multiple years of data to set the expectation for where school should be.



Growth Measures 2 and 3: Student Growth (Q1 and Q3)

Growth for each student is measured in relation to how a particular student scored in the current year compared to his or her academic peers. The state's school grading paradigm relies on a year's worth of growth, which is operationalized as a growth value of zero. Academic peers are students who scored about the same in the two prior years in ELA and mathematics. A student who scored the same as the average of his or her academic peer group has made one year's worth of growth. The model is illustrated in the graph below where 12 students are depicted with their academic peers on a growth continuum. The slope of the line indicates the students' expected growth, and the deviation from that line, both positive and negative, is accumulated for the measures of growth.

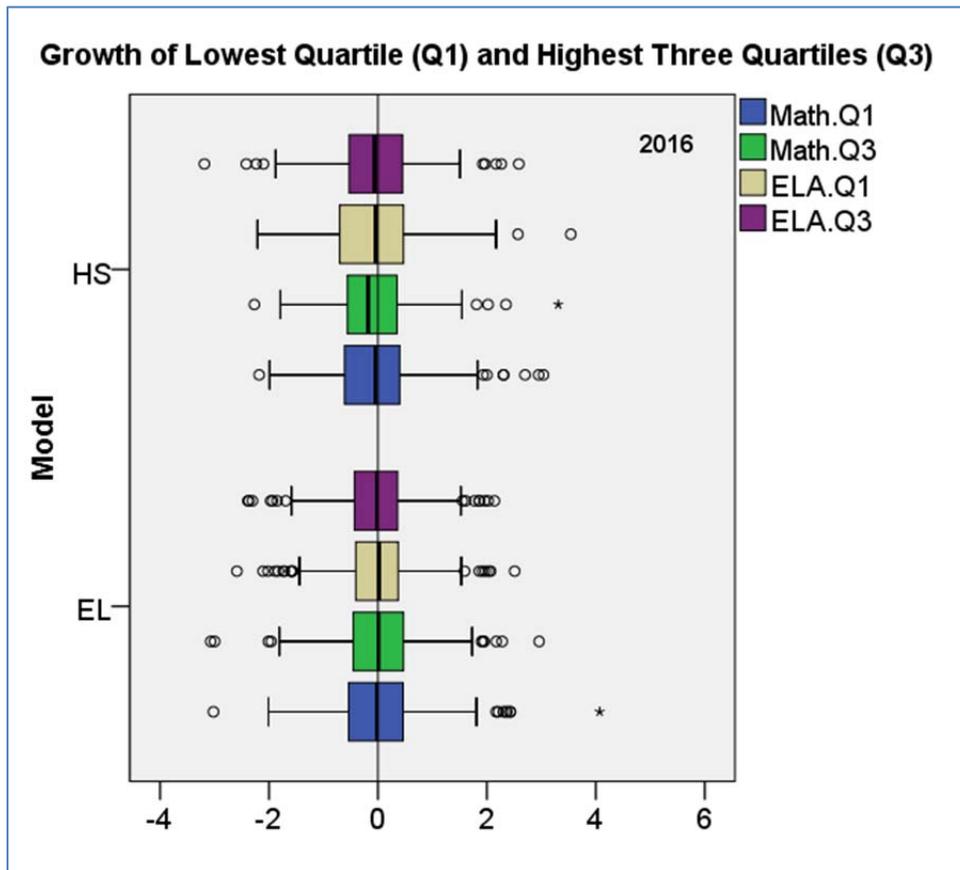
All students belong to either of the two subgroups Q1 or Q3, and no duplication of membership exists nor is any student excluded. By definition, every school has a bottom quartile and by explicitly placing additional weight on these students' growth, the system provides incentive for continuous improvement in all schools, not just those with legacy subgroups meeting a certain size limitation.

Students who are not members of the Q1 subgroup become, by default, members of a remaining subgroup Q3 (upper three quartiles). This will remain true in both 2016-17 and 2017-18. Because this group contains three times more students, and because both subgroups contribute the same number of points in the weighting scheme, each Q1 student influences the overall score three times more than the Q3 student. This equity-based approach to school accountability allows for more targeted interventions at the state and local levels.

Ability to Differentiate

The facility of the state's growth measures to distinguish between students and schools is shown in the figure below where it can be seen that growth scores are sufficiently diverse within ELA and math. These scores, when combined, led to the distribution of letter grades for these two measures (as shown in the table below) where it can be seen that New Mexico schools still have ample room for growth, particularly in the Q1 subgroup.

	Q1	Q3
A	14	158
B	43	359
C	88	186
D	159	111
F	545	35



4.1.A.iii Measures for the Graduation Rate Indicator

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

Furthermore, this graduation rate method monitors schools for student dropouts. The cohort takes form with all first-time 9th graders in the first of the four years of the cohort span. They are joined by new incoming 10th graders in the second year, 11th graders in the third year, and 12th graders in the fourth year. Every high school student is assigned to a graduation cohort the moment they enter a public high school for the first time, and their expected fourth year of graduation does not change. This ensures that no child is unaccounted for by our schools and educators, or within the state’s ambitious goals for student success.

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

All Students		Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Graduation Are students graduating in four years? What percent of students are graduating in 4, 5, or 6 years? And is the school improving its graduation rate over time?											
									C	12.32	17
Cohort of 2015 - 4-Year Rate Cohort Graduation (%) 81.36 Non-Cohort Graduation (%) - SAM Adjustment (Weighted %) 6.51 Points Earned 6.51											
Cohort of 2014 - 5-Year Rate Graduation (%) 84.55 Points Earned 2.54											
Cohort of 2013 - 6-Year Rate Graduation (%) 87.28 Points Earned 1.75											
Growth in 4-Year Rates Growth takes into account three years of graduation rates.											
				Growth Index	-31						
				Points Earned	1.52						

The multiple components within the graduation indicator liberate the element from a need for a minimum group size, since three successive cohorts of students (4-year, 5-year, and 6-year) accumulate sufficient numbers to establish reliability for very small schools. Moreover, cohort membership is made up of every student ever enrolled for any length of time during a four-year period, including dropouts, and therefore is higher than any single-year census of seniors. The composite score therefore absolves the need for a minimum group size for accountability and provides a stable and complete picture of school success.

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

School grading awards credit to high schools when students participate in a college and career readiness (CCR) activities. Credentials are derived from assessments related to college placement and competency, and coursework or assessments leading to career readiness certification. CCR utilizes the same cohort that leads to the 4-year graduation indicator, which includes every student ever enrolled during the four years of the

cohort span. Moreover, the weighting system embodied in *Shared Accountability* incentivizes schools to maximize opportunities (*Participation*) in all grades 9 through 12, not just later grades.

Schools further receive credit for students' achieving a benchmark known to demonstrate readiness (*Success*) on that indicator. These benchmark scores were drawn from evidence-based reports that verified post-secondary success, and in the case of placement exams, the score that allows placement in local colleges and universities without need for remedial coursework. Students can be successful on any one of many college and career readiness tests.

NEW MEXICO RISING: LISTENING TO STAKEHOLDERS CREATING STABILITY & CONTINUITY: SCHOOL YEARS 2016-17 & 2017-18

School Grades were developed based upon leading-edge research and school-based evidence in response to No Child Left Behind. In practice, they have proven to be a very useful tool for New Mexico's schools, families, and taxpayers. Thus, New Mexico is in a unique position to create multi-year continuity for educators, students, families, and policymakers in the realm of school accountability. While small technical refinements may be necessary as additional data is reviewed, the overall preservation of school grading in its current form will ensure comparability with previous school years, allow for a continuous improvement model for practitioners, and build upon the benefits of five years of implementation and public transparency.

By creating stability and continuity in the current and following academic year (2016-17 and 2017-18), New Mexico will be able to be even more responsive to stakeholder input— maintaining current systems while spending additional time building public understanding and access to School Grading tools that have been established over the past five years. Trainings will be provided to teachers, community forums will be provided for parents, and additional resources will be made available online.

Over the next two academic years, New Mexico is committed to the following actions developed after multiple focus groups and community meetings with parents and family members from across New Mexico. The action steps that will be taken to increase public access and understanding are:

- Continuing to enhance the School Report Card using family/public friendly language
- Adding clearer graphical representation that conveys a succinct picture of each school's performance
- Developing an interactive dashboard for easy exploration and explanation of school accountability
- Partnering with Bureau of Indian Education schools to explore their inclusion in the state's accountability system (with an MOU to be developed in 2017-18 for future years)
- Reviewing the process for identifying schools that are better evaluated under an alternate accountability (see SAMs above) and ensuring that the measures used are appropriate/ambitious
- Expanding PED's opportunities for classroom teachers and parents to provide actionable input and to provide workshop opportunities on current system understanding through the newly formed positions of Teacher Liaison and Parent Liaison in the Office of Strategic Outreach
- Developing user-friendly informational materials while refining technical documents for multiple audiences
- Ensuring that the report cards and other materials are provided in Spanish for use across the state
- Communicating options for parents more fully by prominently providing four years of the performance of their child's school and mapping nearby schools that they may wish to consider
- Commissioning an Opportunity to Learn survey review team (with stakeholders from inside and outside PED) that will review the current surveys and explore other available instruments

**BUILDING FROM A STRONG FOUNDATION:
SCHOOL AND DISTRICT ACCOUNTABILITY UNDER ESSA—2018-19 AND BEYOND**

New federal requirements under ESSA offer the opportunity to strengthen New Mexico’s school grading system and to focus on holding schools, districts, and the state accountable to even higher standards for the performance of all students. By and large, New Mexico’s state system as it was conceived in 2012 meets the requirements mandated under ESSA. Below is further explanation of the components that make up the system at present along with additional measures included such as that for English Language Proficiency. Adjustments to the weighting of components were necessary in response to stakeholder input. The chart below presents the proposed system for 2018-19 alongside the 2016-2017 and 2017-201 system for easy comparison of the proposed changes:

School Grading		EL/MS		HS	
		2016-17 2017-18	2018-19+	2016-17 2017-18	2018-19+
<i>Student Proficiency</i>	ELA, Math	25	33	20	25
	VAM	15		10	
<i>Student STEM Readiness</i>	Science		5		5
<i>School Growth</i>	VAM	10		10	
<i>Student Growth</i>	Q4 (25%)	20	5	10	5
	Q2-3 (50%)		12		10
	Q1 (25%)	20	25	10	15
<i>Opportunity to Learn</i>	Absenteeism	5	10	5	10
	Survey	5		5	
<i>College/Career Readiness</i>	Participation			5	12
	Success			10	
<i>Graduation</i>	4-Year Rate			8	6
	5-Year Rate			3	2
	6-Year Rate			2	1
	Growth 4-year Rate			4	4
<i>English Learner Progress</i>	Growth to Proficiency		10		5
		100		100	
<i>Bonus Points</i>		5		5	
<i>Participation <95%</i>		Letter Grade Drop			

As indicated, refinements to the system will occur beginning in the 2018-19 school year, with ample opportunity provided to schools/districts to review their data in advance and be responsive to new federal requirements. Student proficiency weighting for 2018-19 and beyond is in response to the demands of the global economy and the need to align with “Route to 66”.

The 2018-19 timeline and the contours of the items below were developed in direct response to stakeholder input throughout 2016. Beginning in 2018-19 (for public release in Summer 2019), the following revisions would take effect:

- A Student growth target based indicator will be included for the acquisition of English Language Proficiency, with a weight of up to 10% of impacted schools' ratings. Baseline data will be solidified, collected, and shared with the field over the next eighteen months.
- A new indicator for Science will be included—drawing primarily upon student performance on statewide science assessments, but also considering overall student engagement in STEM fields. The state will continue to engage educators, as well as business and industry, in the development of this new indicator.
- A measure examining and reporting the academic growth of students in the highest quartile of performance—thus encouraging our highest-performing students to aim even higher.
- A refined definition of College and Career Readiness, drawing upon new data collection apparatuses and new policy constructs. To ensure high standards for all students, lagging indicators such as college enrollment and remediation rates will be considered for inclusion, as well as continued use of leading indicators such as advanced placement success and industry credential attainment.
- A moral and economic imperative to elevate the weight of student academic proficiency as our students continue to rise, with the increase in value taking effect in 2018-19. New Mexico has set a goal of 50% of the state's students achieving at college-and-career ready levels (without lowering the bar for what our kids can achieve) by 2020.
- A new instrument/measure as part of the Opportunity To Learn indicator, with stakeholders from inside and outside the PED coming together to select student and family survey instruments that account for school safety, climate, culture, and responsiveness to community needs, including a version for PreK-3.
- An elimination of bonus points given the opportunities provided in the new indicators above.

Additionally, New Mexico will be reporting on other key student and educator data that would not figure into school grades calculations but must be included as a matter of public reporting and transparency. Educator effectiveness data will be part of public reporting, as outlined in the state's Excellent Educators for All plan.

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

4.1.A.i Academic Achievement

As in previous years the grade levels and subject areas assessed remain stable for 2018-2019 and beyond with the exception of the inclusion of student performance on the statewide science assessments. These Standards-Based Assessments are administered to students once in the elementary, middle, and high school levels—grades 4, 7, and 11—in English and Spanish. The PED will add science to the collection of achievement measures in order to maximize the variety of areas that inform school progress. Science education is the primary sub-component of the new *STEM Readiness* indicator to help students succeed in 21st century careers, notably those roles that are in high-demand in New Mexico.

Nationally, science competencies appear to be suffering, with the *Center for Accountability in Science* survey showing that most Americans couldn't pass a high school health class (<https://www.accountablesience.com/>). As the home for several major federal laboratories and high-tech industries, New Mexico posits that the integration of science into School Grades will help schools build

capacity for our workforce while ensuring that all students are receiving a well-rounded foundation for adult life. Stakeholders throughout New Mexico echoed this sentiment during stakeholder engagement.

4.1.A.ii Academic Progress

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

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

4.1.A.iii Graduation Rate

The calculation methodology of the 4-year, 5-year, and 6-year graduation rates and of the growth in the 4-year rate will continue the methodology established for past years. This approach to rating multiple cohorts and including graduation growth has been approved by USED in the past, and is consistent with New Mexico's approach of including multiple measures of student success within a single indicator.

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

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

Beginning in 2018-2019, accountability toward English language proficiency (ELP) will occur through a single measure of growth for students who are English Learners (EL). The ELP growth targets are a measure of the extent to which students are gaining ELP over a reasonable period of time. The longer students are identified as EL students, the less likely they are to graduate on time and to acquire coursework required for post-secondary advancement. Research indicates that ELs generally require from four to seven years in developing the academic language proficiency in English necessary to be successful academically (Cook, Boals & Lundberg, 2011; Goldenberg, 2008; Greenberg, Motamedi, Singh & Thompson, 2008; Hakuta, Butler & Witt, 2000; Saunders,

Goldenberg & Marcelletti, 2013). Based on analysis of the state's ELP data (based on WIDA ACCESS for ELLs©) conducted, the mean number of years a student is classified as an EL is four to five years. Title III, Section 3121(a)(6) of ESSA requires that LEAs to report the number and percentage of ELs who have not attained ELP within 5 years of initial classification as an EL and first enrollment in the LEA. Thus, New Mexico proposes a statewide vision for all students achieving ELP within five years.

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

Each year the student's ELP progress will be measured against their customized growth target for that year. These ELP growth targets were derived from the ELP results (based on WIDA ACCESS for ELLs©) from 2010 to 2016, and do not account for the recent standards-setting adjustment that will apply to the 2017 WIDA ACCESS for ELLs 2.0 administration. For that reason the student ELP growth targets will be re-evaluated and re-published prior to implementation to ensure that the student growth figures remain ambitious yet feasible and grounded research and data. Establishing yearly ELP growth targets allows schools to have a ready tool for identifying students who are on track to meet their timeline for RFEP status and those who may need additional language supports or targeted intervention to meet those goals. Moreover, the concept of meeting yearly growth targets simplifies and integrates the accountability spectrum for these students. Any student who is meeting his or her annual goal is on target to being reclassified fluent English proficient (RFEP) in a judicious amount of time, exited from EL status appropriately, and able to advance academically with their peers, and many cases outperform them. The use of annual ELP growth targets also ensures that schools are not motivated to prematurely exit students, which could lead to negative future academic consequences if those students are not provided appropriate supports through reclassification to RFEP status and for a minimum of two years afterward. Further, Title III, Section 3121(a)(5) requires local education agencies to report to state the number and percentage of RFEP students meeting the state's challenging academic standards for each of the four years after such children are no longer receiving services supplemented with Title III funding.

In order to hold schools accountable, all EL students' ELP assessment scores are compared to their personalized annual ELP growth target. When the student's score falls short the value is negative, and when it exceeds expectations it is positive. These residual values are accumulated for all students within the school for an overall student ELP achievement summary, where a positive figure indicates students are progressing at a rate higher than expected and by how much. The summary values for schools will be used to establish cut points for letter grades for this indicator for school grading.

The table below indicates preliminary ELP growth targets for EL students based on currently available data. Note that these targets may be realigned in 2018 once sufficient history is available that reflects the new ACCESS scoring paradigm. As new data are obtained in the future, realignment could take place yearly.

Individual Student English Language Proficiency (ELP) Growth Targets

Grade(s)	ELP Level at Entry	ELP Level Growth				
		1 Year Later	2 Years Later	3 Years Later	4 Years Later	5 Years Later
K-3	1.00	2.6	3.4	4.0	4.6	5.0
	2.00	3.3	3.8	4.5	4.8	5.0
	3.00	3.8	4.3	4.7	4.9	5.0
	4.00	4.4	4.6	4.8	4.9	5.0
4-6	1.00	2.6	3.3	3.8	4.5	5.0
	2.00	2.9	3.4	3.9	4.5	5.0
	3.00	3.6	3.9	4.3	4.7	5.0
	4.00	4.2	4.4	4.5	4.7	5.0
7	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.7	4.1	4.5	5.0
	3.00	3.7	4.1	4.4	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
8	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.7	4.1	4.5	5.0
	3.00	3.7	4.1	4.3	4.5	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
9	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.5	3.7	4.3	5.0
	3.00	3.7	4.0	4.2	4.6	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
10	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.3	3.7	4.3	5.0
	3.00	3.7	4.0	4.3	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
11	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	2.9	3.3	3.7	4.3	5.0
	3.00	3.6	4.0	4.3	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0

Data in red indicate years where the student is typically exited from high school

Consideration of Including Former EL Students

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

parts of School Grades—to include their academic achievement within the ELP indicator would be redundant.

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

Opportunity-to-Learn Survey (OTL)

While New Mexico’s OTL survey, detailed earlier, is a reliable measure of teacher effectiveness, the state plans to explore other instruments that might have broader application to learning climate, academic achievement, engagement, and self-efficacy. Through PED’s process of stakeholder engagement throughout communities across New Mexico, extensive feedback was collected regarding what stakeholders would like to see represented as a part of the “other school quality” or student success indicators of School Grades.

Along with the input gathered from stakeholders, the PED will consider content and predictive validity, relevance for all grades 3 through 11, and evidence that the survey is related to student achievement gains. Moreover the method of administration will need to ensure private and candid response, complete coverage of all students, and the ability to disaggregate the results by all student characteristics. The state remains fully committed to engaging students about their educational experiences in a manner that fosters meaningful feedback to schools and teachers. Capturing student and family engagement, educator collaboration and engagement, school climate, and other critical components for quality schools will allow for more meaningful differentiation between schools beginning in 2018-19 and beyond.

Chronic Absenteeism

Through school year 2017-2018, the state will report habitual truancy for students who have accumulated the equivalent of 10 or more full-day unexcused absences within a school year. This truancy rate has been reliably reported by school and LEA and is being used for supplementary information in school grading.

Beginning in 2018-2019 the state proposes to expand this measure to account for all absences both unexcused and excused (chronic absenteeism). Absenteeism represents lost instructional time whether excused or not and has a strong relationship with achievement and graduation. As early as pre-kindergarten, students who are chronically absent are less likely to read proficiently by the end of third grade and more likely to be retained in later grades (Connolly, Faith and Olson). For this reason, PED will begin to track PreK attendance in SY2017-18. Absenteeism further serves as an early warning system that is relevant to all grades and is considered an important metric in accountability. This measure would replace the state’s use of student attendance, and PED will have multiple years to work with stakeholders to establish the full methodological and operational implications.

It is important to note that chronic absenteeism would include only those situations over which schools have some control and influence, including suspensions, disciplinary actions, and truancy. Students who are absent for reasons such as medical, death in the family, or religious observance may be considered exempt from the rate. The state will work with stakeholders to detail this measure so that adequate protections and audits are in place before implementation.

College and Career Readiness

College and career readiness propels students from a solid foundation of early and secondary learning into rigorous career and technical education programs and college completion goals. Inclusion of college-and-career readiness measures will continue to be an important component of School Grading. For the 2018-2019 system, the PED will refine the definition of this component to ensure the highest standards for all students. Indicators such as college remediation and college persistence will be considered, as will newly-developing indicators in CTE fields.

Approach to Subgroups

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

The evaluation will take place by way of a post hoc evaluation of achievement gaps, and schools that demonstrate systematic failure to serve certain student groups will be flagged. Schools showing inordinately high gaps in the same subgroup for three years or more will enter the school improvement continuum, and the school's published report will indicate that they have been consistently underserving certain populations of students.

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

New Mexico considers and disaggregates these subgroups throughout all school grading indicators:

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

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

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

For the state's accountability system in 2018-19 and beyond, the state has chosen to continue the practice of identifying students only with an Individual Education Program (IEP) in the Students with Disability subgroup and to not include students who may have exited that status. This practice is in keeping with prior accountability models and preserves historical continuity and comparability with previous years.

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

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

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

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

The state proposes to continue its policies for recently arrived English learners for 2018-2019 and subsequent years. New Mexico employs the practice of exempting students who qualify as recently-arrived English learners from participating in the ELA assessment, provided that students take the language proficiency assessment. These students take the math assessment within their first year and following completion of their first year, take both the ELA and math assessments annually. New Mexico has a waiver application system in place for students requiring language accommodations if needed for subsequent years. These practices are in keeping with prior accountability models and preserve historical continuity and comparability with previous years.

Minimum Number of Students.

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

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

- A minimum group size of 20 for reporting
- No minimum for the calculation of growth or proficiency
- A minimum of 10 for the post hoc evaluation of protected subgroups
- A participation minimum of 30

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

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

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

Following this reason, no minimum group size is applied for accountability calculations that determine a school's grade. The proficiencies of all students contribute to the school's final points for Current Standing as well as for the Student Growth measures, and steps are taken to ensure that results from small group sizes are not exposed in reporting. It may be further argued that the inclusion of three years' data, together with multiple measures and inclusion of more tested grades kindergarten through 11, all provide more data and

better modeling of progress over time which enhances statistical robustness and stability. In addition, the use of the quartile subgroups ensures adequate subgroup sizes for calculations. This full inclusion guarantees accountability for our smallest schools and has been successfully in place since the inauguration of school grading in 2012.

Table: NM Schools with Special Populations*		
	Math	ELA
All Students	822	849
Female	822	849
Male	822	849
Caucasian	782	816
African American	555	611
Hispanic	805	833
Asian	488	540
American Indian	618	666
Economically Disadvantaged	815	842
Students with Disabilities	814	841
English Learners	735	764
<i>*Out of 849 schools rated in 2016</i>		

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

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

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

The state has rarely required the use of uniform averaging in the use of school grading. On occasion a three-year "cumulative cohort" is formed for schools that have fewer than four graduation cohort members over a four-year period. Otherwise, there is little need to enhance student counts, as was explained in 4.1.C.ii. It is expected that this rare instance of averaging will continue for School Grading 2018-19 and beyond on an as needed basis.

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

The size required for reporting continues to be 10 or more students in a group, and publications of sensitive data follow uniform guidelines for avoiding disclosure of individual students. School officers who require uncensored data for necessary school operations and curriculum decisions are provided reports that do not

suppress or mask information. These reports are available through secure online resources and also through direct connection to assessment vendors. Otherwise, public versions of data utilize standard procedures of suppression, controlled rounding, and masking. These rules are applied to all aggregated data and reported subgroups, whether or not the group represents a protected class.

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

All students are included in accountability.

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

Not applicable.

Annual Meaningful Differentiation.

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

- The Elementary and Secondary Education Act (ESEA) has had several tangible effects on education and the monitoring of schools. While ESEA monitoring requirements under NCLB set clear and concrete goals and firmly established that all students need to be considered, there is now opportunity to build upon these strengths and develop a school accountability system effective beginning with the 2018-19 school year that further enhances policymakers' ability to fairly and accurately monitor schools. The literature (Linn, 1998; Baker, Linn, Herman, 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 recognition, several pieces must be in place in order to create a coherent, comprehensive, unbiased, and fair system. Differentiating among schools for the purposes of providing support where needed and recognition where warranted should, to the extent possible, avoid confounding factors beyond school control with factors for which schools ought to be held accountable (Goldschmidt, 2006).
- Four elements (coherence, comprehensiveness, freedom from bias, and fairness) are the basis for the New Mexico school accountability system that enhances our ability to differentiate school performance in a more nuanced way than under the current ESEA system. A coherent system is one that seamlessly links together the elements of the system and incorporates stakeholders' beliefs regarding how schools ought to be held accountable. Hence, a coherent system collects elements that individually and jointly lead to the correct inferences about schools and the correct motivations for improvement. This is realized by considering validity evidence that supports inferences based on school 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 (e.g., school performance).
- The School Grading System is also consistent in methodology with the state's teacher evaluation system that is based partly on student achievement. 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, e.g., 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.

- A coherent set of elements that forms the basis for making inferences about school performance should be comprehensive, which is consistent with basing school inferences on multiple measures (Baker, et. al. 2002). Monitoring schools based on unconditional mean school performance or on the percentage of students who are proficient does not hold schools accountable for processes under school control and tends to place large diverse schools at a disadvantage (Novak and Fuller, 2003). Static average student performance measures tend to confound input characteristics (e.g., student enrollment characteristics) of schools with actual school performance (Goldschmidt, Roschewski, Choi, Autry, Hebbler, Blank, & Williams, 2005; Choi, Goldschmidt, and Yamashiro, 2005; Meyer, 1997; Goldstein & Spiegelhalter, 1996).
- A system that merely counts the percentage of proficient students is limited because it reduces the amount of information available and ignores performance changes above and below the proficiency line that can be quite large (Thum, 2003; Goldschmidt 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 (>75%) of students who are EL. While there may be debate as to the length of time it takes an EL student to acquire academic language skills—and the expectation should be that each student does so and graduates college and career ready—the system should provide incentives for a school to educate those students by recognizing the achievement gains along the performance continuum.

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

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

The state's adoption of a rating system using A-F letter grades was designed to make clear to policymakers and the public what can otherwise be difficult to understand. At a minimum the system recognizes the diversity of school achievement through a series of five-step scales (A-F) which vastly improves on the old AYP system where schools basically either passed or failed. The report card shows information for each measure by way of points that are then summed within each indicator and awarded a letter grade. The PED is committed to enhancing school report cards so that consumers have a simple and easy to understand report.

The original procedure used for setting cut points for the letter grades will be followed for the new indicator of EL. However, this standard setting will be delayed to 2017 because of changes in WIDA's Access for ELLs®. The consortium convened last summer after the first administration of the ACCESS for ELLs 2.0 (online) to reset the scaled score ranges for English language proficiency levels. This was designed to better calibrate the assessment to Common Core State Standards embodied in the PARCC assessment.

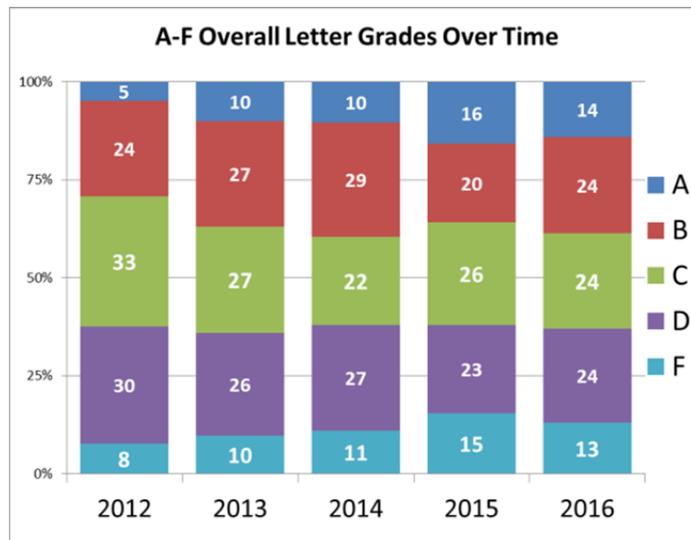
xii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

In 2018-19 and beyond, for schools that do not have English learners or for which the subgroup size is too small for evaluation, an abbreviated model is substituted that removes the points allotted to this category. For example, in the EL model the available overall points would be reduced to 80 rather than 100 possible points.

Experience has shown that publishing different rating scales and cut points for certain schools may be confusing to users who are accustomed to the 100-point scale. For that reason the individual indicators continue to be reported on their native scales so that they can be compared across schools; however, the total points for this abbreviated model are adjusted upward to the 100-point scale for the final letter grade. This process does not disturb the original weights of each indicator, indicators can be directly compared across schools, and the final grade can continue to be evaluated on a standardized 100-point scale.

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

A school's final summative score is expressed as a single letter grade with the related overall points. While the letter grade maximizes comprehension and transparency to all audiences, the total points provide precision needed for ranking schools within a category. The distribution of letter grades over the last five years demonstrates usefulness of the scale in differentiating schools and in determining schools who are the most deserving of reward and recognition, as well as those in most need of intervention and support.



Participation Rates

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

Participation is gauged as the percentage of students who completed a valid scorable test when compared to enrollment figures averaged from several time points near the test window. Participation rates for high school mathematics require a denominator that is comprised of the enrollment counts in a PARCC-aligned relevant course. A student that is eligible for more than one assessment, such as an 8th grader taking Algebra I (i.e., who can take either the Math 8 or Algebra I assessment) must be assessed in the content that is considered more rigorous or of typically a higher grade level, and the student will not be expected to participate in more than one assessment. These students will be counted in the denominator of the participation rate that is applicable to the assessed content. The combined weighted percentages across courses, within content (math or ELA), will be used to derive the final rates within school and within LEA. In order to meet the required participation, both ELA and math must each have rates that, when rounded, account for 95% or more of the eligible students. Failure to meet one of the two, i.e., either ELA or math, results in the school not having met participation targets.

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

In prior years, failure to meet the minimum 95% objective in either ELA or math resulted in a school's overall letter grade being reduced by one letter. This approach will continue.

Data Procedures.

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

For school accountability all students in all grades K through 11 are considered. Each student is weighted identically toward the final product, whether that is *Student Proficiency, Student STEM Readiness, School Growth, Student Growth, Opportunity to Learn, EL Progress, Graduation, or College and Career Readiness*. For some growth measures a student's prior two scores (years) enter into student growth calculations, and where prior scores are missing, the school or LEA mean is substituted to ensure that the student is not dropped from any analysis.

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

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

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

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

Including All Public Schools in a State's Accountability System

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

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

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

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

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

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

Not applicable.

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

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

As noted above, the charter school community and PED have agreed that the criteria to become a SAM school and the school grade modifications for such schools are incomplete. PED will convene a group of stakeholders that will produce recommendations for a new state regulation. This will provide more clarity for all interested stakeholders and provide a sustainable path forward.

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

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

4.2 Identification of Schools

Comprehensive Support and Improvement Schools (CSI)

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

with chronically low-performing subgroups.

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

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

A school is identified as being in need of Comprehensive Support and Improvement by:

- Being in the lowest-performing 5% of Title I schools in New Mexico as identified by overall points earned on the School Grade Report Card; or
- Having a 4-year graduation rate (high schools only) less than 67% for two of the past three years; or
- Having been a Title I school that was previously identified for targeted (TSI) support due to low performing student subgroups, that has not demonstrated sufficient improvement after three years in that status.

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

Comprehensive Support and Improvement status has a three-year duration. A state-identified school can successfully exit from Comprehensive Support and Improvement status by improving the metric that was responsible for identifying the school for comprehensive support:

- Improving the School Grade total score so that student performance is no longer in the bottom 5% of Title I schools in the state after three years or by earning more than 50 total points (“C” grade or better) on their most recent School Grade; or
- Increasing the school’s four-year graduation rate to be at or above 67%; or
- Improving chronically low-performing subgroup performance across the accountability indicators so that the subgroup is no longer performing similarly to schools in the bottom 5% of Title I schools in the state after three years.

Timeline

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

February – October 2017

- PED Planning
- Field training (following release of school grades)

October-December 2017

- CSI schools identified
- Districts notified

January – April 2018

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

April – May 2018

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

May – June 2018

- Districts plan and prepare for implementation

July 2018 – July 2021

- Implementation

August 2021

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

Targeted Support and Improvement Schools (TSI)

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

Schools are identified as being in need of Targeted Support and Improvement with consistently underperforming subgroups by:

- Demonstrating a dramatic gap (40%) in academic proficiency in reading and math between its students with disabilities as compared to students without disabilities for three consecutive years.
- Demonstrating a significant gap (30%) in academic proficiency in reading and math between its English Learner subgroup compared to non-English Learner subgroup for three consecutive years.
- Demonstrating a significant gap (30%) in academic proficiency in reading and math between its economically disadvantaged subgroup compared to non-economically disadvantaged subgroup for three consecutive years.
- Demonstrating a notable gap (20%) in academic proficiency in reading and math between its Native American subgroup compared to its non-Native American subgroup for three consecutive years.
- Demonstrating a notable gap (20%) in academic proficiency in reading and math between its Black subgroup compared to its non-Black subgroup for three consecutive years.
- Demonstrating a notable gap (20%) in academic proficiency in reading and math between its Hispanic subgroup compared to its non-Hispanic subgroup for three consecutive years.

This identification occurs annually beginning school year 2018-2019. CSI schools will not be eligible for TSI identification. The minimum subgroup N size for TSI identification is 20 students. Schools with a consistently underperforming subgroup that does not improve after an LEA-determined time period will implement additional interventions and remain in TSI status.

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

Schools are identified as being in need of Targeted Support and Improvement with a low-performing subgroup by:

- Demonstrating that the vast majority of any of the following subgroups are performing well-below academic proficiency and not demonstrating sufficient growth as compared to CSI schools (the bottom 5% of Title I schools) for three consecutive years: students with disabilities, English learners, economically disadvantaged and all underserved racial and ethnic subgroups.

This identification occurs annually beginning school year 2018-2019. CSI schools will not be eligible for TSI identification. The minimum subgroup N size for TSI identification is 20 students. Title I schools meeting these criteria that do not improve will be transitioned to CSI status after three years.

Timeline

Identification and implementation of the first set of TSI schools (to be repeated every year):

February – October 2017

- PED Planning

October-December 2017

- TSI schools identified
- Districts notified

January-April 2018

- Schools, in partnership with stakeholders, develops TSI plan
- Schools submit TSI plan to district

May – June 2018

- Districts plan and prepare for implementation

July 2018 – May 2021

- Targeted Support and Improvement schools begin LEA supported evidence-based interventions and implementation of TSI plans

July 2018 – July 2021

- Implementation

August 2021

- TSI schools not meeting exit criteria after three years will either implement additional interventions as a TSI school or be transitioned to CSI status (if Title I)

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

Schools with one or more low-performing subgroup can exit TSI status by successfully implementing its targeted support and improvement plan such that all identified low-performing subgroups show sufficient growth or no longer meet the criteria for identification for two consecutive years.

4.3 State Support and Improvement for Low-performing Schools.

School Improvement Resources.

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

New Mexico will withhold 7% of state Title I funding to distribute to LEAs through a competitive grant application for school improvement. The PED will determine the formula based on the amount available under ESSA Section 1003, ESSA Section 1111(d), and updated rules and non-regulatory guidance from ED.

Funding will depend upon the number of schools the PED designates for Comprehensive Support Schools and the number that apply for targeted funding. LEAs with a CSI schools are eligible to apply for funding to fund school improvement strategies. LEAs will also demonstrate the alignment of current resources to support school improvement strategies.

Technical Assistance Regarding Evidence-Based Interventions.

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

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

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

Leadership

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

Differentiated Support and Accountability

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

Talent Management

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

Instructional Infrastructure

Districts often have invested heavy resources in producing curriculum and data that teachers either do not have the capacity, understanding, or willingness to use. Districts must own this challenge and create and

instructional infrastructure where data is well organized and the pathway on how to use data to adapt instruction are clear.

References

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

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

Comprehensive Support and Improvement Schools

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

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

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

1. NM DASH-Plus

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

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

3. Application for Competitive Grants for School Improvement

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

4. High school transformation in partnership with PED

- Schools will work directly with the college and career readiness bureau to implement evidence-based, comprehensive reform addressing the structural issues that contribute to low graduation rates. These high schools would become preferential applicants to all New Mexico Graduates Now targeted investments. Only 10 high schools will be selected for this opportunity each cycle.

NM DASH-PLUS: Implementation and Monitoring

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

- Step 1: Identifying a Core Team
- Step 2: Analyzing Data and Setting Student Achievement Goals through deep data analysis and reflection of qualitative and quantitative factors.

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

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

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

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

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

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

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

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

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

Application for Competitive Grants for School Improvement

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

LEAs must demonstrate that they have the organizational conditions necessary for turnaround success (as identified in Section 4: Accountability, Support, and Improvement, 4.3 State Support and Improvement for Low-Performing Schools) when applying to participate in the following evidence-based school turnaround programs:

- University of Virginia School Turnaround Program
- National Institute for School Leadership Executive Development Program
- New Mexico Leadership Innovation Program

Tier II level of evidence: on average, participating schools experienced statistically significant improvements in student achievement after completing the program

- Purchasing of innovative school improvement interventions.

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

For LEAs applying for competitive grants, they are required to attend an Orientation Meeting to review the RFA. As a part of the competitive grant application, LEAs are required to attend a 1-hour "Will and Capacity Interview" with the SEA regarding their application. The PED will host a series of blended learning opportunities to provide an overview and guidance of the requirements for CSI and TSI schools, and to prepare LEAs for the application process.

Competitive Grants for School Improvement: Evidence Based-Interventions

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

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

The PED will provide a list of potential evidence-based interventions for school turnaround programs for use in schools identified as CSI choosing to apply for the Competitive Grants for School Improvement. If an LEA and CSI school decide on an intervention outside of the posted PED listing, LEAs must prove that their

selected intervention (including those led by vendors or partners) fall into one of the three ESSA tiers in Category 1 (see table below).

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

Targeted Support and Improvement Schools

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

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

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

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

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

References

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

More Rigorous Interventions

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

Under New Mexico's previously-approved ESEA waiver, the state committed to the following plan for chronically failing schools: "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." At present, New Mexico has schools that fall under this legacy policy: Five elementary schools have earned four straight failing (F) ratings while another thirteen have earned three failing ratings (F) in the last four years. It cannot be ignored that schools in this category have failed generations of kids, and the measures outlined below will be immediately considered for action if approved by USED. The PED will consider school performance in the 2016-17 school year in making determinations about the immediate application of more rigorous interventions.

"When schools cannot pull themselves out the "D" or "F" range after three years, a change of administration is a must, and teachers who cannot increase their students' performance must be terminated."

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

- 1) **Closure**: Close the school and enroll the students who attended that school in other schools in the surrounding area that are higher performing
- 2) **Restart**: Close the school and reopen it under a charter school operator that has been selected through a rigorous state or local authorizer review process
- 3) **Champion & Provide Choice**: Champion a range of choices in an open system that focuses on new approaches to learning; one that keeps the individual student(s) at the center of accessing options that best support their learning path. There must be clear evidence that choice has been championed for the impacted students. Choices may include public charter schools, magnet schools, private schools, online learning or homeschooling. This may also include the creation and expansion of state or local school voucher programs.
- 4) **Significantly restructure and redesign** the vision and systems at a school including extending instructional time, significantly changing staffing to include only educators earning highly effective ratings and above, state-selected curriculum approaches, and/or personalized learning models for all students. This option may also include a hybrid approach of the three options outlined above. The PED will approve all elements and sub-elements of the school's plan.

If the district refuses to identify a more rigorous intervention to participate in, the PED will select the intervention for the school.

Periodic Resource Review

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

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

Direct Student Services Opportunity.

The Every Student Succeeds Act provides states with a unique opportunity to partner with districts to re-think the use of Title I funds to provide innovative approaches directly to educators, families, and students. The PED will provide preference to schools that are classified as either “Comprehensive Support and Improvement” or “Targeted Support and Improvement”. In addition, the PED will align funding opportunities with the broader human capital strategies currently underway at the state level, including programs such as Principals Pursuing Excellence and Teachers Pursuing Excellence, as well as our Title II, Part A strategy of expanding access to great teachers and leaders under the Excellent Educators for All Plan.

New Mexico will focus its Direct Student Services approach primarily on five areas, and will preference (via competitive grant) those that are most aligned to the state’s academic needs, including:

- Extended learning time opportunities for identified students
- AP Course Access through both our virtual platform (IDEAL-NM) and other online course providers
- Other Course Access (CTE, dual credit, credit recovery)
- K-3 Literacy and Mathematics
- Pre-K Services
- Personalized Learning (Linking to Title II and IV funds to support opportunity culture)
- Student transportation (school choice)

Section 5: Supporting Excellent Educators



NMTEACH Teacher Evaluations... ARE UP!

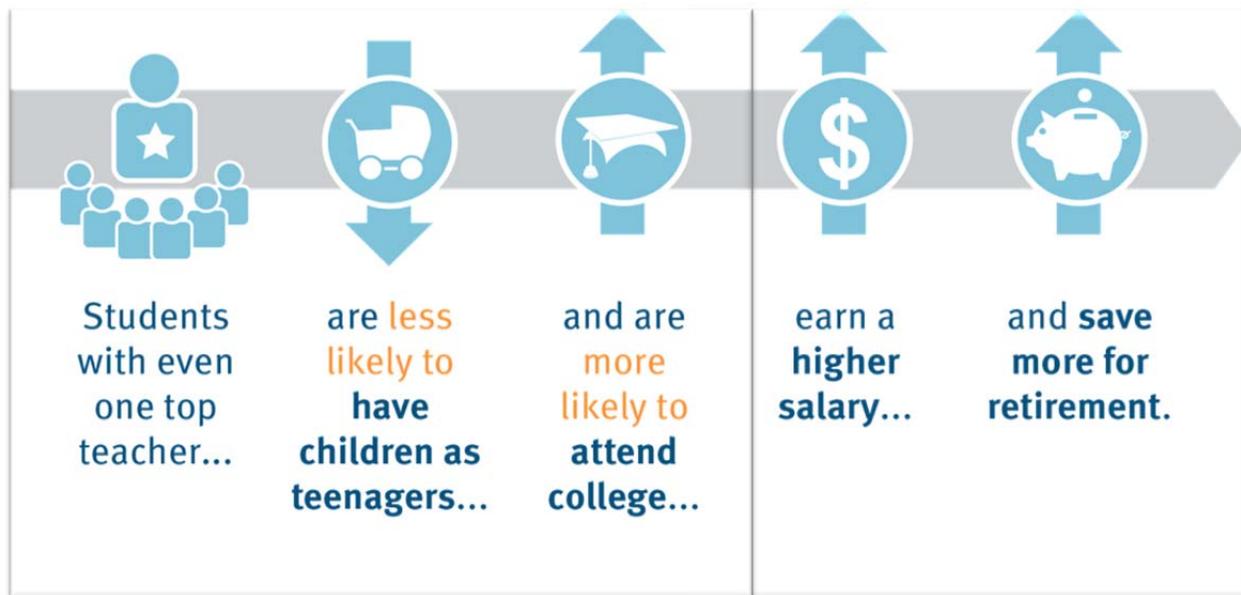
- ↑ Highly Effective and Exemplary teachers have increased by 30% since 2014
- ↑ In the 2015-2016 school year, New Mexico saved \$3.6 Million dollars in substitute teacher costs

Last year, students received 400,000 more hours of class time with their teacher

5.1 Educator Development, Retention, and Advancement.

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

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



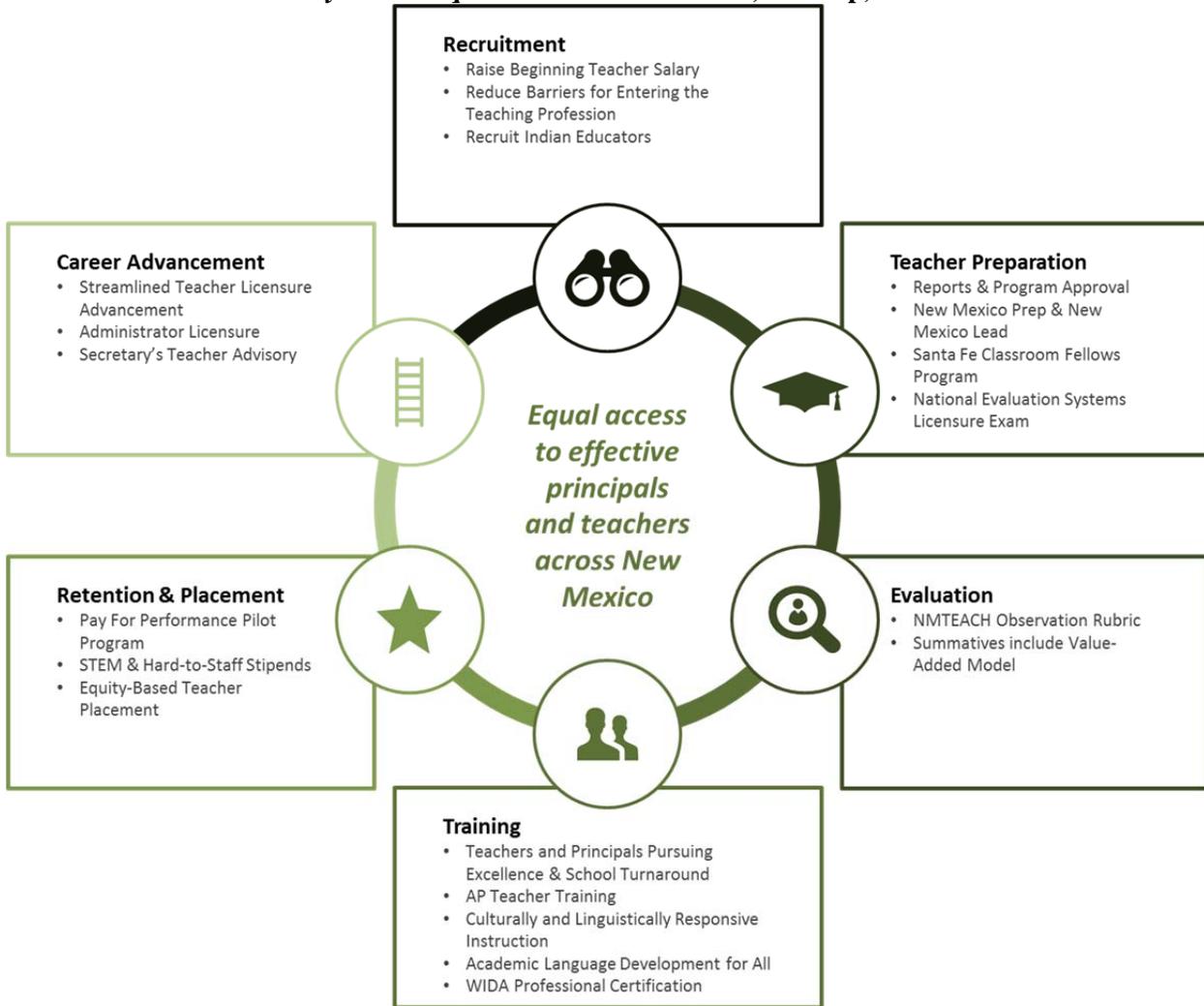
Source: Chetty, Friedman, and Rockoff. "The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood." NBER, 2012.

*Source: Chetty et al., 2011. Analysis of 20 years of data on **2.5 million students** in grades 3-8, including 18 million tests, and tax records on parent characteristics and adult outcomes.*

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

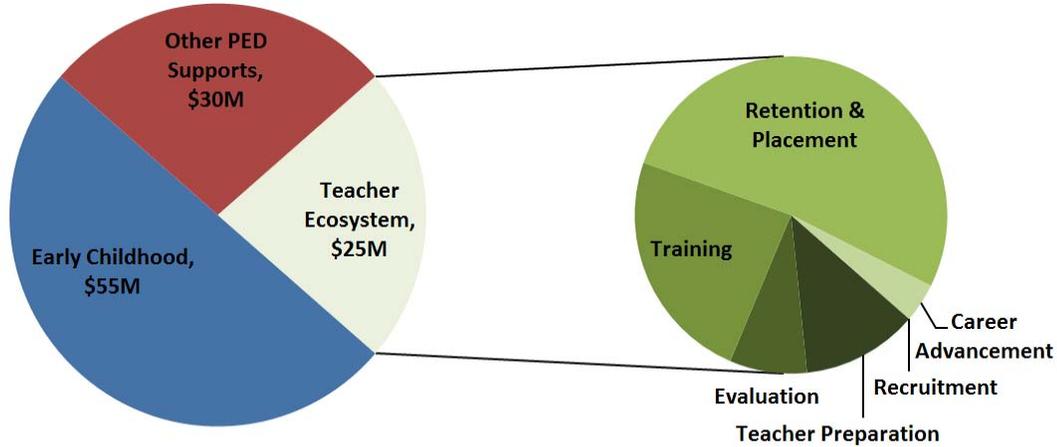
deployed the following theory of action to enhance the professional expectations and performance of teachers and school leaders.

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



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

Targeted State Funding Opportunities 2015-2016



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

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

- Yes. If yes, provide a description of the systems for certification and licensure below.
- No.

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

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

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

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

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

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

- Yes. If yes, provide a description of the strategies to improve educator preparation programs below.
- No.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. Educator Growth and Development Systems. *Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?*

- Yes. If yes, provide a description of the educator growth and development systems below.
- No.

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

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

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

Teacher Supports Equip. Empower. Champion.



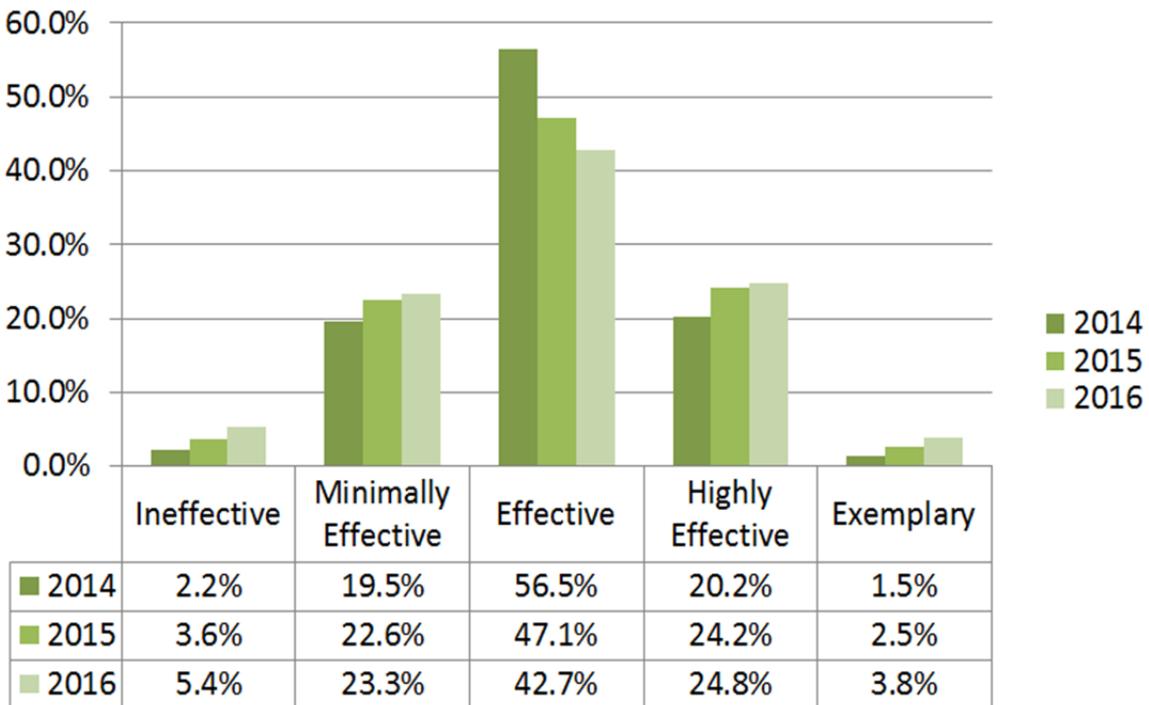
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The NMTEACH development system is a multiple measure evaluation and support system that enhances the ability of school leaders to provide strategic and direct support to teachers depending on the NMTEACH effectiveness rating. New Mexico has developed a model of support in various districts that trains and guides district teams in the area of professional development support for teachers within struggling schools with mentorship from high performing teachers within the same district. Teachers Pursuing Excellence (TPE) has resulted in the improvement of teachers from the lowest tier of effectiveness rating to the next tier up or in some cases a two tier increase. The increase in teacher performance is mirrored by an increase in overall student achievement. TPE schools improved proficiency rates for their students in PARCC English language arts by 4.5 times the rate of statewide

growth and 2.7 times the statewide growth rate in mathematics. New Mexico will continue to support this effort of targeted and strategic professional development for teachers and school leaders.

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

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



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

- The Principals Pursuing Excellence program educates and empowers principals to practice leadership behaviors that drive significant gains in student achievement. This two-year leadership development program leverages a turnaround mentor work with principals in struggling schools. Participants in the program saw their schools improve more than three times the average school in the state in English language arts, and 1.7 times higher in mathematics.
- The Teachers Pursuing Excellence Program, which is modeled after Principals Pursuing Excellence, provides mentorship and training to minimally effective and ineffective teachers to help them become more effective in the classroom. Participants in this program saw their English language arts scores

increase 4.5 times the statewide average growth and their math scores improve by 2.7 times the state average.

- AP teacher training has been instituted in partnership with the College Board. The training, which occurs in the summer, trains more teachers to be able to offer rigorous AP courses in the schools. This training has allowed AP participation to skyrocket in the state: in 2016, New Mexico ranked 2nd in the nation for year-to-year growth in both students taking AP exams, and 4th in the nation in AP access for low-income students.
- The PED streamlined the licensure process for alternatively-licensed level 1 teachers new to advance their licensure with fewer years of classroom experience. Prior to this change, new alternatively-licensed teachers took 4-7 years to earn a licensure advancement. Now it takes as little as three years.
- The PED streamlined the process for alternatively licensed individuals to advance their provisional licenses by using the effectiveness ratings of the NMTEACH system. Now alternative licensed teachers can advance to level 2 professional licensure by demonstrating effective instruction and outcomes with students.
- The PED streamlined all advancement for teachers from level 1 to 2 and level 2 to 3, by allowing effective or better teachers to advance their licenses using their NMTEACH evaluation to demonstrate meeting the appropriate statutory requirements. This process is now job-embedded and less costly to the teacher (from \$320 to \$95) for advancement.
- In 2015, the PED, in conjunction with the legislature, passed legislation cutting the amount of experience a teacher needs to qualify for and administrators license in half. Teachers now need just three years of experience to qualify – creating the potential to dramatically increase the state’s pool of administrators.
- New Mexico has implemented Hard to Staff and Pay for Performance funding that is directly linked to effectiveness ratings of teachers using the NMTEACH system. In 2016, nearly 1,300 teachers received awards for their effectiveness in the classroom, across more than a dozen districts and charter schools.
- In 2015, the PED implemented the Secretary’s Teacher Advisory Council. This council was established with membership from districts across New Mexico to promote teacher voice and make recommendations to the Secretary of Education in New Mexico on policy issues within public schools.
- In 2016, the PED established the Annual Teacher Leader Summit, providing authentic professional development and policy experiences for classroom teachers across New Mexico. The inaugural summit attracted 300 teachers. The second annual summit is anticipated to attract 1,000 teachers in 2017.
- In 2016-2017, the PED established the New Mexico Teacher Leadership Network. This network is comprised of teachers from across New Mexico to develop leadership skills and advocate, inform and teach colleagues in their respective regions on policies and strategies to create systemic improvements in public education.
- To best prepare new teachers for the rigors of providing exceptional instruction to students, the PED will overhaul mentorship requirements for all first year teachers. Currently provided for in state

statute, mentorship varies greatly across the state and does not always reflect best practice. A new administrative rule will bring expectations for mentorship in line with best practice and leverage the NMTEACH system to provide for expanded developmental experiences for new teachers.

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

5.2 Equip, Empower, and Champion Educators

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

A. Resources to Support State-level Strategies.

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

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

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

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

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

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

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

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

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

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

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

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

As such, schools and districts:

1. Base evaluation measures on the performance of the students in the classroom;
2. Include the following multiple measures of effectiveness:
 - a. 35% student achievement growth
 - b. 40% classroom observations
 - c. 15% additional measures (attendance, surveys)
 - d. Note: NM-PED has pursued legislation that would modify NMTEACH based upon stakeholder feedback during the community tour.

- e. For more on the pillars of this legislative proposal see PED’s initial response to stakeholder feedback in January 2017: <http://ped.state.nm.us/ped/ESSA.html>
3. Differentiate among five performance levels
- a. Exemplary (meets competency)
 - b. Highly Effective (meets competency)
 - c. Effective (meets competency)
 - d. Minimally Effective (does not meet competency)
 - e. Ineffective (does not meet competency)

New Mexico is developing high-performing teachers based on meaningful interaction with students in the classroom, and not merely focusing on one’s background credentials. The state has rapidly moving away from what Weisberg, Sexton, Mulhern and Keeling termed the “widget effect” in their report issued almost a decade ago (Weisberg, Sexton, Mulhern & Keeling, 2009): <http://tntp.org/publications/view/evaluation-and-development/the-widget-effect-failure-to-act-on-differences-in-teacher-effectiveness>.

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

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B. Skills to Address Specific Learning Needs.

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

Academic Language Development for All (ALD4ALL)

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

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

Culturally and Linguistically Responsive Instruction

In both the 2015 and 2016 school years, the PED sponsored training for Culturally and Linguistically Responsive Instruction (CLRI). CLRI was initiated as statewide conference in 2015 and transitioned to professional learning opportunity for teams of educators interested in transforming their schools into culturally and linguistically responsive learning environments that better engage all students—including Native American students and ELs—for learning. Funding shortfalls did not allow for the continuance of the program in 2017. The PED will continue to look for opportunities to resume CLRI programming.

- The PED hosted its first Culturally and Linguistically Responsive Instruction Conference in Albuquerque in late May 2015 which was attended by over 250 educators from across state.
 - Teams were required to submit an application demonstrating how they would create buy-in, participate fully in all trainings, submit action plans and keep track of progress towards goals.
 - Over 120 educators organized into 22 teams participated
 - Teams represented the geographic and linguistic diversity of the state, with several teams representing schools and districts serving Native American students
 - The training series consisted of five days of training over the course of the 2015-2016 school year;
 - As teams built their own capacity, they submitted presentation proposals for the last training session. Eight exemplary teams were selected to share their progress on the implementation of the professional development received and gave updates as well as elaborated on their next steps for executing their action plans.

As part of New Mexico's continued effort to improve the quality of instruction in the classroom, the NMTEACH system is utilized to enhance the leadership practices of building administrators, as well as enhance the feedback and professional development received by teachers.

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

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

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

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

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

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

5.3 Excellent Educators for All

Definitions.

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

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	A New Mexico teacher earning an "Ineffective" rating on the NMTEACH evaluation system and/or one that earns student growth ratings in the bottom decile statewide
Out-of-field teacher*+	Teachers that do not meet the licensure/endorsement requirements and are teaching content on a waiver of qualifications. Waivers are only allowed for teachers that meet an effective or better evaluation on their NMTEACH evaluation.
Inexperienced teacher*+	A teacher who has been in the field for 3 years or less
Low-income student	Students classified as Title 1 eligible
Minority student	All students other than Caucasian

*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

Rates and Differences in Rates

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

Public Reporting.

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

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

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

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

Educator Equity Differences appear to be evident among the following subgroups: Low-income and non-low-income, minority and non-minority, EL and non-EL, and SPED and non-SPED. The differences for all groups are apparent for come from four causes: poor school leadership, lockstep compensation

systems, and poor quality mentorship/induction. Equity differences are reflected between districts, within districts, and within schools.

New Mexico continues to have an average pupil to teacher ratio of about 16 to 1. Districts continue to be slow to implement equity-based scheduling that ensures underserved/at-risk are prioritized in educational opportunities. Using the NMTEACH effectiveness ratings, along with state-initiated innovations to staffing that include Hard-to-Staff funding and HQT flexibility approved by USED in 2015, New Mexico provides districts with tools that will help districts establish greater access to equitable instructional delivery. By using the aforementioned resources, New Mexico will require districts and schools to improve this access within schools and districts.

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

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

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

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

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

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

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

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

Section 6: Supporting All Students

Advanced Placement... IS UP!



- ▲ NM ranked #2 nationally, for percent growth in students taking AP exams
- ▲ NM ranked #2 nationally, for percent growth of exams taken
- ▲ NM ranked #4 nationally, for providing access to low income students
- ▲ The number of students taking AP exams has increased by 90% since 2010

Students and families saving as much as \$3.55 Million in college tuition costs

6.1 Well-Rounded and Supportive Education for Students.

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

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

- Low-income students;
 - Lowest-achieving students;
 - English learners;
 - Children with disabilities;
 - Children and youth in foster care;
 - Migratory children, including preschool migratory children and migratory children who have dropped out of school;
 - Homeless children and youths;
 - Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;
 - Immigrant children and youth;
 - Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and
 - American Indian and Alaska Native students.
- A. The State’s strategies and how it will support LEAs to support the continuum of a student’s education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out.



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

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

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

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

Subject	Grade	% All students	% Students with Disabilities	% English Learners	% Economically Disadvantaged
English Language Arts	3	25.43	8.18	16.15	20.28
Math	3	30.33	11.23	15.74	24.42
English Language Arts	6	24.24	4.49	4.84	17.55
Math	6	20.11	6.06	3.95	14.22
English Language Arts	8	25.78	4.45	5.16	19.08

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

Source: Consolidated State Performance Report

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

PRESCHOOL/PRE-KINDERGARTEN TO KINDERGARTEN TRANSITION

Through the work of the PED and a number of stakeholders, the New Mexico Early Learning Guidelines were developed for children ages 0-5.

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

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

Domain	% of preschool students with disabilities who entered or exited the preschool program below age expectation who substantially increased their rate of growth by the time they turned age 6 or exited the program	% of preschool students with disabilities who were functioning within age expectations by the time they turned age 6 or exited the program
Positive social-emotional skills	78.41%	54.33%
Acquisition and use of knowledge	77.68%	49.89%
Use of appropriate behaviors to	78.37%	62.33%

meet their needs		
NOTE: Total will not equal 100% because of overlaps in the rating instrument.		

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

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

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

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

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

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

Teachers use a rubric rating system in the KOT to observe student behaviors and skills in the natural

classroom and school environments. Six developmental domains are observed, giving the teacher a well-rounded view of the whole child that allows teachers to better meet student's individual needs. The six developmental domains are as follows:

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

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

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

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

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

ELEMENTARY SCHOOL TO MIDDLE SCHOOL TRANSITIONS

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

In order for students to be prepared for this transition it is critical that proper academic preparation take place. To support this need for better preparedness, New Mexico's K-3 Plus program is in place to demonstrate that increased time in kindergarten and the early grades narrows the achievement gap between at-risk students and other students, increases cognitive skills and leads to higher test scores for all participants. The program extends the school year for grades K-3 by 25 instructional days and is prioritized to those schools with high percentages of students in poverty and chronically failing schools.

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

This framework addresses student achievement and positive behavior for all students through the use of appropriate, research-based instruction and/or interventions. Student progress is monitored over time and data is used to guide instructional decisions and behavioral strategies. New Mexico's RtI framework is a problem-solving model that uses a set of increasingly intensive academic and/or

behavioral supports. This 3-tier model of student intervention is based on data collected from progress monitoring of student response to the instruction and/or intervention. Schools are required to implement the model and operate using the state's guidance manual available on this website. RtI framework is not a student placement model, an Individual Education Plan replacement, a special education initiative or a quick fix for low achievement. It is a sustained framework that provides supports to students before extreme intervention is needed. The earlier the identification of issues and plans to assist the student address these issues, the more effective the plan will be and the more successful students will be.

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

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

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

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

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

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

American Indian students.

MIDDLE SCHOOL TO HIGH SCHOOL TRANSITIONS

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

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

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

HIGH SCHOOL TO COLLEGE AND CAREER

The transition from high school to college of the workplace is a significant jumping off point for students and the preparation for this endeavor is critical. In 2016, the graduation rate for New Mexico reached an all-time high of 71%. It is important to note that graduation rates for students who are Hispanic, low-income and English Learners grew at a faster rate than the rest of the state. While better, it still points to the need for continued focus on reforming our education practices in New Mexico.

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

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

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

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

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

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

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

SPECIAL EDUCATION TRANSITIONS

According to New Mexico's 2016 Annual Performance Report (APR), 81.37% of students with disabilities were enrolled in higher education, in some other post-secondary education, a training program, competitively employed or in some other employment one year after leaving high school. This reflects the significant effort to support students with disabilities in New Mexico as they prepare to transition from school to college or career. Part of this support is rooted in the options for graduation for these students. Currently, three graduation options for students with disabilities exist in New Mexico; standard option, career option, or ability option with the graduation option determined by the student's

IEP team:

- The standard option meets all state and local graduation requirements,
- The career option is based upon career and employability standards, and;
- The ability option is based on the expanded grade band equivalent standards.

Allowing for three graduation options, as determined by the student's IEP team that includes parents, best meets the individual needs of the student and assists with reducing the risk of students with disabilities dropping out of school. This also allows those students on the career and ability option to continue in school until the age of 22, a significant benefit to students with disabilities.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Stakeholders felt that a more holistic approach is needed when working with students and the “one-size fits all” model of instruction does not meet the needs of the whole child. PED will continue to provide professional development to educators in the areas of the Response to Intervention Framework, Student Assistance Teams, Positive Behavioral Interventions and Supports (PBIS), Functional Behavioral Assessments and Behavior Intervention Plans and differentiated instruction and to parents and communities on options available to assist in children’ learning.

The stakeholder group felt that wrap-around family support services are needed in order for students at-risk, including students with disabilities, students living in poverty and those students with social justice barriers to be successful. PED will provide federal and state funding for robust out of school time programs. PED will support community school models including community-based health centers in schools with the highest need. PED will continue to provide technical assistance to LEAs on how to

leverage funds to provide services for students and families including families experiencing homelessness, migrant families and students in foster care. Additional social workers are provided to schools with high poverty rates to assist students and families and opportunities to provide truancy coaches are also available for schools.

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

- C.** *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:*
- i. *Incidents of bullying and harassment;*
 - ii. *The overuse of discipline practices that remove students from the classroom; and*
 - iii. *The use of aversive behavioral interventions that compromise student health and safety?*
- Yes. If yes, provide a description below.*
- No.*

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

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

- D.** *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?*
- Yes. If yes, provide a description below.*
- No.*

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

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

This is being accomplished through the Broad Band for All (BB4A) initiative where all school districts and charter school will have access to high-speed broadband by 2018. In addition, the BB4A initiative is focused on providing access to equipment at the best price available in the state and is working to lower the cost for school districts and charter schools for the month cost of internet access. It is anticipated that this project will bring the world to students, improve connectivity and lower operating cost, a valuable consideration in a time of reduced revenues. In addition, school need to focus on ensuring that teachers and administrators have the knowledge and skills to facilitate the integration of online learning into the school's curriculum and that it becomes a priority.

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

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

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

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

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

E. *Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?*

Yes. If yes, provide a description below.

No.

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

Although not funded by Title IV, these programs and initiatives are available to support Title IV-funded programs and enhance the use of Title IV state technical assistance funds. This coordination effort will occur as grant funding becomes available and will include sharing of opportunities with school districts during the grant application process. These programs and initiatives include, but are not limited to, the following:

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

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

To support and grow this effort the PED established a family liaison to serve as a direct point of contact between New Mexico families and the PED, and to educate parents on how they can come together to demand excellence from their school and focus on the needs of students. The family liaison will provide

information and resources to parents in order to support student success. As part of this effort, the PED is introducing three new initiatives focused on informing and supporting parents. These are:

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

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

Results Driven Accountability (RDA)

RDA is supported with state directed activities funding from IDEA Part B that addresses IDEA Indicator 17: State Systemic Improvement Plan. The project, housed in the Title I Bureau, provides technical assistance and monitoring activities to support the efforts of participating schools in enriching the quality and meaningful nature of family and community engagement activities in the school community. The core of this effort is to identify strengths, barriers and opportunities in family and community engagement and communicate these to school leaders and help them build parent/teacher/student communities focused on early literacy through sustained parent involvement. The RDA support teams represent diversity in education and background including special education, preschool, bilingual and other programs. These teams are helpful in observing, developing and providing technical assistance and professional development to school administrators, particularly in relation to students with special needs.

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

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

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

Title I Bureau Family Engagement

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

Individuals with Disabilities Education Act (IDEA) State Advisory Panel

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

- Have access to accommodations on assessments
- Have access to the general education curriculum in the least restrictive environment
- Receive evidenced-based interventions in schools with consistently underperforming subgroups
- Have annual Individualized Education Program (IEP) goals that align with the state grade-level academic content standards in which the student is enrolled
- Receive specially designed instruction necessary to address the unique needs of the student that result from the student's disability

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

In order to support the implementation of the state's ESSA plan, the IDEA Panel adopted three goals which are listed below and can be found at

http://ped.state.nm.us/ped/SEBdocuments/idea/2016/IDEA_Brochure_12.15.16%20Final.pdf.

Office of Special Education Program (OSEP) Differentiated Monitoring

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

- A. The New Mexico State IDEA Advisory Panel will investigate factors that may contribute to student drop-out rates within the state and across the nation.
- B. The New Mexico State IDEA Advisory Panel will analyze New Mexico data on drop-out and graduation rates to identify trends.
- C. The New Mexico State IDEA Advisory Panel will research national-trends for communities with high graduation rates for students with disabilities.
- D. The New Mexico State IDEA Advisory Panel will based upon the data analysis, advise the New Mexico Public Education regarding results driven practices that support high school completion and transition to college and career.

Every Student Succeeds Act (ESSA)

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

- A. Revise state and local policies and practices to remove barriers and ensure the necessary tools are available to address complex situations creatively, flexibly, and expeditiously;
- B. Create and promote policies and practices for regular, ongoing communication and collaboration among social service providers, educational liaisons and special education staff; and
- C. Utilize data to identify the needs and strategies to improve the educational outcomes for students with disabilities that are experiencing homelessness or are in foster care.

Results Driven Accountability (RDA)

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

- A. The New Mexico State IDEA Advisory Panel will promote the consideration of visits to RDA schools in quadrants all over the state of New Mexico.
- B. The New Mexico State IDEA Advisory Panel will review RDA data and invite the New Mexico Public Education Department (PED) to present data to the panel.
- C. The New Mexico State IDEA Advisory Panel will review successful literacy strategies that are being utilized across the state and advise the PED.
- D. The New Mexico State IDEA Advisory Panel will promote through the IDEA Panel site visits which reflect the authentic instruction in action.

6.2 Program-Specific Requirements.

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

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

Currently, New Mexico has 17 targeted Title I Part A programs operating in 14 LEAs across the state, some of which are likely to apply for the schoolwide waiver for the 2017-18 school year.

Input on the waiver process and criteria were sought from LEA stakeholders during a webinar hosted by the State on October 13, 2016. Participants were provided a draft copy of waiver questions and were encouraged to comment on the process and substance of the waiver. If stakeholders were unable to participate in the webinar, they were allowed to submit input and comments on the waiver process to the Public Education Department's (PED's) Title I Bureau. Stakeholder input was incorporated into the State's waiver process.

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

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

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

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

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

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

Title I, Part C: Education of Migratory Children.

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

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

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

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

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

for migratory children to participate effectively in school.

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

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

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

The activities conducted during the meetings include the following:

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

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

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

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

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

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

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

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

The activities conducted during the meetings include the following:

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

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

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

A strategic planning chart of the SDP decisions that were determined by the SDP Committee helped to guide the work of the group. This chart was used throughout the process as an organizer and to capture the decisions of the SDP Committee. Prior to the first meeting and because of the decisions

made through the CNA process, the areas of the chart that were filled in included Need/concern, Solution Strategies Identified in the CNA, State Performance Target, MPO, Resources Needed, Measurement Tool/Evaluation Strategy. The NM MEP SDP is on file at the PED Title I C office.

- v. *Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (i.e., through use of the Migrant Student Information Exchange (MSIX), among other vehicles).*

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

- participation in Consortium Incentive Grants (CIG) designed specifically for interstate coordination;
 - Active participation in MSIX and the state MEP database, Migrant Achievement and Performance System (MAPS) to ensure the completion and transfer of student records in a timely manner;
 - Convening local MEP directors and/or providing technical assistance at least three times per year to promote intrastate and interstate coordination; and,
 - Communication and collaboration among sites and states when students move into and out of New Mexico.
- 1) Consortium Incentive Grants – To promote interstate coordination and benefit from resource sharing around Identification and Recruitment (ID&R), New Mexico is a member of the Identification & Recruitment Rapid Response Consortium (IRRC). IRRC is designed to meet an identified need for greater consistency and quality in ID&R through expanded and improved infrastructures and interstate collaboration. This is addressed through three goals:
- Design and develop systems, materials, strategies, and resources for the consistent and reliable ID&R of eligible migrant children and youth that are adaptable to small and large states, summer and regular year programs, and diverse state and local contexts;
 - Expand states' capacity through the sharing of resources, mentoring, and the deployment of a Rapid Response Team of veteran ID&R specialists; and,
 - Disseminate effective evidence-based ID&R practices throughout the MEP community.

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

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

assigned unique student identifiers to migrant children that are used to identify/link student records.

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

- 3) Professional Development and Technical Assistance – New Mexico is committed to ensuring that state and LOA staff are active in using MEP funds to promote inter- and intrastate coordination of services and continuity of services to migrant students. Professional development is provided for new and veteran staff at least three times each year on a range of topics such as data collection and entry, quality control procedures, data security, understanding and completing student records, etc.
- 4) Communication/Collaboration – Among sites where students move in and out of New Mexico, continuity of instructional services and information about migrant students and services is shared both formally through the structures described earlier in this question and informally through follow-up with LOA counselors, instructors, and recruiters. Examples include a summer program teacher following up with the counselor of a school from the student’s home-base state to find out about credits that a student needs to graduation; recruiters from New Mexico and nearby states sharing ideas for recruiting on dairy farms; and collaborating with another CIG state to work on a committee working on developing a curriculum-based assessment for migrant-eligible youth that have dropped out.

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

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

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

- Participation in Consortium Incentive Grants (CIG) designed specifically for interstate coordination;

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

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

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

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

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

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

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

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

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

- **INDICATOR:** The percentage of migrant students scoring proficient in reading on the state assessment is 35.4% compared to 50.6% of non-migrant students.
 - **NEED:** The percent of migrant students who are proficient needs to increase by 15.2%.
- **INDICATOR:** The percentage of migrant students scoring proficient in mathematics on the state assessment is 19.9% compared to 42.0% of non-migrant students.
 - **NEED:** The percent of migrant students who are proficient needs to increase by 22.1%.
- **INDICATOR:** In focus groups and during the PAC meetings, parents expressed concerns that point to a lack of engagement including bullying, concerns about staying in school, and concerns about children’s safety in school.
 - **NEED:** Migrant students’ engagement during the regular school term needs to increase by 25%.
- **INDICATOR:** The percent of migrant children ages 3-5 who are enrolled in preschool programs and receiving instructional services is 20%.
 - **NEED:** The percent of migrant children ages 3-5 who are enrolled in instructional services needs to increase by 50%.
- **INDICATOR:** 85% of migrant students entering kindergarten were below benchmark or below the average range on the DIBELS and Discovery assessment.
 - **NEED:** The percentage of migrant students scoring at or above benchmark or average levels needs to increase by 85%.
- **INDICATOR:** 19% of high school migrant students were proficient on the Math SBA and 22% were proficient on the Reading SBA compared to 35.8% and 47.8% of non-migrant students respectively.
 - **NEED:** High school migrant student proficiency in math needs to increase by 17%. High school migrant student proficiency in reading needs to increase by 26%.
- **INDICATOR:** The number of migrant students passing Algebra I in 2013-14 was 39%, which is below the goal of 80%.
 - **NEED:** The percent passing Algebra I needs to increase by 41%.

- INDICATOR: 38% of migrant OSY received MEP instructional services in 2013-14, and no other educational services are provided for migrant OSY.
 - NEED: The number of migrant OSY receiving instruction needs to increase.
- INDICATOR: Migrant OSY have not received formal instructional services and often have not been exposed to instruction for basic life skills.
 - NEED: Migrant OSY need to increase knowledge and skills for basic life tasks.

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

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

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

Key Strategies	School Readiness MPOs
<p>2.1) Provide in-home school readiness instruction and parenting education for preschool children whose parents do not enroll their children in existing preschool programs.</p>	<p>2A) By the end of the 2016-17 school year and each year thereafter, 50% of migrant students participating in migrant-funded in-home school readiness instruction will meet developmentally appropriate benchmarks on a school readiness assessment.</p>
<p>2.2a) Provide information about and referrals to existing preschool programs through intentional recruiting, home visits, collaborations with a committee of providers, transportation, and wrap-around preschool (PK) instructional services to match parent schedules. 2.2b) Provide comprehensive support for migrant students ages 4-5 through partnerships between MEPs, early childhood education providers, and parents.</p>	<p>2B) By the end of the 2016-17 school year and each year thereafter, 50% of identified migrant students ages 4-5 who are not in kindergarten and who are residents for at least six months will participate in an early childhood education programs (either MEP-funded or existing in the district).</p>

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

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

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

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

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

- Participation in state and local needs assessment to determine services needed to be provided by the state and local districts/schools to support the involvement of migrant parents;
- Dissemination and sharing of information and materials about parent involvement activities and ways in which parents can be actively involved in their children’s education;
- Representation at statewide planning meetings with state and local MEP staff (meetings such as SDP and CNA committees); and,
- Development of the state and local parent involvement and PAC plans including election of officers and designation of representatives to the MEP PAC.

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

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

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

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

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

- viii. *Describe the SEA’s priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with “priority for services” under section 1304(d) of the ESEA, including:*
1. *The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and*
 2. *When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.*

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

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

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

(1) EDUCATIONAL INTERRUPTION

In the preceding 12 months:

- 1-a The student has a Qualifying Arrival Date (QAD) between September 1 and June 30; OR
- 1-b The student has missed 10 or more days of school due to factors related to the migrant lifestyle; OR
- 1-c The student has changed schools in the same school district related to the child's migrant lifestyle.

AND

(2) FAILING, OR MOST AT RISK OF FAILING, TO MEET STATE STANDARDS is defined as:

- 2-a Student has scored **below proficient** in reading or math on the state assessment (Partnership for Assessment of readiness for College and Careers [PARCC]); or
- 2-b Student in grades K-12 with no prior year state assessment and scored below proficient on local assessment instruments; or
- 2-c Student has been identified as non-English proficient or limited English proficient (LEP) using the state-adopted language proficiency assessment (W-APT/ACCESS for ELLs); or
- 2-d Student has repeated a grade level; or
- 2-e Student is over age for grade; or
- 2-f High school student has not accrued the needed credits to graduate with his/her graduation cohort; or
- 2-g Out-of-school youth; or
- 2-h Pre-K aged child determined to be "most at risk of failing" based on an appropriate preschool skills assessment.

In New Mexico, Title I C funds **must** be used for:

- Services to ensure that the special educational needs of migrant children aged 3 to 21 are met;
- Providing advocacy and outreach services in education, health, nutrition, and social services;
- Coordinating services within and across states as well as the transfer of health and educational records;
- Family literacy activities and programs;
- Parent involvement and parent advisory councils to provide information on curriculum, academic assessment, school programs, etc; and,

- Active district recruitment to find and enroll migrant students.

Funds **may** be used for:

- Research- based programs in the areas of remedial, compensatory, bilingual, multicultural and vocational education;
- Health services, counseling and testing, career education, preschool services, and transportation;
- Technology to support the program (both hardware and software);
- Program-related professional development for school staff, including travel;
- Programs for the transitioning of secondary students to postsecondary education or employment;
- Administrative cost directly associated with program; and,
- Indirect costs.

Funds **may not** be used for:

- Services to children who do not meet the “Certificate of Eligibility” requirements of agricultural and across district movement; and,
- Activities and services not specified in the approved application.

Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

- i. *Describe the SEA’s plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.*

The PED has identified this as priority areas in ensuring students are supported as they are released from correctional facilities. These students are considered significantly at-risk yet as they are released from incarceration they are left to reintegrate back into student populations with no support. Assisting youth transitioning from correctional facilities and LEAs will be driven by implementation of the State Correctional Education Self-Assessment (SCES) released by the US Department of Education (ED), Office of Special Education Programs (OSEP), earlier this school year. The implementation will be a collaborative effort of the PED Title I and Special Education bureaus. The PED will also utilize the third edition of the Transition Toolkit released in December 2016 by the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC). In addition, as part of OSEP’s differentiated monitoring process correctional education, graduation and drop-out rates were selected for intensive technical assistance. In the fall of 2016, the PED participated in a three-day on-site technical assistance visit with experts from OSEP, NDTAC and the Office of Safe and Healthy Students. The differentiated monitoring plan will be a part of the state’s ESSA plan.

The PED has developed a multiyear phase-in of the SCES in collaboration with the Center for Technical Assistance for Excellence in Special Education (TAESE). This work will focus on comprehensive and effective agreements between facilities and LEAs; participation in required assessments and accurate data collection and reporting; effective instructional practices and staff development; and effective transition processes including the transfer of student records between facilities and LEAs.

All students in grades 8 through 12 in New Mexico are required to develop and have in place, a Next Step Plan (NSP). The NSP identifies students’ postsecondary interests, and sets forth the studies he or she will need to complete in order to be on track for graduation. For students with disabilities,

NSP requirements are incorporated into Individualized Education Program (IEP) transition plans. Facility and LEA compliance and communication regarding these plans will be a component of the PED plan.

Elements of the following components of effective transition will be incorporated into the PED transition work:

- Interagency collaboration between entities such as correctional education staff at facilities, LEAs, and community-based programs such as mental health and social services;
 - Intra-agency collaboration regarding the administration of state and district assessments, including those required for graduation under NM law. Collaborative agreements include the reporting of the students' progress at the LEA, school and state level for all students.
 - Cooperative agreements among local agencies that provide transition services;
 - Team-based planning: IEP team; correctional counselors; incarcerated youth and family members; general and special educators; and community agency personnel;
 - Planned sequence of services after release; wraparound (as opposed to fragmented) services to deliver comprehensive and coordinated services; coordinated system of care encompassing all aspects of the youth's life; individualized services that focus on the strengths of the youth and his/her family;
 - Outcomes-focused planning: detailed focus on youth outcomes, including those specified in a youth's IEP;
 - Pre-release training in social skills, independent living skills, career exploration, vocational education, and pre-employment training;
 - Tracking and monitoring: systematic and continual monitoring of youth through the system; periodic evaluations of transition processes; databases to track and monitor student progress
 - The creation of indicators to assess transition planning
- ii. *Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.*

The program outcomes and objectives were developed in collaboration with Part D Subpart 1 and Subpart 2 representatives. Program outcomes and objectives will support NM's differentiated monitoring plan. As Part D programs are implemented consistent with the ED SCES and Part D program requirements, outcomes for students in correctional facilities will be measured by program objectives and outcomes listed below. Data in each of these areas will be collected through the yearly Title I Part D End of Year Report.

The PED will work with each Subpart 1 and Subpart 2 facility to monitor progress on these objectives and outcomes mid-year and end of year.

New Mexico Goals for Title I Part D Programs:

Goal 1: Provide educational opportunities for all students enrolled in Title I Part D funded programs in school districts and state supported programs to gain the academic skills needed to earn a high school diploma or the equivalent.

Objective 1a: Students in Title I Part D funded programs in school districts and state supported programs will increase proficiency in reading.

Outcome 1a(i): 50% of students in an adult correctional facility will show an increase on the reading assessment from pre-test to post-test over the course of their stay in the facility.

Outcome 1a(ii): 50% of students in a juvenile correctional facility will show an increase on the reading assessment from pre-test to post-test over the course of their stay in the facility.

Outcome 1a(iii): 50% of students in a juvenile detention facility will show an increase on the reading assessment from pre-test to post-test over the course of their stay in the facility.

Outcome 1a(iv): 35% of students in a behavioral health or other type of facility will show an increase on the reading assessment from pre-test to post-test over the course of their stay in the facility.

Outcome 1a(v): 25% of students in an adult correctional facility will show an increase of at least one grade level on the reading assessment from pre-test to post-test over the course of their stay in the facility.

Outcome 1a(vi): 25% of students in a juvenile correctional facility will show an increase of at least one grade level on the reading assessment from pre-test to post-test over the course of their stay in the facility.

Objective 1b: Students in Title I Part D funded programs in school districts and state supported programs will increase proficiency in mathematics.

Outcome 1b(i): 50% of students in an adult correctional facility will show an increase on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.

Outcome 1b(ii): 50% of students in a juvenile correctional facility will show an increase on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.

Outcome 1b(iii): 50% of students in a juvenile detention facility will show an increase on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.

Outcome 1b(iv): 35% of students in a behavioral health or other type of facility will show an increase on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.

Outcome 1b(v): 25% of students in an adult correctional facility will show an increase of at least one grade level on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.

Outcome 1b(vi): 25% of students in a juvenile correctional facility will show an increase of at least one grade level on the mathematics assessment from pre-test to post-test over the course of their stay in the facility.

Objective 1c: Students in Title I Part D funded programs earn credits toward a high school diploma or equivalent.

Outcome 1c(i): 80% of students in a juvenile correctional facility earn secondary school course credits.

Outcome 1c(ii): 50% of students in a juvenile detention facility earn secondary school course credits.

Objective 1d: Students in Title I Part D funded programs earn a high school diploma or equivalent.

Outcome 1d(i): 60% of students in an adult correctional facility earn a high school diploma or equivalent.

Outcome 1d(ii): 60% of students in a juvenile correctional facility earn a high school diploma or equivalent

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

- i. *Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:*
 1. *Include a score of proficient on the State's annual English language proficiency assessment;*

2. *Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and*
3. *Not include performance on an academic content assessment.*

As a minority-majority state, New Mexico is committed to ensuring that our English Learners and Immigrant students are provided the supports needed to succeed academically, linguistically and culturally. New Mexico's standardized entrance and exit procedures for EL students are consistent with 3113(b)(2) of ESSA and have been adopted into state regulation. Pursuant to 6.29.5.11-12 NMAC, all New Mexico public school districts must use the department-approved New Mexico Language Usage Survey (LUS) to identify potential EL students. Though the procedure was unchanged, the LUS replaces all locally-generated home language surveys. The amendment in state regulation provided the opportunity to clarify both the entrance and exit procedures to achieve a more uniform process across the state. For students in which a language other than English is identified in the LUS, the student must be screened with the department-approved language screener, currently the WIDA Access Placement Test (W-APT).

Beginning with 2017-2018 school year, the state will move from W-APT to WIDA's online WIDA Screener for grades 1-12 (W-APT will be used for Kindergarten).

Students that do not meet the established criteria will be classified as EL students. EL students must be annually assessed on the department-approved English language proficiency assessment, WIDA's ACCESS for ELLs 2.0, a computer-adaptive test. The state's exit criterion is an overall (composite) score of 5.0 or greater. EL students that achieve a 5.0 or greater on the ACCESS for ELLs 2.0 assessment are reclassified to fluent English proficient (RFEP).

At that time, RFEPs must be monitored for academic success for two years. Districts that are Title III sub-grantees must monitor academic performance of RFEPs for four years after initially exiting EL status. The PED has established standardized entrance and exit procedures, protocols, and assessments to improve the process of identifying EL students in a uniform and consistent manner across all LEAs.

The PED's Bilingual Multicultural Education Bureau (BMEB), which directly oversees Title III, has developed the LUS and accompanying guidance handbook in consultation with relevant stakeholder input including district and charter personnel and the regional OCR Denver office staff. The LUS form and guidance handbook, sample parent notification letters and frequently-asked-questions (FAQs) are available in English, Spanish and Navajo.

The pertinent state regulation, the communication memorandum, LUS form, guidance handbook, and additional resources, including training videos, are available on the PED's BMEB dedicated webpage for serving EL students: : http://ped.state.nm.us/ped/Bilingual_ServingELs.html

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

- i. *Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.*

The PED will assist local education agencies (LEAs) in supporting the continuum of students' P-20 education through the 21st Century Community Learning Centers (CCLC) Program by supervising the awarding of funds to eligible organizations and providing technical assistance (TA) to subgrantees. The PED is currently in the 1st year of a four year funding cycle for 21st CCLC Programs funding 13 grantees and approximately 100 schools across the state. Grantees, as part of the Request for Proposal

(RfP) application process are required to ensure a 75% attendance rate in the 21st CCLC program for students overall, and within the specific populations below, for thirty (30) or more days during the year for maximum benefit, especially for students who are:

- i. English language learners,
- ii. Native Americans,
- iii. In the lowest 25% quartile of achievement,
- iv. Experiencing homelessness, and
1. Academically supported through the use of Individualized Education Programs (IEPs).

Through these requirements, strategies supporting elementary to middle school or junior high transitions, middle school or junior high to high school transition and high school to college and career pathways as discussed in Section 6.1.A, are reinforced and inclusive of these at-risk populations. In particular, supporting the physical development, health, and well-being of students engaged in afterschool programming is an established norm of 21st CCLC Programs across the state and reinforced through opportunities for physical activity improved academic programming and afterschool snack funding through the PED or afterschool meal funding opportunities through the New Mexico Children, Youth, and Families Department (CYFD). The STEM focus, and in some instances a STEAM focus (Science, Technology, Engineering, Arts and Math), is an element of every funded 21st CCLC grantee. Ongoing technical support and training opportunities are provided by the PED's 21st Century Program and the PED's Math and Science Bureau as well as through Ongoing partnerships with New Mexico's universities (e.g., the New Mexico State University's STEM Outreach Center and museums (e.g., Explora).

The technical assistance provided to sub-grantees is delivered through a variety of methodologies:

- Monthly 21st CCLC state webinars are hosted by the State Coordinator.
- Quality Management Consultants (QMCs), PED contractors who are retired administrators and educators, conduct monthly phone calls with program directors to discuss challenges and solutions, working to continually improve program quality.
- In-person trainings take place for all sub-grantees once per year. These in-person trainings are facilitated during the annual conference held in collaboration with the New Mexico Out-of-School Time Network. The most recent in-person training focused on the following three topics:
 - Enrollment and retention through intentionally creating a "Culture of Achievement";
 - Strategies to provide college and career readiness opportunities at all grade levels, and,
 - Federal grant fiscal expectations and requirements. This conference is also held in collaboration with Title I, using funds from both programs to support annual conference costs
- The [21st CCLC Standard Operating Procedures Manual](#) provides all deliverable templates, monitoring tools and guidance documents for sub-grantees throughout the four year funding cycle.
- The Spring Action Plan and Continuation Report, contained within the Semiannual Report Template, specifically incorporate the Principles of Effectiveness (§4205(b)(1)(A)-(C)), and also place focus on family involvement throughout the academic year.
- Site visits are conducted once per semester (per sub-grantee).
- On-going communication is conducted between the State Coordinator and sub-grantees.
- The PED also conducts semiannual surveys, requesting program feedback from families, students, 21st CCLC team members and traditional learning day teachers. The feedback

collected is then used in the continuous quality improvement cycle across all learning centers in New Mexico.

○ Fiscal Year 2016 Results

- Ninety-five percent (95%) of the family survey responses (3,775) contain an affirmative response, agreeing or strongly agreeing that the 21st CCLC program being offered in their community is high quality.
- Ninety-two percent (92%) of student survey responses (5,429) contain an affirmative response, agreeing or strongly agreeing that the out-of-school time program being offered at their learning center is high quality.
- Ninety-five percent (95%) of 21st CCLC team member responses (440) contain an affirmative response, agreeing or strongly agreeing that the 21st CCLC program being offered at their place of work is high quality.

Sixty-two percent (62%) of traditional learning day teachers (3,637) reported seeing an increase in students' academic performance throughout their participation in the 21st CCLC program.

- ii. *Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.*

The PED will assist local education agencies (LEAs) in supporting the continuum of students' P-20 education through the 21st Century Community Learning Centers (CCLC) Program by continuing to award funds via a competitive proposal process, which uses a detailed, analytic peer review rubric to score grant proposals. The 21st CCLC RfP is released every four years, provides sub-grantees with four years of funding, during which, funded entities must work toward sustainability. The RfP will continue to remain open to all public and private entities serving students who attend a qualifying school. Qualifying schools must meet the following criteria:

- A school that is Schoolwide Title I under Section 1114;
- At least 35% of the student population is identified as having an economic need for additional services, as demonstrated through free and reduced lunch eligibility data or by the USDA Community Eligibility Provision (CEP); and
- The student population at a school served must demonstrate academic need for additional services, as demonstrated by a school earning a C, D or F on its overall school report card, a D or F in a school's quartile one grade (growth of lowest performing students) or by earning low scores (31% or more of all students scored below Level 3) on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments.

Finally, the RfP outlines details regarding the services that must be provided for students and families participating in the 21st CCLC program:

- Provide, as appropriate, 21st CCLC programming outside of the traditional learning day or periods when school is not in session, such as before and after school, holidays, weekends or summer recess.
- Meet and document, at a minimum, the program delivery requirement at each learning center: eight (8) hours per week for a minimum of thirty (30) weeks.
- Provide PED approved balanced program offerings that reinforce content introduced during the traditional learning day and provide real-world, hands-on applications of content.

- Provide U.S. Department of Agriculture (USDA) approved snacks and/or meals for participating students using resources other than 21st CCLC funds.
- Provide 21st CCLC programming at no cost to the students and families.
- Demonstrate and document partnership(s) with participating community resources.
- Demonstrate and document partnership(s) with participating local education agencies (LEAs) and principals from targeted schools.
- Ensure a 75% attendance rate in the 21st CCLC program for students overall, and within the specific populations below, for thirty (30) or more days during the year for maximum benefit, especially for students who are:
 - English language learners,
 - Native Americans,
 - In the lowest 25% quartile of achievement,
 - Experiencing homelessness, and
 - Academically supported through the use of Individualized Education Programs (IEPs).
- Provide access to learning and developmental opportunities for children with disabilities.
- Recruit families of participating students to attend events that showcase, in an interactive way, student work and learning. Events should be held once each semester.
- Recruit families of participating students to engage in educational services provided for them by 21st CCLC. These services should target parents/legal guardians. At least two adult education sessions should be offered each semester.
 - The adult education topics are selected based on family survey feedback.
 - In Fiscal Year 2016, families ranked the following topics as most pertinent for their needs.
 - Forty-five percent (45%) requested workshops that will allow them to better assist their children with homework.
 - Forty-four percent (44%) requested cooking workshops, in order to gain skills for preparing healthy, quick, and inexpensive meals.
 - Forty percent (40%) requested computer workshops that provide beginning skills in technology.

By providing 21st CCLC services at schools meeting the criteria for qualifying schools, the opportunity to reach underserved students increases substantially, thereby allowing the PED to serve students, at all grade levels, who demonstrate the greatest need for additional support. 21st CCLC Programs in New Mexico will be able to complement strategies identified for, and funding provided by, Student Support and Academic Grants across the state

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

- i. *Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.*

The Rural and Low Income Schools Program provides flexibility for LEAs to use grant funding to supplement the funding they receive under various ESSA programs. Specifically, RLIS grant funding can be used for activities authorized under Title I Part A, Title II Part A, Title III, Title IV Part A and for parental involvement activities. As grant funds are to be used based on needs identified by each LEA, the PED's measurable goals and objectives for this program will be based on the specific set of activities the LEA has opted to implement. LEAs will be required to use the RLIS funds to support

the Title program(s) they have selected. Therefore, the measurable program objectives will be aligned with the specific Title program(s).

<u>Use of Funds</u>	<u>Program Objectives and Outcomes</u>
Title I Part A	Academic Achievement goals and measures of interim progress under Section 1
Title II Part A	Rates that students in Title I schools are taught by ineffective, out-of-field, and inexperienced teachers compared to students in non-Title I schools under Section 5.3.
Title III	English Language Proficiency goals and measures of interim progress under Section 1
Title IV Part A	Academic Achievement goals and measures of interim progress under Section 1
Parental Involvement	Academic Achievement goals and measures of interim progress under Section 1

McKinney-Vento Act.

- i. *Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.*

Children and youths who are homeless endure hardships that are unimaginable compared to their peers. These children struggle daily and have the same right to a free, appropriate public education, including public preschool education, as provided to other children and youths. To ensure that children and youths who are homeless have access to public education and are supported in their efforts, each public agency has must adopted and implemented policies and procedures guaranteeing the evaluation and identification of these individuals.

The Public Education Department (PED) and all Local Education Agencies (LEAs) are required to identify and remove any state policies or practices that may act as barriers to the identification, enrollment, attendance, and school success of children and youths who are homeless, including barriers associated with student fees, fines and/or absences. To ensure that barriers to public education are removed, the PED will develop a model policy, inclusive of school discipline, for statewide dissemination. In developing a model policy, the PED will provide samples of policies and forms on the PED website that LEAs may use as templates to assist with the identification of children and youths who are experiencing homelessness. PED will also provide timely email communication to New Mexico Homeless Liaisons when new resources become available and have been posted to the PED website. Specific identification tools will include the following:

- New Mexico Residency Questionnaire;
- Referral Forms;
- Local Liaison Contact Information;
- Homeless Student Needs Assessment for Services;
- Educational materials for students and parents in a language easily understood by families and students;
- McKinney-Vento awareness posters (for parents and students) to be distributed to places that children, youths, and families who are experiencing homelessness frequent (food banks, Income Support Division, New Mexico Human Services Department, Housing Authorities, laundry mats, etc.); and,
- The National Center for Homeless Education’s LEA Needs Assessment (uses local data to help strengthen programs and make decisions).

Districts will then provide the PED of written assurances for their adoption of the PED model policy, or will communicate to the PED modification of the model policy for individual district needs. Existing collaborative partnerships among bureaus and divisions within the PED will also assist the PED in identifying strategies for select populations (e.g., the Coordinated School Health and Wellness Bureau will work with the Indian Education Division in relation to identifying and evaluating children and youths who are experiencing homelessness from New Mexico's 23 tribes and pueblos attending New Mexico schools).

The PED will create a process for reviewing and revising policies that will include a review of school discipline policies that disproportionately impact students experiencing homelessness, including children and youth:

- Of Color;
- Who identify as lesbian, gay, bisexual, transgender, and questioning (LGBTQ);
- Who are English language learners; and,
- Who have a disability.

Finally, to avoid unforeseen barriers for the identification and assessment of children and youths who are homeless, the PED will seek input from parents and advocates of students who are homeless concerning their needs and resources they would find most helpful, and will incorporate appropriate input into the model policy and will be reflected on the McKinney-Vento Homeless Education state plan as required in ESSA. This input will be gathered through the collaboration with LEA Homeless Liaisons and shelter and service providers for students and families who are homeless.

- ii. *Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.*

Many staff are unaware of the challenges homeless children face or are ill equipped to deal with these students. To heighten the awareness of school personnel to the specific needs of children and youths who are homeless, the PED's Education for Homeless Children and Youths (EHCY) State Coordinator routinely provides training, technical assistance and dissemination of information about children and youths who are homeless for all program liaisons, school districts, community based organizations to include Housing and Urban Development (HUD) and Runaway and Homeless Youth Act (RHYA) partners and educational entities on a regular basis. The Coordinator also held a statewide professional development and training webinar on October 12, 2016, in conjunction with the National Association for the Education of Homeless Youth (<http://naehcy.org/>) for liaisons concerning the responsibilities involved in supporting children and youths who are homeless.

To further the efforts for heightening the awareness of school personnel to the needs of children and youths who are homeless, the Coordinator recently researched and successfully identified an on-line professional development program designed specifically for Homeless Liaisons, and is currently in the process of purchasing and implementing the training program, Edify Kickstand professional development program (<http://www.kickstandsystems.com/>) with the dissemination of multiple licenses to LEAs across the state. This represents an innovative approach for PED's program for statewide training of Homeless Education liaisons, as this program will track and certify liaisons' successful training and professional development requirements for this program.

- iii. *Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.*

District liaisons act as initial contacts for disputes regarding the educational placement of children and youths who are experiencing homelessness. The PED will develop model policies and procedures that meet ESSA requirements for the LEAs' Boards of Education or Governing Councils to adopt during the 17-18 school year.

When the LEA applies for McKinney-Vento funds on an annual basis, the LEA will need to meet the assurance that they have the policies and procedures in place. Initially, LEA policies will be reviewed to ensure that they address the new legislative ESSA requirements that include the following elements:

- Immediate enrollment of students who are homeless in their school of choice pending resolution of the dispute;
- Guidelines on appropriate timeline;
- Processes for the appeals and final decisions;
- Development of written explanation of the dispute resolution process to be shared parents and or guardians; and
- The responsibility of the local liaison in carrying out the dispute resolution process and advocating for unaccompanied youth.

The PED will also develop sample Dispute Resolution Form(s) and Dispute Resolution policy/procedures and will place on the Coordinated School Health & Wellness Bureau website for LEAs. The procedures will state that students experiencing homelessness will have immediate enrollment in their school of choice pending resolution of the dispute. Guidelines on appropriate timelines and processes for the appeals and final decisions will be provided. Development of written explanation of the dispute resolution process will also be provided with the expectation that it will be shared with parents and or guardians. It is the responsibility of the local liaison to carry out the dispute resolution process and advocate for unaccompanied youth. New Mexico also has policies and procedures in place regarding complaints and disputes about a student who is homeless and needs access to special education and related services. Parents and families can resolve disputes through alternative dispute resolution options such as mediation, or take advantage of the formal dispute resolution process and file a state level complaint or due process hearing. This information can be accessed at http://ped.state.nm.us/ped/SEB_index.html.

- iv. *Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.*

The PED will develop model policies and procedures for LEAs to initially adopt and will be required to meet assurances on an annual basis. The PED EHCY State Coordinator will also provide the following support to secondary education schools for identifying and removing barriers that prevent youth who are homeless from receiving appropriate coursework credit:

- Provide leadership, professional development, technical consultation, training, and direction to school districts, community based organizations and educational entities on how to identify and

link Out-of-School Unaccompanied Homeless Youths to public schools and other support services;

- Review and revise policies and barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily; and
- Provide strategies for identifying and re-enrolling Out-of-School Unaccompanied Homeless Youth on the PED website.

The PED will also work with SEA and LEA level dropout prevention and reengagement programs and community based organizations (to include runaway homeless youth programs, shelters, transitional living and street outreach programs, juvenile justice facilities, workforce development boards, migrant programs, etc.) in order to ensure that youths are identified and engaged in ways that meet their needs.

The PED will also update its rules regarding the transfer of credits, correspondence and distant learning courses and dual credit programs to ensure the needs of students who are homeless are met. Additionally, the PED will continue the collaborative partnership with other state agencies, courts, and other education advocates established through the Joint Education Task to assist secondary education schools in identifying and removing barriers that prevent youth who are homeless from receiving appropriate coursework credit. In December 2012, the New Mexico Supreme Court issued an order establishing the Joint Education Task Force, co-chaired by former Chief Justice Petra Jimenez Maes and Governor Susana Martinez, to provide the Court with collaborative advice, recommendations, and proposed strategies for addressing the educational needs of high risk children and youth, particularly those in the state's custody. A subgroup of this task force focused on credit recovery and provided recommendations to the state. Ongoing discussions and advancement around credit recovery strategies and solutions continue through the work of the New Mexico Children's Court Improvement Committee and other inter-agency collaboratives.

v. *Describe the SEA's procedures to ensure that homeless children and youths:*

1. *Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;*
2. *Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and*
3. *Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.*

New Mexico, through its Standards for Excellence, require school districts to maintain and release all school records pursuant to the Family Educational Rights and Privacy Act, that records be stored in a safe and retrievable manner, and transcripts and copies of pertinent records of students transferring from one school to another shall be forwarded promptly upon written request by the receiving school. To ensure that children and youth who are homeless have access to public preschool programs, the PED EHCY State Coordinator will provide the following:

- Disseminate the McKinney-Vento/Every Student Succeeds Act legislation to all districts and State Charter Schools requiring the immediate enrollment of students who are homeless to all district personnel, including homeless liaisons, principals, superintendents, and counselors;
- Post the Education for Homeless Children and Youths Program Non-Regulatory Guidance on the PED website;
- Collaborate with the PED's Literacy and Early Childhood Education Bureau to discuss strategies to increase understanding of educational rights under the McKinney-Vento Act/ESSA for preschool students who are homeless;
- Ensure that activities are being conducted for students who are homeless;

- Collaborate with the PED's Transportation Bureau to review policies at SEA and LEA level to ensure transportation is provided as needed;
- Collaborate with the New Mexico Activities Association to review their policies in order to ensure of no restrictions for students who are homeless to fully participate in extra-curricular activities in school
- Collaborate with the Society for Health and Physical Educators (SHAPE) NM (<https://www.shapenewmexico.org/>) to promote inclusion for students who are homeless in extra-curricular activities per the prescribed guidelines;
- Ensure that transportation policies at SEA and LEA levels are not barriers to accessing academic and extracurricular activities and that transportation is provided as needed. To that end, the PED and New Mexico legislators are reviewing possible revisions to existing state statutes including § 22-16-4, *School bus routes; limitations; exceptions; minimum requirements*, § 22-8-29, *Transportation distributions; reports; payments*, and § 22-8-26, *Transportation Distributions* to ensure equitable transportation needs and defined processes of both students experiencing homelessness and students in foster care are addressed. The Standards for Excellence 6.29.1 NMAC rule will be reviewed for possible updates. This will require expedited evaluations for eligible students experiencing homelessness and students in foster care with perceived disabilities in order to avoid a gap in the provision of necessary services to those children and youths. Evaluations may also determine a possible need or eligibility for other programs and services.
- Collaborate with the Nutrition Program at PED and provide cross training to food service staff and to New Mexico Homeless Liaisons on the educational rights students who are homeless concerning immediate access to free meals if the school is participating in the U.S. Department of Agriculture's School Breakfast Program (SBP) or National School Lunch Program (NSLP) as administered by the PED's Coordinated School Health & Wellness Bureau; and,
- Provide information on USDA guidance on the PED's website on options available for LEA's in addressing food hunger including:
 - The Community Eligibility Provision which allows for schoolwide or district implementation that allows school(s) to aggregate free and reduced lunch percentages in order to provide free universal meal service in high poverty areas (http://ped.state.nm.us/nutrition/2016/CEP_Planning_and_Implementation_Guidance_-_Fall_2016_Edition-_SP61-2016.pdf); and

Direct Certification which allows for student-level detailed data reported and stored on the PED's Student Teacher Accountability Reporting System (STARS) to be matched with monthly New Mexico Human Services Department student benefit data. The matching ensures that children eligible for free meals at school, as identified by the PED and/or HSD are receiving free meals.

- vi. *Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.*

To address problems concerning the education of children and youths who homeless, the PED EHCY State Coordinator will provide the following strategies:

- Convene a Statewide Advisory Committee of experts and stakeholders to review relevant State policies and procedures affecting homeless children and youths and provide input on changes that may be needed;

- Review policies and provide technical assistance to ensure that all students who are homeless remain in their schools of origin when possible unless parents request otherwise;
- Ensure that LEAs make school placement determinations on the basis of the “best interest” of the homeless child or youth based on student-centered factors;
- Ensure that LEAs receive technical assistance and resources regarding their ongoing obligation to remove barriers to the enrollment and retention of homeless children and youths;
- Ensure that LEAs continue to follow state and federal guideline regarding immediately enrolling children and youths who are homeless, even if the child or youth is unable to produce the records normally required for enrollment (such as previous academic records, records of immunization and other required health records, proof of residency, proof of guardianship, birth certificates, or other documentation), has missed application or enrollment deadlines during a period of homelessness, or has outstanding fees. The enrolling school will immediately contact the school last attended by the child or youth to obtain relevant academic or other records (allowing for attending and participating fully in school activities, immediately upon the student being identified as eligible for McKinney-Vento rights and services);
- Collaborate with the New Mexico Department of Health’s Immunization Bureau in continuing to provide communication and technical assistance regarding a child or youth who is homeless needing to obtain immunizations or other required health records and provide written guidance annual, and through the LEA assurance policy, of the immediate enrollment of a student experiencing homelessness regardless of the student’s ability to provide immunization records upon enrollment;
- Provide guidance on recording keeping to ensure that records ordinarily kept by LEAs (immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs) will be maintained so that they are available in a timely fashion when the child who is homeless enters a new school or school district;
- Continue to collaborate with the NM Department of Health to revise requirement of proof of immunization for homeless students. Information will be provided to LEAs regarding the review and revision of the immunization policy;
- Provide training to Homeless Liaisons and LEA personnel regarding the new requirements of McKinney-Vento Act via the Edify Kickstand Homeless Liaison Professional Development Program;
- Provide the Local Education Agency Liaison Toolkit to all LEA Liaisons with ongoing training and technical assistance; and
- Provide LEAs with information on how to prevent enrollment delays and provide an on-line professional development program for Homeless Liaisons in the Spring of 2017. This will include information and strategies on:
 - Best interest determinations
 - Transportation
 - Attendance
 - Immediate enrollment
 - Maintaining records so they are easily available for transfers
 - How to provide records normally required for enrollment
 - Enrollment deadlines
 - Outstanding fees
 - What it means to attend class and fully participate in school activities

Additional Information Required for Submission

1. SEA Support for English Learner Progress (*ESEA section 3113(b)(6)*): Describe how the SEA will assist eligible entities in meeting:
 - i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
 - ii. The challenging State academic standards.

[Please see section 4.1.A.iv and A.4.iii.c.1]

2. Awarding Subgrants (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

The New Mexico (NM) Public Education Department (PED) will assist local education agencies (LEAs) in supporting the continuum of students' education from preschool through grade 12 through the formula-based applications. Allocations would be based on each LEA's share of funds under Title I, Part A of the ESEA with the allowance per section 4105(a)(3) for LEAs to form consortia and combine allocations (in New Mexico this may be done through regional education cooperatives that provide fiscal administration, technical assistance, and direct services to participating member school districts and state-operated schools) as part of the application process for the Student Support and Academic Enrichment (SSAE) Program, as outlined in Title IV, Part A. LEAs will provide services for all students through the following strategies.

A. The Fiscal Year 2018 (FY18) SSAE Request for Application (RfA) issued by the PED, will require a description of SSAE program activities to be provided throughout the fiscal year, inclusive of which specialized instructional support personnel will be involved in the delivery of services.

- b. The RfA will highlight the allowable expenditures for Well-Rounded Educational Opportunities (ESEA section 4107) in New Mexico include the following:
 - i. Improving access to foreign language instruction, arts, and music education;
 - ii. Supporting college and career counseling, including providing information on opportunities for financial aid through the early Free Application for Federal Student Aid (FAFSA);
 - iii. Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups;
 - iv. Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools; and
 - v. Strengthening instruction in American history, civics, economics, geography, government education, and environmental education.

- c. The RfA will highlight the allowable expenditures for Safe and Healthy Students (ESEA section 4108), inclusive of community-based service and program partnerships, including the following:
- i. Promoting community and parent involvement in schools;
 - ii. Providing school-based mental health services and counseling;
 - iii. Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline;
 - iv. Establishing or improving dropout prevention;
 - v. Supporting re-entry programs and transition services for justice-involved youth;
 - vi. Implementing programs that support a healthy, active lifestyle (nutritional and physical education);
 - vii. Implementing systems and practices to prevent bullying and harassment; and
 - viii. Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse.

The RfA will highlight the following allowable expenditures for Effective Use of Technology (ESEA section 4109) including increasing access to personalized, rigorous learning experiences supported by technology by:

- ix. Providing technical assistance to improve the ability of LEAs to—
 1. Identify and address technology readiness needs, including infrastructure and access (devices, access to libraries, connectivity, operating systems, software, related network infrastructure, and data security);
 2. Use technology, consistent with the principles of universal design for learning, to support the learning needs of all students;
 3. Build capacity for principals, other schools leaders, and LEA administrators to support teachers in using data and technology to improve instruction and personalize learning;
- x. Supporting schools in rural and remote areas to expand access to high-quality digital learning opportunities;
- xi. Developing or using innovative or evidence-based strategies for the delivery of specialized or rigorous academic courses;
- xii. Disseminating promising practices related to technology instruction, data security, and the acquisition and implementation of technology tools and applications;
- xiii. Providing teachers, paraprofessionals, school librarians and media personnel, and administrators with the knowledge and skills to use technology efficiently;
- xiv. Making instructional content widely available through open educational resources;
- xv. Personalized learning content, devices, resources; and
- xvi. Technological capacity and infrastructure

B. The FY18 SSAE RfA issued by the PED, will include the following additional requirements for LEAs receiving \$30,000.00 or more.

- d. For an LEA or consortium that receives \$30,000 or more, use—
 - i. Not less than 20 percent of funds to support one or more of the activities authorized under section 4107 pertaining to well-rounded educational opportunities;
 - ii. Not less than 20 percent of funds to support one or more activities authorized under section 4108 pertaining to safe and healthy students; and
 - iii. A portion of funds to support one or more activities authorized under section 4109(a) pertaining to the effective use of technology, including an assurance that it will not use more than 15 percent of the remaining portion for purchasing

technology infrastructure as described in section 4109(b) (devices, equipment, software, and digital content).

- e. For an LEA or consortium that receives \$30,000 or more, a needs assessment must be conducted and included in the application. The data collected from the needs assessment will be used to determine allocations within the Local Education Agencies (LEAs's) FY18 SSAE budget. The needs assessment must address the needs of applicable subgroup populations within the LEA such as students with disabilities, students who are homeless or in foster care, and English Learners.
2. The PED, in developing the RfA, reviewing applications, awarding funds, monitoring funds, and providing technical assistance will implement cross bureau and division collaboration utilizing content experts across the spectrum of allowable activities. The lead staff for the Student Support and Academic Enrichment Grant in FY18 will be housed within the Coordinated School Health & Wellness Bureau (CSHWB) with salary and benefit compensation coming from the 1% administrative and a percentage of the 4% technical assistance funds allowed to be reserved to support this needed full-time equivalent position. The balance of the technical assistance funds will be used for cross bureau and division collaboration in the planning of technical assistance webinars, workshops, and/or conferences that focus on those activities most identified for implementation by the local education agencies.

In addition to the Coordinated School Health & Wellness Bureau, collaboration for this grant will include designated staff from the PED IT Division, the PED Policy Division, the PED Indian Education Division, the Bilingual and Multicultural Education Bureau, the Special Education Bureau, the College and Career Readiness Bureau, and the Math and Science Bureau among others. The lead staff from the CSHWB would work with the bureau director and designated division directors in order to develop a timeline of each process of the grant from development of the RfA to monitoring financial and programmatic aspects of the awards to the provision of quality technical assistance.

The RfA will also direct applicants to New Mexico's Student Teacher Accountability Reporting System (STARS) for data elements to assist LEAs in their needs assessment in relation to subgroups of students including children with disabilities, English Learners, migrant children, and homeless children among others. The RfA will stress the complete subgroups of students to be considered by an LEA when developing an application.

Additionally, the PED will work with the New Mexico Children, Youth, and Families Department and other pertinent state agencies in the provision of resources and contacts as they relate to children and youth in foster care and youth in transition (e.g., you in juvenile justice facilities and/or residential child care institutions, as appropriate, to further assist LEAs in their planning and implementation efforts.

Finally, given the diversity of cultures within New Mexico, specific collaboration with the PED's Indian Education Division will focus on providing support to the 23 (out of 89) New Mexico Native-serving school districts and to the six charter schools serving American Indian students on and off tribal land.

3. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The PED is focused on quality technical assistance and collaborative partnerships to support successful transitions from preschool through high school and college and career pathways. In order to advise and prepare and improve the readiness of homeless youths and other disenfranchised youth populations, the PED Education for Homeless Children and Youth (EHCY) State Coordinator, through intra-agency collaborations (Special Education, Title I, College and Career Readiness Bureaus), will continue to provide leadership, professional development, technical consultation and training to school districts, community-based organizations and educational entities on strategies for removing barriers to the successful transition from high school to college and career pathways. In addition, the EHCY State Coordinator is a member of the state's Individuals with Disabilities Education Act advisory panel and serves as the chair of the panel's ESSA subcommittee ensuring these collaborative efforts are happening while supporting the state's ESSA plan.

The initial steps from within the PED included updating the state rule pertaining to the Student Assistance Team (SAT) process requiring undue delay for a student who is homeless receiving an evaluation for special education and related services. Educational research has shown that the earlier an intervention takes place, the more likely a student will be successful in school and reduces the likelihood of dropping out from school. In addition, the PED will review, and update, as needed, New Mexico Administrative Code (NMAC) 6.29.1, Standards for Excellence, with attention to 6.29.1.8(J)(3), Transfer of credits and credit accrual, and 6.29.1.8(J)(4), Correspondence courses, as well as NMAC 6.30.8, Distance Learning, to ensure that the needs of students who are homeless are met as well as support further attainment in the strategic lever that all students are ready for success while further demonstrating growth in New Mexico's graduation rate.

The ECHY Coordinator will work closely with the College and Career Readiness Bureau (CCRB) and Special Education Bureau (SEB) on the state and federal requirements for graduation. All students in New Mexico are required to have a Next Step Plan (NSP) beginning at age fourteen (14) focusing on the transition from middle school to high school that focuses on students' career pathway with short and long-term goals, courses of study and credit attainment in a career cluster. New Mexico exceeds federal law and requires transition planning to begin for students with disabilities no later than the age of fourteen (14). This transition planning along with the transfer of student rights begins at the age 14 through the student's individualized education program (IEP) team meeting which includes the student and parent(s). The elements of the NSP are integrated into the student's IEP and include data from career interests/surveys, post-secondary goals and the services needed to attain those goals, courses of study and IEP goals. The state's coordinator will work with both bureaus and LEAs by updating technical assistance materials, providing information on state and federal requirements and encouraging LEAs to develop NSPs and IEP transitions plans for youth who are homeless, and at-risk for dropping out of school, at an earlier age and ensuring such plans are provided from sending schools to receiving schools and updated as soon as possible after the student enrolls.

The PED will also build upon earlier successes as demonstrated in the College and Career Academies implemented through the PED's Coordinated School Health and Wellness Bureau in collaboration with the PED's College and Career Readiness Bureau. While these academies focused on a specific target audience (expectant and parenting teens), the structure and goals of the academies may readily be applied to youths who are homeless. Students at the academies

participated in a career assessment inventory to determine their career interests and available occupations. Students were then placed in career cluster groups (e.g., health science, science-technology-engineering-math, business, human services, etc.) according to the results of their assessment. University staff at each site led career cluster groups based on their expertise assisted students in learning about different careers, needed courses, opportunities to move their interest forward, and work-based opportunities. Counselors, as attendees, would be walked through how to work with students through presentations and strategies focusing on enhancing work readiness and life skills and achieving success in post-secondary studies and in employment, including areas such as strong work ethic, being on time, communication, time management, teamwork, problem solving, and self-confidence. The opportunity to modify these academies across the state with a focus on having high school counselors as attendees for a “train-the-trainer” approach would provide counselors the skills to incorporate the strategies embedded in the academies at the local level.

In planning future academies and providing technical assistance both during and post-academy to high school counselors across the state, the PED will be able to provide needed information to high school counselors in relation to both the expectations, per ESSA, of access to education and college and career readiness for students identified as homeless under the McKinney-Vento Act and to resources at both the state (e.g., PED’s McKinney-Vento Program) and national (e.g., The National Association for the Education of Homeless Children and Youth) level to assist counselors in working with this target population. In addition the PED will be including special education social workers and special education teachers who are case managers of students with disabilities since they are usually the staff members providing support to the students, are written in the IEP, and assist students who are homeless with a disability with transition from high school to college and career. Lastly, the state’s drop-out/truancy coaches will be provided professional development in this area in order to support youth who are homeless.

As youths who are homeless may sometimes face barriers in accessing and completing postsecondary education, such as difficulties in applying for, receiving financial aid, and lacking a support network, both the College and Career Academies and the statewide and LEA-specific technical assistance provided by the state coordinator and local homeless liaisons will further the abilities and expertise of high school counselors and special education social workers as they work with homeless youths. Further opportunities to assist LEAs will occur through the various means the EHCY State Coordinator utilizes to evaluate the needs of students experiencing homelessness in New Mexico’s educational system including the National Center for Homeless Education’s (NCHE) State Educational Agency (SEA) level Needs Assessment Worksheet to conduct SEA level evaluations regarding Homeless Education. As EHCY sub-grantees are also required to complete the Local Educational Agency (LEA) level Needs Assessment Worksheet annually, feedback from the needs assessment may help further drive the training needs for counselors working with youths who are homeless.

Finally, partnering with the New Mexico School Counselors Association (<http://www.nmsca.org/>), a division of the American School Counselor Association in both promoting training and technical assistance opportunities specific to the needs of youths who are homeless and in disseminating requirements and information to remove barriers to learning and support the transition from high school to post-secondary education to high school counselors across the state will only further support the PED in addressing the needs of youths who are homeless.

Consolidated State Plan Assurances

Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.

- Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

[Click here to enter text.](#)

APPENDIX TABLE OF CONTENTS

APPENDIX LETTER	DOCUMENT TITLE
A	Measurements of Interim Progress
B	ESSA Workgroup Future-Ready
C	ESSA LESC Future-Ready
D	ESSA Process Timeline
E	Decreased Time for Testing
F	ESEA Waiver 2012
G	ESEA Waiver 2014
H	ESEA Waiver 2015
I	School Grading Technical Guide
J	Community Meeting Agenda
K	Community Meeting Flyer (Spanish)
L	Example Report Card - Elementary/Middle School Model
M	Example Report Card - High School Model
N	Graduation Technical Manual
O	New Mexico Data Disclosure Rules
P	Difference in Rates
Q	ESSA Workgroup OTL
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Y	Affirmation of Tribal Consultation for LEAs



SUMMARY OF THE EVERY STUDENT SUCCEEDS ACT, LEGISLATION REAUTHORIZING THE ELEMENTARY AND SECONDARY EDUCATION ACT

Legislative History

A conference committee met on November 18 and 19 to resolve the differences between H.R. 5, the Student Success Act, and S. 1177, the Every Child Achieves Act, which passed their respective chambers in July, and voted to adopt the conference framework by a vote of 38-1. Legislative language was completed over Thanksgiving. The conference report then passed the House on December 2 by a vote of 359-64, and the Senate on December 9 by a vote 85-12. The bill's title is the "Every Student Succeeds Act," abbreviated in the summary as ESSA. It reauthorizes programs in the Elementary and Secondary Education Act for four years.

Major Provisions

Transition/Effective Dates

For noncompetitive programs the effective date is July 1, 2016, and most competitive programs are in effect October 1, 2016. The U.S. Secretary of Education ("Secretary") will take steps to provide an "orderly transition to and implementation of" programs authorized by the Act. Certain waivers are terminated as of August 1, 2016, specifically those under Section 9401 of No Child Left Behind, as first introduced in a letter to chief state school officers on September 23, 2011. The transition to new state plans will begin in the 2016-2017 school year, with full implementation occurring in the 2017-2018 school year.

Title I

Part A

Grants to LEAs are authorized in the amounts below:

- FY 2017... \$15,012,317,605
- FY 2018... \$15,457,459,042
- FY 2019...\$15,897,371,442
- FY 2020...\$16,182,344,591

Other grants authorized in Title 1:

- *State assessments \$378,000,000 for FYs 2017 through FY 2020*
- *Education of Migratory Children \$374,751,000 for FYs 2017 through 2020*
- *Neglected, Delinquent, or At-Risk Children and Youth. \$47,614,000 for FYs 2017 through 2020*

School Improvement Grants

School Improvement Grants in their current form are ended. Instead, to carry out statewide system of technical assistance and support for local educational agencies, each state shall reserve either seven percent of Title I Part A or the amount the state had reserved for school improvement in 2016 and the amount it received, whichever is greater.

Not less than 95 percent of the amount would go in grants to LEAs on formula or competitive basis for schools implementing comprehensive support and improvement activities or targeted support and improvement activities or the SEA may directly provide those activities. These would be four year grants.

State plans

The State Education Agency (SEA) must submit a Title I plan to the U.S. Department of Education that is developed with timely and meaningful consultation with Governors, members of the state legislature, and state board of education (if the state has such a board). The list also includes other entities including local education agencies, Indian tribes, teachers and principals and parents, among others.

This represents a real corrective from the original ESEA which focused solely on the state education agency. The language was a top priority in NCSL lobbying on reauthorization. Plans must ensure coordination between programs in the following laws: IDEA, the Rehabilitation Act, Perkins Career and Technical Education Act, WIOA, CCDBG, Education Sciences Reform Act, Education Technical Assistance Act, NAEP, McKinney-Vento, Adult Education and Family Literacy Act.

Standards

Each state's plan shall provide an assurance that the state has adopted challenging academic content standards and aligned academic achievement standards ("challenging state academic standards") that include not less than three levels of achievement. Standards must apply to all public schools and public school students in a state. States are required to have academic standards for math, reading or language arts, and science and may have them for any other subject determined by the state. Standards must be aligned with entrance requirements for credit-bearing coursework at state higher education institutions and with relevant state career and technical education standards.

States are allowed to adopt alternate academic achievement standards for students with the most significant disabilities, provided those standards align with state academic standards and promote access to the general education curriculum consistent with IDEA, and are aligned to ensure that a student who meets the alternative standards is on track to pursue postsecondary education.

States must also show in their plan that they have adopted English language proficiency standards. English language proficiency standards must be derived from four domains (speaking, listening, reading and writing), address the different proficiency levels of English learners, and be aligned with the challenging state academic standards.

Academic Assessments

States are required to implement a set of high-quality student academic assessments in math, reading/language arts, and science, and may implement assessments in other subjects. These assessments (with exceptions regarding alternative assessments for certain students) must be administered to all elementary and secondary students and must measure the achievement of all students. Assessments must be aligned with challenging state academic standards.

The bill keeps the current schedule of federally required statewide assessments. Math and reading/language arts have to be assessed yearly in grades three through eight, and once in grades nine through 12. Science must be assessed at least once in grades three through five, grades six through nine, and once in grades 10 through 12. States may assess other subjects.

These assessments must involve multiple measures of student achievement, including measures that assess higher-order thinking skills and understanding, which may include measures of student growth and may be partially delivered in the form of portfolios, projects or extended performance tasks. They must provide appropriate accommodations for children with disabilities. The assessments can be administered through a single summative assessment or through multiple assessments during the course of the academic year. Results must be disaggregated with each state, local education agency, and school by:

- Racial and ethnic group;
- Economically disadvantaged students compared to students who are not economically disadvantaged;
- Children with disabilities as compared to children without disabilities;
- English proficiency status;
- Gender; and
- Migrant status

Alternate assessments are to be aligned with alternative academic standards and achievement goals. Only one percent of the total number of all students in the state can be assessed using these alternate assessments.

LEAs may administered a nationally-recognized high school academic assessment approved by the state in place of a required statewide assessment. *NOTE: other provisions regarding assessments are contained in Part B of Title I of the bill, including new flexibility to develop innovative assessments, and are described below.*

ESSA contains a parental rights statement that ESSA does not preempt a state or local law regarding the decision of a parent to not have their child participate in the assessments. However, that child is still counted against the 95% participation rate requirement.

Subject to federal or state requirements related to assessments, evaluations, and accommodations, states may set a target limit on the number on the aggregate amount of time devoted to assessments in each grade, expressed as a percentage of instructional hours.

Statewide Accountability System

Each state must have a statewide accountability system that is based on the challenging state academic standards for reading/language arts and math to improve student academic achievement and school success. States shall:

- Establish ambitious state-designed long-term goals for all students and each subgroup of students in the state for improved:
 - Academic achievement as measured by proficiency on the annual assessments
 - High school graduation rates including the four-year adjusted cohort graduation rate and at the state's discretion the extended-year adjusted cohort graduation rate
 - Percent of English learners making progress in achieving English language proficiency
- The indicators of the system, for all students and separately for each subgroup
 - Academic achievement as measured by proficiency on annual assessments
 - Another indicator of academic achievement
 - For high schools, a measure of the graduation rate.
 - Progress of English learners in achieving English language proficiency
 - An indicator of school quality and student success such as student engagement, educator engagement, student access to advanced coursework, postsecondary readiness, school climate and safety, or other measure.

States must also incorporate test participation in some way in their accountability system. States must count academic factors more heavily. A state must use this system to meaningfully differentiate all public schools in the state based on all indicators for all students and subgroups of students and puts substantial weight on each indicator. The system must differentiate any school in which any subgroup of students is consistently underperforming. Those subgroups are:

- Economically disadvantaged students
- Students from major racial and ethnic groups
- Children with disabilities
- English learners

Identification of schools

States must establish a methodology to identify (beginning in 2017-2018 school year and then at least every three years subsequently) those schools in need of comprehensive support and improvement, which will include the lowest performing five percent of all schools receiving Title I funds and any high school failing to graduate 1/3 or more of their students. There must be an annual measure of achievement that includes 95 percent of all students and 95 percent of all students in each subgroup. States will also notify LEAs of any school in its district in which a subgroup of students is consistently underperforming, and this will result in a school-level targeted support and improvement program.

School Support and Improvement Activities

SEAs will notify each local educational agency of any school in that LEA's jurisdiction that is identified for comprehensive support and improvement. The LEA, in partnership with stakeholders (including principals and other school leaders, teachers, and parents) will locally develop and implement a plan to improve student outcomes that is informed by all the indicators, including student performance against state-determined long-term goals; includes evidence-based interventions; is based on a school-level

needs assessment; identifies resource inequities; and is approved by the school, the LEA, and the SEA. An LEA may provide all students enrolled in a school identified by the state for improvement with the option to transfer to another public school if state law permits. Special consideration can be given to any high school that predominately serve students returning to education, or who are off-track to meet graduation requirements. If it serves less than 100 students, the LEA can forgo implementing improvement strategies.

To ensure continued support for school and LEA improvement, the SEA must: establish statewide exit criteria for schools identified for comprehensive support and improvement that if not satisfied within four years, shall result in more rigorous state-determined action and for schools where subgroups of students are not succeeding; review resource allocations to support school improvement in schools identified for support; and provide technical assistance. States may initiate additional improvement in LEAs with large numbers of schools needing improvement; and consistent with state law, establish alternative evidence-based strategies that can be used by the LEAs to assist schools.

Report cards

An annual state report card is required and must be disseminated widely. The report card must be accessible on-line, and provide a clear and concise description of the state's accountability system, including the long-term goals and measurements of interim progress for all students and subgroups of students, the state's system for meaningfully differentiating all public schools, the number and name of all public schools identified for improvement, and the exit criteria for no longer being identified for improvement. The report card will identify all the indicators, and other factors including the professional qualifications of teachers, per-pupil expenditures, National Assessment of Educational Progress scores, and also, where available and beginning with the 2017 report card, information about post-secondary attainment. LEAs will also prepare report cards containing information on student performance on academic assessments.

Schoolwide Title I programs

LEAs can consolidate and use Title I and other federal, state and local funds for schoolwide Title I programs in schools serving a school attendance area where not less than 40 percent of the children are from low-income families, or where 40 percent of the children enrolled are from such families.

Note: funds can be used for preschool programs or dual/concurrent enrollment programs.

Parent and family engagement (formerly parental engagement) efforts receive an allotment of one percent of Title I grants. LEAs shall use parent and family engagement funds to do not less than one of the following: support schools and nonprofit organizations providing professional development in this area; support programs to reach parents and family members at home; disseminate best practices information on parent and family engagement; and collaborate with entities with a record of success in improving and increasing parent and family engagement.

Maintenance of Effort (MOE) Requirement

The current requirement maintaining effort at 90 percent of prior funding is continued, and federal funding is reduced if a state also fails to meet the MOE requirement for one or more of the five immediate preceding years. However, the Secretary can waive the MOE requirement in the case of exceptional or uncontrollable circumstances like a natural disaster or change in the organizational structure of the state, or precipitous decline in the financial resources of the state.

Part B State Assessment Grants

The Secretary will award grants to state educational agencies to enable the states to carry out one or more of the following activities:

- Paying the costs of developing state assessments and standards
- Administering the assessments
 - Ensuring appropriate accommodations for English learners
 - Developing challenging assessments in other subjects in which the state wants to assess students
 - Ensuring the continued validity and reliability of state assessments
 - Refining assessments so that they are continually aligned with challenging state academic standards
 - Developing balanced assessment systems that include summative, interim or formative assessments
 - Refining required science assessments to incorporate engineering design skills
 - Developing or improving assessments for children with disabilities
 - Allowing for collaboration for research to improve the quantity, validity, and reliability of state academic assessments
 - Measuring student academic achievement using multiple measures of student academic achievement
 - Evaluating students through competency-based models
 - Designing the report cards and reports required under ESSA in a user-friendly model that allows cross-tabulation of student information that the state deems appropriate.

State Option to Conduct Assessment System Audits

Grants are authorized to states to enable states to audit state assessment systems and ensure that LEAs audit local assessments. A first grant allows states to come up with a plan for this audit; a subsequent grant can be used to carry out the plan.

Innovative Assessment and Accountability Demonstration Authority

Innovative assessments include competency-based, interim, and cumulative year-round assessments, or performance-based assessments that combine into an annual summative determination, and may be administered through computer adaptive assessments.

SEAs or a consortium of not more than four SEAs can apply to exercise demonstration authority for a period that shall not exceed five years. Initially, the Secretary shall provide not more than seven participating state agencies (including those in a consortium) with said authority. States may use this authority to allow LEAs to innovate assessments with the intent that the assessments would be scaled up to eventually be statewide.

Part C Education of Migratory Children

Federal funds for programs to assist migrant students are allocated by the following basic formula: the sum of the average number of identified eligible migratory children aged 3-12 residing in the state based on data for the three preceding years and the number of eligible migrant children aged three through 21

who received services under this part in summer or intersession programs multiplied by 40 percent of the average per-pupil expenditure in the state (which will not be less than 32 percent or more than 48 percent of the average per-pupil expenditure in the U.S.)

Part D Prevention and Intervention Programs for Children and Youth who are neglected, delinquent or at-risk

Included in this section is a requirement that states must establish provisions for, or timely re-enrollment of, youth placed in the juvenile justice system, including opportunities to participate in credit-bearing coursework.

Part E Flexibility for Equitable Per-Pupil Funding

Allows LEAs to consolidate eligible federal funds and state and local education funding in order to create a single school funding system based on weighted per-pupil allocations for low-income and otherwise disadvantaged students. Demonstration agreements for this local flexibility provision would be for not more than three years. 50 LEAs can receive approval from the Secretary for these demonstration programs; the program may expand beginning with the 2019 and 2020 school year.

Title II

The most important change in Title II is a change in the state allotment formula. The formula will shift from the current formula, of which 35 percent is based on total student population aged 5-17 in the state proportionally relative to this population in all states and 65 percent is based on student population aged 5-17 from families below the poverty line in the state proportionally relative to this population in all states to:

- 35/65 in FY 2017
- 30/70 in FY 2018
- 25/75 in FY 2019
- 20/80 in FY 2020 and succeeding years

ESSA maintains the requirement that 95% of state allotments be subgranted to LEAs, but a state may reserve up to three percent of the 95% for state activities for principals and other school leaders.

Subgrants to LEAs in a state will be made on the following formula: 20 percent based on total student population aged 5-17 in the area served by the LEA proportionally relative to all such areas in the state and 80 percent based on student population aged 5-17 from families below the poverty line in the area served by the LEA proportionally relative to all such areas in the state.

Funding for national activities (between about \$470 and 490 million for each year FY 2017-2020) is included for the following activities:

- Development of teacher/school leader incentive programs and grants
- Literacy education program and grants (including early reading and K-12 programs)
- American history and civics education programs
- School leader training and recruitment
- State-led STEM master teacher corps programs

Regarding teachers, it is important to note that ESSA ends the federal mandate for teacher evaluation, and eliminates the “highly qualified teacher” requirement of No Child Left Behind.

Title III (Language Instruction for English Language Learners and Immigrant Students)

The accountability measures for English language learners (ELLs) are moved out of Title III and into Title I as previously noted, to show that proficiency for ELL students is as important as proficiency for other students.

ELL programs have funding authorized that gradually increases from \$756 million in FY 2017 to \$885 million by FY 2020. States can use funds to make subgrants to eligible entities as long as 95 percent of state funding is used for purposes described in relevant Title III sections. States receive funding based 80 percent on population of ELLs in that state proportionally relative to that population in all states and 20 percent based on population of immigrant children and youth in that state proportionally relative to that population in all states. This title lays out eligible uses of funds, guidelines for the aforementioned subgrants to local entities, reporting guidelines (to be submitted every other year), and national professional development project guidelines. ESSA maintains the prohibition in existing law on federal prescription of curricular or pedagogical approach to educating ELLs.

Title IV (21st Century Schools)

This section of the bill is the place where some programs are eliminated or rolled into a single grant.

Part A Student Support and Academic Enrichment Grants

The purpose of these grants is to improve students’ academic achievement by increasing the capacity of states, LEAs, schools, and local communities to

- Provide all students with access to a well-rounded education;
- Improve school conditions for student learning; and
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Formula grants for states with a small state minimum:

- ½ of one percent for allotments for payments to the outlying areas;
- ½ of one percent for Bureau of Indian Education schools; and
- Two percent for technical assistance and capacity building.

States would submit a plan describing how the SEA will use funds for state level activities, award grants to LEAs ensure that the SEA will review existing resources and programs across the state to coordinate those resources and programs with existing resources and programs. States are directed to award 95 percent of the allotment to LEAs, reserve not more than 1 percent for administration, and use the rest for state activities.

LEAs would undertake a comprehensive needs assessment every three years to determine needs in the areas of:

- Access to, and opportunities for, a well-rounded education for all students;

- School conditions for student learning in order to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Activities and programs covered under this grant to support access to a well-rounded education must be coordinated with other schools and with community-based services and programs, and can be partnerships with higher education institutions, business, nonprofits, community-based organizations, or other public or private entities. Activities can include:

- College and career guidance and counseling programs;
- Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution;
- Programming and activities to improve instruction and student engagement in science; technology, engineering, and mathematics including computer science; and
- Efforts to raise student academic achievement through accelerated learning programs.

Each LEA will use a portion of its funds to develop, implement, and evaluate comprehensive programs and activities coordinated with other schools and with community-based services and programs that foster safe, healthy, supportive and drug-free environments that support student academic achievement, include parental involvement, and may be conducted in partnership with an institution of higher education, community-based organization, or other public or private entity. These programs may include evidence-based drug and violence prevention programs; mental health services; programs or activities that integrate health and safety practices into school athletic programs; programs that support a healthy, active lifestyle, help prevent bullying and harassment, improve instructional practices for developing relationship-building skills (to prevent coercion, violence or abuse), provide mentoring and school counseling for children at risk of academic failure or dropping out of school or delinquency, establish or improve school dropout and re-entry programs; providing learning environment and teaching skills for school readiness and academic success. The grants can also provide high-quality training for school personnel to allow to respond to various issues and dollars for child sexual abuse awareness and prevention activities. Other uses: designing and implementing a locally-tailored plan to reduce exclusionary discipline practices, schoolwide positive behavioral interventions and supports; and site resource coordinators.

A portion of funds shall also be used for activities to support the effective use of technology which may include:

- Professional learning tools, devices, content and resources for educators, school leaders, and administrators
- Building technological capacity and infrastructure
- Developing or using strategies for delivery of specialized or rigorous academic courses and curricula through the use of technology
- Carrying out blended learning projects
- Professional development in the use of technology
- Providing students in rural, remote and underserved areas resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses

There is a limitation that no more than 15 percent of funds may be used for purchasing technology infrastructure.

This subpart is authorized at \$1,650,000,000 for FY 2016 and \$1,600,000,000 for each of FYs 2018-2020.

Part B 21st Century Community Learning Centers

This part provides opportunities for communities to establish or expand activities in community learning centers that provide opportunities for academic enrichment, offer students a broad array of additional services, programs and activities, and offers families of students served by community learning centers opportunities for active and meaningful engagement in their child's education, including opportunities for literacy and related educational development. Funding is made available for continuation of certain current grants; there are reservations for national activities, and for Bureau of Indian Education schools. There is a local competitive subgrant program. The program is authorized at \$1,000,000,000 for FY 2017 and \$1,100,000,000 for each of FYs 2018-2020.

Part C Charter School Grants

The Secretary is authorized to carry out a charter school program that supports charter schools that serve early childhood, elementary school or secondary school students by supporting the establishment of new charter schools and the replication and expansion of high quality charter schools; assists charter schools in assessing credit for acquiring and renovating facilities; carrying out national activities to support those goals, along with disseminating best practices, evaluating charter schools and strengthening charter school authorizing practices. There are reserves for charter school facility assistance (12.5%) and carrying out national activities (22.5%). The Secretary will award competitive grants to a state entity (the SEAs, state charter school board, Governor, or charter school support organization) to allow the entity to award subgrants:

- to applicants to open and prepare for operation new charter schools replicated high-quality charter schools or expand high-quality charter schools;
- to provide technical assistance to applicants; and
- to work with authorized public chartering agencies to improve authorizing quality

Grants are for a five year period. Priority for receiving a grant shall go to state entities in states that allow at least one entity that is not an LEA to be an authorized public chartering agency (or has an appeals process), that ensure equitable financing for charters, and provides one or more of the following: funding for facilities, assistance with facilities acquisition, access to public facilities, ability to share bonds or levies, right of first refusal of a public school building, and low- or no-cost leasing privileges. The state entity should also support charter schools in other ways.

The authorization for Part C is \$270,000,000 for FY 2017; \$270,000,000 for FY 2018; \$300,000,000 for FY 2019; and \$300,000,000 for FY 2020.

Part D Magnet School Assistance

Assistance for magnet schools is provided with an authorization of \$94,000,000 for FY 2017; \$96,820,000 for FY 2018; \$102,387,150 for FY 2019; \$108,530,379 for FY 2020.

Part E Family Engagement in Education Programs

The Secretary is authorized to award grants to statewide organizations to establish statewide family engagement centers to carry out parent and family engagement programs or provide comprehensive training and technical assistance. Minimum award is \$500,000 and a non-federal match requirement, in cash or in-kind. Authorization is \$10,000,000.

Part F National Activities

\$200,741,000 for FYs 2017 and \$220,741,000 for FYs 2019 and 2020. Under this heading are grants for education innovation and research; community support for school support (95 percent of the money would go to Promise Neighborhoods and full service community schools); national activities for school safety; and academic enrichment.

Title VI and Title VII

Title IV Provides for Indian, Native Hawaiian, and Alaska Native Education programs, and Title VII provides:

Impact Aid

A number of policy changes were made to the Impact Aid program. It makes permanent technical and formula changes to federal properties that have already reduced subjectivity in the program and increased the timeliness of payments. It eliminates the Federal Properties “lockout” provision that currently prevents eligible federally impacted school districts from accessing Impact Aid funding. It adjusts the Basic Support formula to ensure equal proration when appropriations are sufficient to fund the proration formula (Learning Opportunity Threshold). It includes a hold harmless provision to provide budget certainty to school districts facing a funding cliff or significant changes to their federally-connected student enrollment. The National Association of Federally Impacted Schools has noted that the authorization for Impact Aid is stagnant for the first three years of the four-year authorization.

Title VIII

Education for the Homeless reauthorized with a Coordinator for Education of Homeless Children and Youth and LEA liaisons for homeless children and youth established in each state as part of the program. One provision requires immediate enrollment of homeless children and youth pending documentation including relevant academic and health records. The authorization for this program is \$85,000,000 for FYs 2017-2020.

Title IX

This title includes the Preschool Development grants, which are intended to allow states to

- Develop, update, or implement a strategic plan that facilitates collaboration and coordination among existing early childhood care and education programs in a mixed delivery system across a state;
- Encourage partnerships among Head Start providers, state and local governments, Indian tribes and tribal organizations, private entities, and LEAs to improve coordination, program quality, and delivery of services; and
- Maximize parental choice among a mixed delivery system of providers.

Grants will be awarded on a competitive basis. The grant period is one year, and grants may be renewed. There is a 30 percent matching requirement from non-federal funds (cash or in-kind). States can use the funds to conduct a periodic statewide needs assessment of the availability and quality of existing programs, the number of children being served in existing programs, and the number of children awaiting services; develop a strategic plan; maximize parental choice and knowledge; share best practices; and improve the overall quality of early childhood education programs. Renewal grants may be available to enable states to implement activities to address improvement in early care and education programs, or to develop new programs. Funding is authorized at \$250,000,000 for each of FYs 2017 to 2020.

Prohibitions on Federal Influence Found in ESSA

A state shall not be required to submit any standards to the Secretary for review or approval. The Secretary shall not have the authority to mandate, direct, control, coerce, or exercise any direction or supervision over any of the challenging academic standards adopted or implemented by the state.

The Secretary is not permitted to promulgate any rule or regulation on the development or implementation of the statewide accountability system that would add new requirements or criteria that are inconsistent with or outside the scope of the law's requirements, or as a condition of approval of the state plan or revisions or amendments to the state plan or approval of a waiver request, requires states to add or delete any elements to the accountability plan or standards or prescribe numeric long-term goals or measurements of interim progress for subgroups of students, or specific academic assessments or assessment items, or indicators, or weight of any indicators, specific methodology or specific school support and improvement strategies for school improvements, or any aspect or parameter of a teacher, principal or school leader evaluation system.

The Secretary cannot require additional assessment reporting requirements, data elements or information to be reported unless they are explicitly authorized under this act.

Title II contains a prohibition against federal mandates, direction or control over a state, LEA or school's instructional content or materials, curriculum, program of instruction, academic standards, or academic assessments; teacher, principal, or other school leader evaluation system; specific definition of teacher, principal, or other school leader effectiveness, or teacher, principal, or other school leader professional standards, certification or licensing.

The general provisions section (Title VIII) contains a prohibition against federal mandates, direction or control stating that no officer or employee of the federal government, shall through grants, contracts or other cooperative agreements, mandate, direct or control a state, LEA or schools' specific instructional content, academic standards and assessments, curricula, or program of instruction developed and implemented to meet the requirements of the Every Student Succeeds Act (including any requirement, direction, or mandate to adopt the Common Core State Standards or any academic standards common to a significant number of states, or any assessment, instructional content or curriculum aligned to such standards. No officer or employee of the federal government shall condition or incentivize the receipt of any grant, contract, or cooperative agreement, or preference for such awards, or receipt of a waiver upon a state, local education agency, or school's adoption or implementation of specific instructional content, academic standards, and assessments, curricula, or program of instruction.

The federal government is also prohibited from:

- Mandating states or subdivisions to spend any funds or incur costs not covered in ESSA;
- Endorsing any curriculum
- Developing incentivizing, pilot testing, implementing, administering, or distributing any federally sponsored national test in reading, mathematics, or other subject if not specifically and explicitly authorized by law

Some of these prohibitions are restated in another Sense of Congress passage, and there is also a sense of Congress that a state retains the right to make decisions concerning its system of early learning and child care free from federal intrusion, and to decide whether or not to use funding under the ESSA to offer early childhood education programs.

Finally, there's a sense of Congress statement:

“It is the sense of Congress that state and local officials should be consulted and made aware of the requirements that accompany participation in activities authorized under this Act prior to a State or local agency's request to participate in such activities.”

ATTACHMENT 3

State	Goals	School Ratings	Academic Indicators	School Quality Indicator	Measuring Subgroups ("N"-Size)	Testing Opt-Outs
Colorado	The state wants all students scoring at the 50th percentile on state English/language arts and math exams to score, in six years, at the same level as a student scoring at the 53rd percentile today. Some student subgroups have father to go to reach that goal; state also wants all students and student subgroups to have a graduation rate of 90.3 percent in six years	There will be a points-based system and four performance bands, with cut-offs for each performance band at the 15th, 50th, and 85th percentiles	Academic achievement through mean scale score, median student growth percentile, four-, five-, six-, or seven-year graduation rates, progress in reaching English-language proficiency	Reduction in chronic absenteeism for elementary and middle schools; reduction in dropout rates for high schools	16 students for academic achievement and graduation rate indicators, 20 students for growth indicators	A school or district that misses 95 percent on the state E/LA or math exams has to create an improvement plan to address the situation and distribute information about the exams; low participation rates must also be included in ESSA program reviews
Connecticut	100 percent of all students and subgroups will hit various growth targets by 2029-30; 94 percent will graduate high school in four years by 2029-30	Rating based on 0-100 index score	Achievement in reading and math; growth in reading and math; four-year adjusted cohort for graduation; six-year adjusted cohort for graduation	Chronic absenteeism; preparation for college- and-career coursework and exams; participation rates on tests; postsecondary enrollment; physical fitness; access to arts education; on-track graduation for 9th graders	20 students	A school otherwise getting highest or second-highest ranking would be knocked down one ranking
Delaware	Cut in half the share of all students and subgroups not proficient on English/language arts and math exams by 2030; cut in half the share of high school students not graduating after four years	Index score to create a "text-based" rating	Achievement; growth; social studies in certain grades; growth of students; on-track high school graduation for 9th graders; progress in English-language proficiency; four-, five-, and six-year cohort graduation rates; science in certain grade spans	Chronic absenteeism; a mix of attendance indicators; choice to re-enroll in same school; standardized observations that take into account factors including classroom organization, emotional support, and instructional support	10 students	A system would monitor and assist school, with interventions possible after multiple years
District of Columbia	By 2038-39, 85 percent of all students and subgroups will score a level 4 or 5 on the PARCC exam; 90 percent of high school students will graduate after four years	Five-tier performance rating system	Achievement; growth; graduation rates; English-language proficiency; college-readiness measured by ACT, AP, and IB participation and scores	Chronic absenteeism; a mix of attendance indicators; choice to re-enroll in same school; standardized observations that take into account factors including classroom organization, emotional support, and instructional support	10 students	A system would monitor and assist school, with interventions possible after multiple years

ATTACHMENT 3

<p>Illinois</p>	<p>By 2032, 90 percent of all students and subgroups will be proficient in English/language arts and math; by 2032, students in grades 3, 5, and 9 and high school graduates will meet four other percentage-based goals; 90 percent of students will graduate</p>	<p>Four-tier school-rating system, ranging from "exemplary" to "lowest-performing"</p>	<p>Proficiency, growth, English-language proficiency, graduation rates; plans to do science proficiency; exploring fine arts and another indicator for elementary and middle schools</p>	<p>Chronic absenteeism; climate surveys; whether 9th graders are on track to graduate; an early-childhood education indicator; exploring an arts indicator</p>	<p>20 students</p>	<p>A school could not get top score for academic proficiency; participation rate would factor into school-improvement decisions</p>
<p>Louisiana</p>	<p>Annual average improvement target of 2.5 percentage point gains in achievement on state reading and math tests between 2018 and 2025 for all students and student subgroups; plan includes goal of reaching a graduation rate of 90 percent by 2025 for all students and student subgroups</p>	<p>A-F school grades, based on an index scores ranging from 0-150, would be given to schools; ratings system would shift in 2021 and again in 2024</p>	<p>Achievement on state exams, including high school end-of-course exams and an ACT/WorkKeys index; growth index; graduation rate index; English-language proficiency index; school quality indicators including access to a well-rounded education and "strength of diploma" depending on grade level</p>	<p>Middle schools would be measured on credit accumulation through 9th grade; high schools would be measured on the "strength of diploma" students receive; all schools would be measured on "interests and opportunities" that cover access to arts, physical education, and foreign language programs, among others</p>	<p>10 students</p>	<p>All nonparticipants in the state exam will receive a score of zero, which will in turn impact school scores on the state's accountability system</p>
<p>Maine</p>	<p>By 2030, 90 percent of Maine students will graduate "college-and-career ready"</p>	<p>A four-tier rating system, similar to the one the state already uses, from "exceeds state expectations" to "requires review for supports"</p>	<p>Achievement; growth; four-, five- and six-year graduation rates; progress for English-learners</p>	<p>Percentage of students who have consistent attendance</p>	<p>10 students</p>	<p>Schools with participation rates between 75 and 94 percent would have to submit a plan; schools below 75 percent would have to show steps taken; participation not factored into summative school rating</p>
<p>Massachusetts</p>	<p>No long-term academic goals are set because state says it must wait for new baselines; increase overall and subgroup graduation rates by 5 percentage points by 2020</p>	<p>Six-tier rating system, based on 1-100 index</p>	<p>Achievement in reading and math; growth in reading and math; achievement in science; four- and five-year graduation rates plus percentage of students still enrolled in high school; dropout rates; English-language proficiency</p>	<p>Chronic absenteeism; success in 9th grade courses; successful completion of a broad and challenging high school curriculum (including things like AP and IB course-taking)</p>	<p>20 students</p>	<p>A school's overall summative rating would decline</p>

ATTACHMENT 3

<p>Michigan</p>	<p>Proposes that 75 percent of schools and 75 percent of all student subgroups reach various proficiency targets on state exams in English/language arts, math, science, and other subjects by 2024-25</p>	<p>The state included two options for A-F school grades, with one giving schools a final, summative grade, and the other only giving A-F grades to different components of the accountability system; the state is also developing a dashboard system combining the system's six elements</p>	<p>100-point achievement index; 100-point growth index; four-, five-, and six-year cohort graduation rates; 100-point English-learner progress index; various school-quality indicators depending on grade level; participation in state assessments</p>	<p>State would include four factors in this indicator: chronic absenteeism; time spent in arts, library, and physical education programs in K-8; advanced coursework in grades 11-12; and postsecondary enrollment rates</p>	<p>30 students, except for English-language learners, whose n-size would be 10 students</p>	<p>Eligible students who do not take state exams would be recorded as having a score of zero when determining proficiency rates in the state accountability system</p>
<p>Nevada</p>	<p>By 2022, have 61 percent of all students and subgroups proficient in English/language arts and 41 percent proficient in math; have 84 percent of high school students graduate after four years</p>	<p>Five-star rating tool, based on 1-100 index</p>	<p>Proficiency, English-language proficiency; growth; graduation rates for high schools</p>	<p>Student engagement; college-and-career readiness (for high schools) closure of opportunity gaps for elementary and middle schools</p>	<p>10 students</p>	<p>A school would initially be labeled with a "warning," then subject to increasing penalties after multiple years</p>
<p>New Jersey</p>	<p>By 2030, have 80 percent of all students and subgroups meet or exceed expectations on PARCC; have 95 percent of all students and subgroups graduate after four years in high school by 2030</p>	<p>Score based on 100-point scale</p>	<p>Achievement, growth, four- and five-year graduation rates, English-language process</p>	<p>Chronic absenteeism</p>	<p>20 students</p>	<p>As ESSA requires, each student at the school causing a participation rate below 95 percent would be scored not proficient</p>
<p>New Mexico</p>	<p>By 2022, 64.9 percent of students will be proficient on PARCC English/language arts test, and 61.2 percent proficient on PARCC math test</p>	<p>A-F grading system</p>	<p>Four-, five- and six-year graduation rates; achievement; growth in four-year graduation rate; STEM readiness; English-language proficiency</p>	<p>"Opportunity to learn surveys" to capture climate, student engagement, and more; attendance measures; college-and-career readiness, including remediation and persistence</p>	<p>20 students</p>	<p>A school will have its A-F grade decrease by one letter if 95 percent of students don't take the state English/language arts or math test</p>
<p>North Dakota</p>	<p>The state plans to set goals on the state reading and math tests for all students and several student subgroups for the 2023-24 school year; overall, the state's goal is to reduce "the number of nonproficient students for all students and for each subgroup of students by 33 percent within six years"</p>	<p>North Dakota plans to use a "dashboard" accountability system "that will allow multiple factors to be used when summarizing a school's measure of quality and assist the state in meaningful differentiation of school quality"</p>	<p>For elementary school, academic achievement, growth, progress in English language proficiency; for high school, academic achievement, growth, progress in English-language proficiency, four-, five-, and six-year graduation rates</p>	<p>Student engagement as measured through surveys for elementary schools, student engagement and career readiness for high schools</p>	<p>10 students</p>	<p>A school or district where test participation fell below 95 percent would be labeled as having insufficient participation, and would be required to implement a plan to improve its test participation</p>

ATTACHMENT 3

<p>Oregon</p>	<p>The state wants 80 percent of all student subgroups to score at a level demonstrating that they are on track for postsecondary readiness by 2024-25, based on state tests; also wants all students and student subgroups to graduate at a 90 percent clip by the same year</p>	<p>There will be three broad categories for assessing school performance, but no single or final rating for all schools; for each indicator, there will be five levels of performance, ranging from "meets goal" to "in the lowest 10 percent of schools"</p>	<p>Achievement in English/language arts and math; growth in E/LA and math; four-year graduation rate; English-language performance and growth</p>	<p>All schools will use chronic absenteeism as an indicator of school quality; high schools will also be judged on two other indicators: involving 9th grade academic progress and high school completion</p>	<p>20 students</p>	<p>Schools where one or more student groups fail to high 95 percent participation have to develop a plan to improve participation rates; Oregon law allows parents to opt their children out of these tests for any reason</p>
<p>Tennessee</p>	<p>Perform in top half of 4th and 8th grade NAEP scores among states by 2019; 75 percent of 3rd graders proficient in reading by 2025; average ACT composite score of 21 by 2020; 95 percent graduation rate by 2024-25</p>	<p>A-F grading system</p>	<p>Achievement; growth; graduation rates combined with college-, career-, or military-readiness measures; English-language proficiency</p>	<p>Chronic absenteeism and out-of-school suspensions; graduation rate indicator incorporates whether students have met ACT benchmarks or earned military or workforce certification</p>	<p>30 students</p>	<p>A school would get an F grade in academic proficiency for all student subgroups not reaching 95 percent participation</p>
<p>Vermont</p>	<p>All schools score, on average, at the midpoint of the Smarter Balanced test's proficiency range by 2025; 90 percent graduation rates for all students and subgroups by 2025</p>	<p>There would be five separate ratings for different accountability measures</p>	<p>Achievement; growth; four- and six-year graduation rates, English-language proficiency, English language proficiency in schools with sufficient numbers of ELLs</p>	<p>College-and-career readiness, physical education, science, postsecondary outcomes</p>	<p>25 students</p>	<p>School's initial summative score would be multiplied by the percentage of students who took the exam</p>

Source: EdWeek

ESSA CONSULTATION REQUIREMENTS

Title I – Part A: Improving Basic Programs Operated by Local Educational Agencies	
ESSA Citation	Consultation Requirement
Section 1111(a)(1)(A)	Plan must be developed by the state educational agency (SEA) with meaningful consultation with the governor, members of the state legislature, the state board of education, local educational agencies (LEAs), representatives of Indian tribes, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents. Limit: Consultation with the above members may not interfere with the timely submission of the plan.
Section 1111(a)(8)	Must make the state plan available to the public for comment for a period of not less than 30 days (electronically and easily accessible) prior to submission to the U.S. Department of Education (USDE) secretary.
Section 1111(b)(2)(A)	Must provide an assurance that public comments were taken into account in the development of the state plan. Must demonstrate that the SEA has implemented, in consultation with LEAs, a set of high-quality student academic assessments in math, reading/language arts, and science.

Title I – Part C: Education of Migratory Children	
ESSA Citation	Consultation Requirement
Section 1304(c)(3)	Must provide an assurance that the planning and operation of programs and projects at both the SEA and LEA operating level, there is consultation with parents of migratory children, including parent advisory councils, for programs not less than one school year in duration, and that all such programs and projects are carried out.

ATTACHMENT 4

Title II – Part A: Supporting Effective Instruction	
ESSA Citation	Consultation Requirement
Section 2101(d)(2)(H)	Must provide an assurance that the SEA will work in consultation with the entity responsible for teacher, principal, or other school leader professional development standards, certification, and licensing for the state, and encourage collaboration between educator preparation programs, the state, and LEAs to promote the readiness of new educators entering the profession.
Section 2101(d)(3)	In developing the state application for Title II-A, a state shall meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purposes of Title II-A.

Title III – Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act	
ESSA Citation	Consultation Requirement
Section 3113(b)(2)	Must describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the state, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners (ELs) are assessed for such status within 30 days of enrollment in a school in the state.
Section 3113(b)(3)(G)	Must provide assurance that the Title III plan has been developed in consultation with LEAs, teachers, administrators of Title III programs, parents of ELs, and other relevant stakeholders.

ATTACHMENT 4

Title IV – Part B: 21st Century Community Learning Centers	
ESSA Citation	Consultation Requirement
Section 4203(a)(12)(A)	Must provide an assurance that the application was developed in consultation and coordination with appropriate state officials, including the chief state school officer, and other state agencies administering before and after school (or summer recess) programs and activities, the heads of the state health and mental health agencies or their designees, statewide after-school networks (where applicable) and representatives of teachers, LEAs, and community-based organizations.

Title VI – Part A – Subpart 1: Indian Education Formula Grants to Local Educational Agencies	
ESSA Citation	Consultation Requirement
Section 6114(b)(7)	Describe the process the LEA used to meaningfully collaborate with Indian tribes located in the community in a timely, active, and ongoing manner in the development of the comprehensive program and the actions taken as a result of such collaboration.
Section 6114(c)(3)(C)	Must provide an assurance that the Indian Education Formula Grant was developed by the LEA in open consultation with parents of Indian children and teachers, representatives of Indian tribes on Indian lands located within 50 miles of any school that the LEA will serve if such tribes have any children in such school, Indian organizations, and, if appropriate, Indian students from secondary schools, including through public hearings held by the LEA to provide to the individuals a full opportunity to understand the program and to offer recommendations regarding the program.

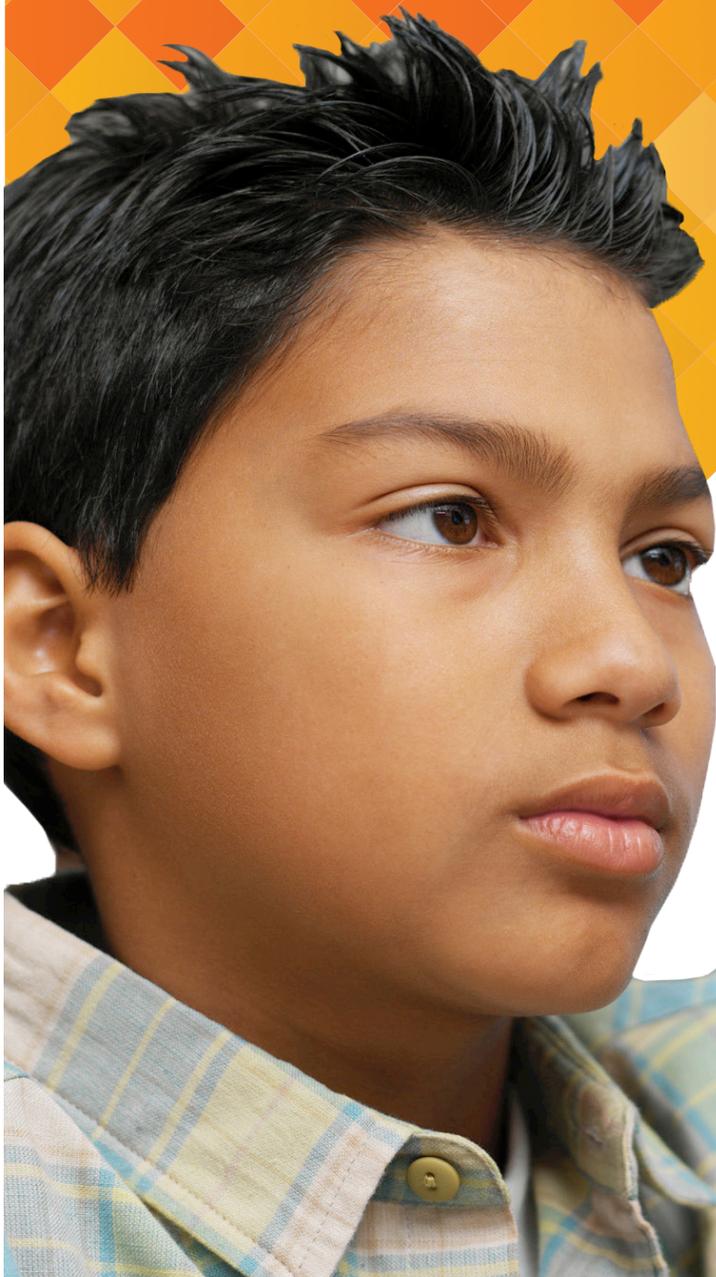
ATTACHMENT 4

Title VII: Impact Aid Policies and Procedures Relating to Children Residing on Indian Lands	
ESSA Citation	Consultation Requirement
Section 7004	A LEA that claims children residing on Indian lands for the purpose of receiving Impact Aid funds shall establish policies and procedures to ensure that: (1) such children participate in programs and activities supported by such funds on an equal basis with all other children; (2) parents of such children and Indian tribes are afforded an opportunity to present their views on such programs and activities, including an opportunity to make recommendations on the needs of those children and how the LEA may help such children realize the benefits of such programs and activities; (3) parents and Indian tribes are consulted and involved in planning and developing such programs and activities; (4) relevant applications, evaluations, and program plans are disseminated to the parents and Indian tribes; and (5) parents and Indian tribes are afforded an opportunity to present their views the LEA regarding the LEA's general educational program.

Title VIII: General Provisions	
ESSA Citation	Consultation Requirement
Section 8538	A LEA shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the LEA prior to the LEA's submission of a required plan or application for a covered program or for a program under Title VI. Such consultation shall be done in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to such plan.
Section 8540	A SEA shall consult in a timely and meaningful manner with the governor, or appropriate officials from the governor's office, in the development of state plans under Titles I and II and consolidated state plans.

Source: Every Student Succeeds Act

NM Public Education Department



**NEW MEXICO RISING
TOGETHER**

FIFTY RESPONSES TO FEEDBACK
FROM OUR COMMUNITIES



New Mexico Rising
Engaging our Communities for Excellence in Education

NEW MEXICO RISING - TOGETHER

FIFTY RESPONSES TO FEEDBACK FROM OUR COMMUNITIES

Prior to crafting and finalizing New Mexico's State Plan under the new federal law, the **Every Student Succeeds Act (ESSA)**, the New Mexico Public Education Department (PED) conducted extensive stakeholder engagement throughout 2016 and early 2017 on behalf of New Mexico's students.

In the fall of 2016, the PED embarked upon its largest stakeholder engagement community tour ever. Opening channels of communication and hearing from all stakeholders, the PED partnered with New Mexico's leading public policy organization, New Mexico First, to develop the *New Mexico Rising Tour*. The statewide stakeholder engagement tour was intended to provide every New Mexico resident the opportunity to learn about the state's initiatives and share input in the development and design of New Mexico's plan. The PED and New Mexico First hosted a variety of forums, including public meetings, online surveys, targeted working groups, tribal consultation and teacher and parent engagement sessions, ensuring the voices of all stakeholders would be heard.

The *New Mexico Rising Tour* consisted of twenty-five (25) facilitated listening sessions across New Mexico's six largest communities. Upon the conclusion, New Mexico First released a series of eight reports: one statewide summary, one report for each unique community visited and one summary of tribal engagement. Following the *New Mexico Rising Tour* and concurrent technical working group engagement related to ESSA, the New Mexico State Plan was developed.

The New Mexico State Plan was posted online in draft form at the beginning of March and was available for additional stakeholder input through April 1, 2017. The PED reviewed feedback on a rolling basis.

With the submission of New Mexico's state plan after 30 days of publication and additional public input, the PED is proud to release a final version of New Mexico's state plan and an updated version of *New Mexico Rising – Together*, a summary of major themes of stakeholder feedback that have been incorporated into the state's ESSA plan and the PED's strategic plan. Given that much of what the PED heard over the past nine months was in response to local and state programs and/or upcoming state and local efforts that are not directly related to ESSA, the PED has included a wide array of responses and actions. Each represents a step forward in improving the educational experience for our kids.

Feedback from New Mexico's communities has been grouped into the following categories:

- *Supporting New Mexico Educators*
- *Student Assessment*
- *School Accountability*
- *Ready for Success*
- *21st Century Learning*
- *School Support*
- *Equitable Access for All Students*
- *Engaging our Communities*



New Mexico Rising

Engaging our Communities for Excellence in Education

New Mexico Rising Together, Return Tour

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

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

We look forward to continued collaboration so that
EVERY STUDENT SUCCEEDS in New Mexico.

SUPPORTING NEW MEXICO EDUCATORS

1. **WE HEARD:** Let's work together on the state's teacher evaluation to put more emphasis on non-student growth measures such as principal observations, while continuing to prioritize our students' progress. Further, let's find the right balance on the teacher attendance component of the system while recognizing that it has resulted in more instructional hours for kids and a significant cost savings for the state.

WE RESPONDED: The PED advocated for legislation to accomplish these goals during the 2017 Session, but the Legislature ultimately did not act upon the compromise. New Mexico's classroom teachers continued pushing for revisions through extensive research and NM teacher survey data, the PED jointly announced a plan for a revised system in early April 2017. The Department has decreased the weight of student growth by fifteen percent and increased the weight of teacher observations by fifteen percent. Additionally, the department doubled the number of teacher absences exempted within NMTEACH from three to six. The PED's actions are in direct response to feedback heard from stakeholders across the state, and formalized by Teach Plus, a group of teacher policy fellows. In addition to these recommended changes, teachers requested a sustainability clause for these revisions, for a minimum of five years.

2. **WE HEARD:** Let's ensure that a diverse group of statewide teachers are advising the PED on how to improve New Mexico's education system.

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

3. **WE HEARD:** Let's consider, in partnership with the deans and directors of teacher preparation programs across New Mexico, moving away from archaic and unaligned standards for teacher preparation program requirements so that we can better prepare our teachers for the 21st century classroom.

WE RESPONDED: The PED is adopting state regulation to incorporate INTASC model core teaching standards, which have a stronger focus on the application of knowledge and skills of current teaching practices.

4. **WE HEARD:** Let's do a better job of ensuring that new teachers are ready for the rigors of today's classroom. This should include greater accountability for educator prep programs as well as making clinical residency experiences available for our aspiring educators, in both traditional and alternative training programs. By increasing clinical residency experience, the focus of the state's training will be on ensuring that our teachers will be better prepared for day one of teaching students.

WE RESPONDED: The PED is establishing new program requirements and accountability measures for teacher preparation programs across New Mexico, ensuring that they are rooted in the practice of classroom teaching. The state's first-ever Educator Preparation Program Report Cards will be released in 2017, with a focus on program diversity, efficacy, and how well it meets market demands. Through partnership with our educator preparation providers, New Mexico is promoting a cycle of continuous improvement so that teachers are "first-day ready". Based on stakeholder feedback received over the past nine months, the PED is also considering a move to enhancing student teaching by supporting enhanced experiences for pre-service teaching candidates. By leveraging Title IIA funds and policy, the PED plans to work with colleges of education, districts, and other partners to create longer clinical residencies. The PED also plans to overhaul the requirements for mentorship by leveraging the NMTEACH effectiveness system to ensure that New Mexico's best teachers have a positive influence on novices.

5. **WE HEARD:** Let's celebrate our educators and elevate and champion the teaching profession.

WE RESPONDED: The PED has launched three NEW teacher leadership opportunities for educators. These programs provide the opportunity for teachers to get involved in statewide networks focusing on their craft, public policy, and teacher ambassadorship. Additionally, the PED now has an in-house Teacher-Liaison, a veteran teacher from Albuquerque Public Schools, to participate in statewide outreach and policy development. Further, the department is committed to continuing to support annual teacher debit cards, stipends for recruitment and retention, and increases in starting salaries. Finally, New Mexico will continue to host an Annual Teacher Summit that not only provides teachers with resources and professional development but offers them a platform to exchange best practices and celebrate the success they are having with their students.

6. **WE HEARD:** Let's give elementary teachers high-quality science content training and professional development to ensure that all students are exposed to quality science instruction K-12.

WE RESPONDED: The PED held *Making Sense of Science* teacher institutes focusing on matter, energy and the integration of literacy and math strategies in science content, and will expand those summer training institutes based on demand and available resources. Over the next few summers, the PED would like to see every elementary teacher have this opportunity, contingent upon state STEM funding. Plans for expansion are underway.



7. **WE HEARD:** Let's better support our teachers in implementing the Common Core Math Standards in their classrooms.

WE RESPONDED: The PED is piloting *Pathway to Math Excellence* in 2016-17, a project that provides classroom support to teachers with on-site math coaches and math content training during the school year. If successful in improving students outcomes in year one, the PED would like to expand the program to additional schools, contingent upon state STEM funding.

8. **WE HEARD:** Let's provide teachers with access to NMTEACH trainings on a virtual platform.

WE RESPONDED: The PED launched the New Mexico Teacher Leader Network (NMTLN), which is comprised of 50 teachers from across the state. One emphasis is developing resources for New Mexico teachers to facilitate learning and understanding of the NMTEACH system. The NMTLN will help leverage NMTEACH as a tool that can be used by teachers to guide and improve their practice. Additionally, the PED Teacher Liaison and Educator Quality staff hosted and recorded several webinars that are now available online. The PED Teacher Liaison and staff are also available to host additional webinars as requested, and have visited many communities to respond to questions and input.

9. **WE HEARD:** Let's better support teachers and leaders by providing all LEAs with more training for K-3 Literacy.

WE RESPONDED: The PED is offering Regional Consortium on Reading Excellence in Education (CORE) training to all K-3 teachers to increase student achievement through literacy instruction. CORE focuses classroom-based professional learning to enable effective reading, writing, and language support for students.

Additionally, New Mexico also launched the first-ever statewide Dream Team, a group of the state's best K-6 literacy educators.

Further, the PED has begun planning a Kindergarten Teacher Academy (K-Academy) for all of the state's kindergarten teachers, to provide early literacy training for every K-Teacher in New Mexico.

10. **WE HEARD:** Let's support licensure of teachers whose native language is not English as well as those who teach English language learners.

WE RESPONDED: The PED has embarked upon several strategies for supporting our educators serving English Learners, including TESOL waiver flexibility, investments in educator preparation programs, and ongoing professional development opportunities through the state's Educator Quality Division and Priority Schools Bureau. The PED has also worked to increase awareness around the TESOL endorsement—it is not a state or federal requirement for serving ELs but rather a requirement for eligibility for state-funding for bilingual multicultural education programs.



11. **WE HEARD:** Let's ensure school administrators are being held accountable for their performance (and notably their effective execution of teacher evaluation) to ensure that constructive feedback is given to our teachers and student data is analyzed by all.

WE RESPONDED: The PED will be strengthening the implementation and oversight of Principal/AP evaluations as we head into the 2017-18 school year, ensuring that administrator evaluation data is collected, reported, and acted upon.

12. **WE HEARD:** Let's include some of the state's best educators in reviewing various statewide applications and competitive grants – from Reads to Lead grants to Direct Student Services applications to Assessment RFPs.

WE RESPONDED: The PED will select educators from across the state to participate in several review processes in 2017 and beyond, thus valuing teacher perspective in the review of district applications and vendor submissions.

STUDENT ASSESSMENT

13. **WE HEARD:** Let's reduce the amount of time spent on required student assessments.

WE RESPONDED: The PED worked with educators across the state to reduce testing time across multiple assessments. Notably, PARRC was reduced, on average, by 90 minutes per grade. K-2 assessment time also dropped dramatically with the implementation of Istation. The PED is committed to pressing for additional reductions in PARCC testing time while maintaining a high-quality assessment.

14. **WE HEARD:** Let's eliminate End-of-Course exams (EOCs) that are redundant.

WE RESPONDED: The PED has already identified EOCs that will not be required beginning in the 2017-2018 school year, such as ELA 6-8 and Math 6-8. Districts will still be allowed to use them as desired for final exams, but they will not be required by the PED. Moving forward, the PED will provide enhanced guidance to districts regarding required End of Course exams.

15. **WE HEARD:** Let's improve and streamline the process for End-of-Course (EOC) exams through a better platform and provide another round of opportunities for educators to be a part of the design and implementation. Let's strengthen the rigor of End of Course (EOC) exams and ensure that they align with the skills necessary for college and career readiness.

WE RESPONDED: The PED launched the NM-EPIC platform for our students and educators and has conducted an initial administrative review of each EOC exam, as part of a multi-year initiative to revise current EOCs to improve content items, blueprints, and the administration platform. Concurrently, the PED hosted (and will continue to convene) a technical working group on high school graduation requirements and the role of primary and alternative demonstrations of competency. In the coming year educators from across the state will be gathered in working groups to review and refine the content for each of these important student assessments that provide equity for our students statewide.

16. **WE HEARD:** Let's review assessment practices at the school and teacher level to identify how many assessments are being given and how many hours are spent on assessment across New Mexico.

WE RESPONDED: The PED will reissue its assessment audit of local districts. Once the audit is complete and the PED has a better understanding of how much testing is occurring, the department will provide best practice guidance on ways to reduce and in some cases, eliminate excessive assessment.



17. **WE HEARD:** Let's provide schools with real-time student level data in reading to support teachers in providing focused and targeted literacy instruction.

WE RESPONDED: The PED adopted the K-3 Istation assessment tool. Istation provides teachers with student level data in real-time, lesson plan ideas, sample parent engagement letters, and detailed reports to assist them as they promote student achievement in reading. This assessment also significantly reduced testing time and overall cost to the state.

18. **WE HEARD:** Let's provide kindergarten teachers a diagnostic tool that supports them in stronger planning, more effective differentiated instruction, and regular communication with families.

WE RESPONDED: New Mexico's kindergarten observation tool (KOT) highlights our understanding that a whole-child assessment is crucial in meeting the needs of each individual student, particularly in their early childhood development.

19. **WE HEARD:** Let's improve alternative demonstrations of competency for graduation in order to provide a consistent, all-encompassing, structured approach that ensures all students have the opportunity to demonstrate that they are college and career ready.

WE RESPONDED: The PED will continue to partner with stakeholders from local education agencies (LEAs) and the legislature to define graduation pathways and strengthen alternate demonstrations of competency.

SCHOOL ACCOUNTABILITY

20. **WE HEARD:** Let’s give our schools time to respond to new federal requirements and state priorities as it pertains to school and district accountability.

WE RESPONDED: The PED plans to incorporate new federal requirements, such as English Language Proficiency in School Grades, in the 2018-19 school year. The PED will advocate for this approach with federal officials in response to stakeholder input. The vast majority of stakeholders advocated for stability and continuity for as many years as possible under the current School Grades system.

21. **WE HEARD:** Let’s not forget about the highest-achieving students. New Mexico’s school accountability system should encourage schools to focus on kids that are already achieving at the highest-levels.

WE RESPONDED: New Mexico is proposing a new indicator within School Grades beginning in 2018-19 (as part of ESSA) that focuses on students that have historically been in “Quartile 4”—the highest-performing in that school over the past several years. This change will call for new approaches to ensuring that all students are being challenged.

22. **WE HEARD:** Let’s hold schools accountable and report on how well they recruit and retain high-performing teachers. School Grades should include more information on the teacher workforce and student placement.

WE RESPONDED: The PED will include several such metrics in its 2017-18 School Grade report cards. While not for formal accountability, this reporting will further the important work of the New Mexico’s Excellent Educators for All Plan (“Equity Plan”). The state’s reporting will include information about teacher experience, recruitment, placement, and retention—with a focus on how the school works with its highest-performers. Additional educator equity metrics may also be included in response to feedback from teachers and other stakeholders.

23. **WE HEARD:** Let’s ensure that charter schools that are not serving students well and/or not being responsible stewards of taxpayer dollars are not permitted to continue to operate.

WE RESPONDED: The PED supports state policy (both legislation and regulation) requiring the automatic closure of charter schools that do not demonstrate fiscal responsibility and/or academic performance. Underperforming schools should be non-renewed by their authorizers, and the PED has recommended non-renewal for a handful of charter schools in the last 18 months. The PED has also increased the number of site visits and feedback given to schools to support continuous improvement through clear expectations and accountability.

24. **WE HEARD:** Let’s ensure that all New Mexico schools are held accountable through School Grades, regardless of the students they serve.

WE RESPONDED: The PED will further define which schools qualify for Supplemental Accountability Measures (SAMs) with an eye towards ensuring that all students are on-track to be college and career ready.

READY FOR SUCCESS

25. **WE HEARD:** Let's be the fastest *growing* state in the nation in terms of our rate of student achievement.

WE RESPONDED: New Mexico has set an ambitious goal of being the fastest growing state in the nation by 2020.

26. **WE HEARD:** Let's raise the bar for what a high school diploma means so that our students can be competitive in the job market. Let's also take the time to allow districts/schools to engage with parents, families, and students throughout the process.

WE RESPONDED: The PED originally intended to have a new standard in place for reading and math competencies for the graduating Class of 2017. However, after listening to feedback from across the state, the PED facilitated multiple technical working groups to further discuss changes with stakeholders and announced that the Class of 2020 would be the first to respond to updated high school graduation requirements that indicate competency on the PARCC is attaining a four or five.

27. **WE HEARD:** Let's make science education a higher priority—it should be included in state accountability systems, and new standards should be considered for adoption.

WE RESPONDED: The PED is working and will continue to work throughout 2017 with key stakeholders such as the state's Math and Science Coalition to consider new science standards and how to best incorporate science student achievement into School Grades beginning in 2018-19 as proposed in the state's plan.

28. **WE HEARD:** Let's make dual credit stronger and more accessible. While the PED's and the Higher Education Department's (HED's) proposals around dual credit reform are well-intentioned, continue to hear feedback on some of the proposed requirements so that New Mexico can continue to give as many students as possible access to opportunities provided by our higher education partners.

WE RESPONDED: The PED and HED are revisiting the policy changes put forward in 2016, pushing back the timeline for any reforms by at least one year, and considering alternatives to raising academic standards for students wishing to access dual-credit. Both PED and HED will consider additional input in 2017, while asking all stakeholders to keep the state's big goal of reducing remediation rates front-and-center in the discussions.



29. **WE HEARD:** Let's give our high school students round-the-clock access to personalized learning opportunities, both as a form of remediation and acceleration.

WE RESPONDED: New Mexico pays for every high school sophomore to take the PSAT at no cost. Over the past four months districts and charter schools across the state have begun to access Khan Academy accounts for the students who took the PSAT. The PED, in partnership with College Board, has worked to ensure that our principals, educators, and students are aware of this opportunity and have the technical assistance needed to help students access it. Still, less than 10% of eligible high schools have set-up an account, and the PED will continue to follow-up with district and charter leaders to ensure every high schooler has access.

30. **WE HEARD:** Let's expand access to Early Childhood Education based on increasing demand.

WE RESPONDED: New Mexico continues to invest in Early Childhood Education with targeted investments in districts and charters that demonstrate a willingness and capacity to leverage those investments to better prepare the New Mexico's youngest learners for sustained K-12 success. The state's Pre-K investment has near-tripled since 2011.

31. **WE HEARD:** Let's continue to provide even more flexibility through ESSA for Pre-K and Early Childhood programming, including the leveraging of federal resources and additional cross-departmental collaboration with the Department of Children, Youth and Families and the Department of Health.

WE RESPONDED: Within Section 6 of the state's plan, New Mexico has highlighted how ESSA creates opportunities for early childhood education via Title I funding. This opportunity will continue to be highlighted by the PED. Further, through the Race to the Top – Early Learning Challenge grant, the PED will work to leverage data to continuously improve early childhood programs in collaboration with multiple agencies.

32. **WE HEARD:** Let's ensure that students are exposed to the most up-to-date competencies and explore new options for fine arts and physical education standards.

WE RESPONDED: The PED is facilitating working groups with teachers, administrators, district leaders, and legislators to compare current standards with new, nationally recognized standards to better understand what is right for students in New Mexico.

21ST CENTURY LEARNING

33. **WE HEARD:** Let's help bridge the connection between student learning and careers for our high school students. Students that are ready with an employable skill set might miss out on the multitude of opportunities in their communities without opportunities to explore them. And let's better define our career-oriented pathways across the state—with consistent terms, delineated pathways, and rich resources delivered to the field.

WE RESPONDED: The PED's College and Career Readiness Bureau recently distributed the Career Clusters Guide to encourage student awareness of how high school fits into their career aspirations. As part of the state's NM Graduates Now initiative, internship and externship opportunities with local and regional employers will be broadcast via the Department of Workforce Solutions internship portal. The student guidebook details the four steps to determining their ideal career pathway, including recommended course selections for 79 career pathways based upon New Mexico employment demands, average wages, and postsecondary educational requirements.

34. **WE HEARD:** Let's ensure that there is reliable Broadband access statewide, so that every student can leverage the potential power/resources of online requirements and opportunities. Many communities don't have internet access, which makes it hard for them to use the rich material found online to advance their learning.

WE RESPONDED: Governor Martinez has made a commitment to Broadband access statewide. The team at the PED is leading a statewide effort to ensure Broadband-For-All by 2018. Wi-Fi networks will be upgraded in schools across the state, dramatically improving access and speed for students.

35. **WE HEARD:** Let's ensure that distance learning continues, for our rural districts in particular, and that the highest quality of coursework is provided for all students.

WE RESPONDED: The PED is committed to revamping IDEAL-NM to ensure all students have access to distance learning opportunities that promote college and career readiness through high quality content and the expertise and skills of New Mexico's best educators.

SCHOOL SUPPORTS

36. **WE HEARD:** Let's continue to cut administrative costs and re-allocate more funding where it needs to be: in the classroom with our students.

WE RESPONDED: The PED has increased the dollars flowing to New Mexico classrooms by more than \$242 million, while holding administrative costs steady. Now, 73% of public school dollars go directly to the classroom. Looking ahead, the PED would like to see 76% of dollars go directly to the classroom by 2020. The PED is also practicing what it preaches: the department's budget was reduced by 30% in 2011, and just this year eliminated 18 positions.

37. **WE HEARD:** Let's get more resources to our struggling schools and populations in need, and let's use ESSA as an opportunity to achieve this with federal dollars while also continuing programs that are getting results like Principals Pursuing Excellence.

WE RESPONDED: The PED is proposing to move more resources to the state's highest-need schools through ESSA's Direct Student Services opportunity, which allows low-performing schools to apply for additional funds to support kids in extended learning time, accessible, high quality online coursework, additional tutoring and other supports.

38. **WE HEARD:** Let's encourage schools to become bilingual, teaching students who know English other languages while supporting those who are learning English.

WE RESPONDED: In 2014, New Mexico became the 5th state in the U.S. to adopt a state seal for bilingualism-biliteracy. In 2015, the PED adopted a new rule and aligned guidance to support this statute. The PED recently adopted the Common Core Spanish Language Arts and Spanish Language Development standards to ensure that instruction is rigorous and well-aligned.

39. **WE HEARD:** Let's implement a new online dashboard and project management tool because WebEPSS does not adequately support district and school leaders.

WE RESPONDED: The PED has launched the NM DASH online system, providing districts and schools with a process management tool to capture 90-Day plans and monitor progress in shorter cycles for improved student results.

40. **WE HEARD:** Let's target data-driven leadership training and support to boost student achievement.

WE RESPONDED: The PED leveraged the School Improvement Funds to launch the Leadership Innovation Model through Principals Pursuing Excellence (PPE) and will fund districts pursuing a focus on data-driven, strategic, and meaningful leadership.

EQUITABLE ACCESS FOR ALL STUDENTS

41. **WE HEARD:** Let's include more rigorous goals for our English Learners to empower them with the linguistic tools needed to advance them in all content areas to ensure academic success.

WE RESPONDED: The PED altered its draft plan from a 6-year trajectory for students attaining English language proficiency to a 5-year trajectory. This revision also drew upon federal guidance and statewide data in re-establishing the timeline for students to become proficient in English. For the purposes of school accountability, a student growth model that considers appropriate progress over the five year period will be employed.

42. **WE HEARD:** Let's offer more support to English language learners (ELLs) by partnering with community organizations that can provide volunteers, mentors and tutors.

WE RESPONDED: The PED has partnered with the Center for Educational Study of Diverse Populations (CESDP) to improve the Family Engagement Toolkit to support districts and schools in encouraging and fostering authentic home-to-school connections that support student achievement.

43. **WE HEARD:** Let's work together to ensure the needs of students with disabilities are addressed under the state's ESSA plan so that the PED and LEAs have the same expectations for all students, including students with disabilities. Further, let's focus on students with disabilities who are homeless or in foster care due to the instability in their homes and schooling, placing them at greater risk of disengaging in school, becoming truant and dropping-out.

WE RESPONDED: The New Mexico IDEA State Advisory Panel and PED's Special Education Bureau will promote and encourage the development of policy and appropriate rules statewide to eliminate barriers and improve academic success for students with disabilities that are experiencing homelessness or are in Foster Care.

44. **WE HEARD:** Let's involve our students in developing the state's plan for their success.

WE RESPONDED: The PED plans to create the Secretary's Student Advisory Council later in 2017. The Council, as envisioned recently based upon stakeholder input received in late March, will be comprised of students and will serve as an advisory council to the PED on matters pertaining to them, including: graduation requirements, student assessment, teacher quality, school leadership, online learning, advanced placement, dual-credit, and more. This idea will be developed in partnership with the Secretary's Teacher Advisory and Family Cabinet in the months ahead.



45. **WE HEARD:** Let's not allow Congressional roll-backs on Advanced Placement fee waivers to keep our students in low-income communities from reaching their full potential.

WE RESPONDED: New Mexico is committing to fully fund all AP fee waivers for the spring 2017 testing, and has begun to develop a plan, based on strong stakeholder support, to continue this allocation in FY18.

46. **WE HEARD:** Let's help charter schools start up without significant obstacles.

WE RESPONDED: In a collaborative effort with the Public Education Commission (PEC), the PED worked on establishing updated criteria for new charter schools and continues to advocate for smoother start-up procedures.

ENGAGING OUR COMMUNITIES

47. **WE HEARD:** Let's engage parents and family members more frequently and with greater depth. We need to get our parents and families more involved in our students' success.

WE RESPONDED: The PED established a new role, the Parent & Family Outreach Coordinator to assist parents and families in supporting their child academically. Additionally, the PED has launched the Family Cabinet, comprised of 25 parents/guardians representing 17 school districts across the state. The PED is also piloting a new model of parent engagement, Academic Parent Teacher Teams, to be implemented in six schools across New Mexico that will establish best practices for parent engagement.

48. **WE HEARD:** Let's leverage federal funds to develop wrap-around services and partnerships with organizations that help support community schools, notably perennially struggling schools under ESSA.

WE RESPONDED: The PED will ensure that districts interested in funding community school models will receive guidance to leverage Title I funds, notably for those schools that have been identified in the bottom 5% of performers (Comprehensive Schools). As part of the state's suite of supports, applying for additional Title I funding is a starting point for those schools seeking to transform culture, climate, and student outcomes.

49. **WE HEARD:** Let's communicate more often with Superintendents and Charter Directors—regular communication is the key.

WE RESPONDED: The PED hosts bi-weekly calls with all superintendents. For each call, Superintendents have the opportunity to co-design the agenda based on the topics requested by their leaders, and the PED uses the remaining time to detail important updates. Similar calls with charter school leaders are held on a monthly basis.

50. **WE HEARD:** Let's ensure the PED is visiting the state's communities during the ESSA stakeholder engagement period and connects our ESSA plan to the priorities of our communities. Following the submission of the state's plan, the PED should return to the state's communities and explain how stakeholder input was incorporated and what the plan (and the new federal law) now means for New Mexico's students.

WE RESPONDED: When NM stakeholders were asked "In one word, what does education mean to you?" The #1 response was OPPORTUNITY.

The PED traveled the state and held twenty-five (25) community meetings and engaged nearly over 1,800 New Mexicans between October-December. Additionally, the PED will be revisiting each community during the New Mexico Rising Return Tour during April and May.

The PED is committed to increasing high-quality school and program OPPORTUNITY for all of New Mexico's students.

Every Student Succeeds Act (ESSA) Stakeholder Engagement: Early State Submissions

State	Stakeholder Engagement Activities	Major Themes
Arizona	<ul style="list-style-type: none"> • “We are Listening” Tour - 16 stops throughout Arizona • 18 face-to-face meetings • 3,076 people responded to online survey in English and Spanish • Social media (facebook and twitter) • ESSA website/email • ESSA email • Focus groups • Conferences/trainings 	<ul style="list-style-type: none"> • Increase funding for school districts and charter schools • Acceleration, enrichment, and support for gifted programs • College and career readiness • Need to provide more useful, comprehensive information regarding how schools support a well-rounded education • School choice • Highly-effective teachers and school leaders • Increase school support for registered health professionals • Increase support and resources for families on early childhood learning and learning disabilities
Colorado	<ul style="list-style-type: none"> • ESSA Listening Tour (7 communities, 1,500 people) • Virtual webinar • 3,800 comments from listening tour and virtual webinar • Hub committee and spoke committees (7 (oversight role) • Spanish language version of Colorado ESSA plan • 9 different online surveys in English and Spanish 	<ul style="list-style-type: none"> • A more holistic and consistent approach to measuring student progress • Desire to include attendance, school climate, culture factors, student engagement, or student growth as the non-academic indicator in the school accountability system • Make assessments more meaningful to parents, students, teachers, and administrators • School improvement and collaboration • Professional development and professional learning • Supports for low-performing schools • Supports for English learners • Increased funding for schools
Connecticut	<ul style="list-style-type: none"> • 50+ focus groups attended by 452 individuals, with representation from over 80 diverse stakeholder groups • 6,900 respondents to survey, with approximately 20% identified as “other than white” 	<ul style="list-style-type: none"> • Desire for social-emotional learning guidance, mental health supports, and social-emotional indicators • Increased focus on student growth, not just achievement status, for accountability purposes • Accountability that considers the education and support of the “whole child” • Need for increased/improved supports for English learners, including cultural responsiveness/sensitivity training for diverse setting • Emphasis on personalized, real-world, relevant learning • Resources for mentoring programs and after-school activities for youth • An early warning identification system for at-risk students • Supports for parent and family engagement • Supports for positive school climate • Highly-effective teachers and leaders

ATTACHMENT 6

State	Stakeholder Engagement Activities	Major Themes
Delaware	<ul style="list-style-type: none"> • Received more than 1,000 comments through online surveys • 25 meetings with existing stakeholder groups, with more than 800 participants • 4 “Community Conversations” held, with 175 participants • 2 Spanish language community conversations, with 40 participants • Formation of governor’s ESSA Advisory Council through Executive Order 62 • Two technical working groups established (Measures of school success and public reporting; and student and schools supports), each group met 6-7 times 	<ul style="list-style-type: none"> • Growth should be a significant factor in the accountability system • Desire to include the PSAT at the high school level to provide a more valid, reliable, and comparable growth measure • Desire to have a more transparent student-level methodology • Need for increased/improved supports for English learners
District of Columbia	<ul style="list-style-type: none"> • 70 meetings and gatherings • Received feedback from more than 110 local educational agencies, government agencies, consortia, and other organizations • Online survey • ESSA email 	<ul style="list-style-type: none"> • Weighting of domains within accountability frameworks • Measuring school environment • Attendance • Graduation rate • Recently arrived English learners • High school growth
Illinois	<ul style="list-style-type: none"> • Illinois State Board of Education (ISBE) ESSA Listening Tour (1st round – 11 sites around Illinois with 470 people, 2nd round – 14 sites with 615 people, and 3rd round – 8 sites with 315 people) • Stakeholder meetings • Webinars/public online forums • Online survey • ESSA state email 	<ul style="list-style-type: none"> • Desire for meaningful student assessments that provide growth measures, do not require excessive time burden, and may be adapted to meet the needs of student subgroups • Strong interest in local control and flexible accountability measures • Additional support for professional development, professional learning communities, induction and mentoring programs, and teacher leadership • Supports for social and emotional learning and behavioral health • Parental and community involvement • Address funding inequities to reduce academic disparities • Defining a well-rounded education
Louisiana	<ul style="list-style-type: none"> • Public meetings with school leaders, education associations, business and community leaders, and civil rights organizations • Regional public meetings • Individual meetings with organizations and stakeholder groups • ESSA website/email • Accountability Commission meetings 	<ul style="list-style-type: none"> • Aligning expectations to higher education and the workforce • Serving struggling students (increased training, early identification, evaluating alternative schools, remediation, and at-risk students) • Support and intervention for low-performing schools • Celebrating and strengthening the teaching profession (addressing compensation, support, placement, and professional development) • Ensuring access to enriching experiences for all students (well-rounded education, access to technology, internships, and supporting diversity)

ATTACHMENT 6

State	Stakeholder Engagement Activities	Major Themes
Maine	<ul style="list-style-type: none"> • ESSA advisory workgroups and subgroups • ESSA website • Online survey with 496 respondents • Face-to-face stakeholder meetings • Presentations, conferences, and legislative hearings 	<ul style="list-style-type: none"> • Focus on improvements and achievement of all students • Provide differentiated support for all schools • Emphasize college- and career-readiness outcomes • Supports for English learners and migrant students • Increased transparency and better communication with stakeholders • Teacher recruitment and retention (strategies and incentives) • Attendance • Reassess and strengthen teacher preparation programs • Leadership supports and professional development • Well-rounded education
Massachusetts	<ul style="list-style-type: none"> • 200+ stakeholder groups • 5 public forums with 250+ attendees • Almost 100 community meetings • 1,500+ responses to online survey • Meetings with Accountability and Assistance Advisory Council • 1,000+ responses and 65+ individual letters for draft ESSA plan during official public comment period 	<ul style="list-style-type: none"> • Additional supports for students who have historically struggled to attain proficiency (English learners, special education, and minorities) • High-quality pathways to educational and career opportunities after secondary school • well-rounded curriculum and education (arts, physical, health, and wellness education, computer science, and career technical education) • Strengthening transitions between K-12 and early education • Provisions related to non-public schools
Michigan	<ul style="list-style-type: none"> • Michigan's "Top 10 in 10 Plan" (become a top 10 education state within next 10 years) • 30 education stakeholder organizations • 765 individuals responded to an online survey with 4,200 recommendations • Three vision committees for accountability, assessment, and school funding • Nine action teams • Tactical review team and external advisory committee (including legislators) • ESSA website • Virtual focus groups • Conference presentations • Tribal consultation • 700 comments received during formal public comment period 	<ul style="list-style-type: none"> • Accountability system (N-size, non-academic indicator, parent accountability measure, and disadvantaged and gifted students) • Transparency dashboard (supports, foreign language, and English learners) • Teacher and school leader quality (teacher shortages, compensation, teaching special education and gifted students, educator evaluations, and Title II-A funds) • Assessments (concern over changing assessments again, and WIDA assessment for English learners) • School funding • School choice • Parental involvement • Well-rounded education • Additional supports for early childhood standards and outcomes • Stronger focus on chronic absenteeism • Low-performing school supports • Teacher and school leader recruitment and retention • Graduation rates

ATTACHMENT 6

State	Stakeholder Engagement Activities	Major Themes
Nevada	<ul style="list-style-type: none"> • ESSA online survey • ESSA work groups (accountability, assessment, English learners, funding streams, school improvement, and teaching and leading) (each workgroup met between 3-5 times) • ESSA advisory group (met 13 times) 	<ul style="list-style-type: none"> • Accountability measures of workforce/college and career • Staff continuity and transiency • Graduation rates • Student assessments • Social and emotional learning and development • English learner students • School improvement • School funding • Recruitment and retention of teachers • Educator effectiveness and evaluations
New Jersey	<ul style="list-style-type: none"> • ESSA website/email • 90 Small group meetings • Four regional open forums • Online survey in English and Spanish with more than 5,500 respondents • Presentations • Webinars/social media (live twitter chat) • Legislative hearings • Focus groups/roundtable discussions 	<ul style="list-style-type: none"> • School accountability • Supporting low-performing schools • English learners • Non-academic indicator • Supporting excellent educators (recruitment and retention) • Greater emphasis on student growth • Graduation rates • N-size
New Mexico	<ul style="list-style-type: none"> • ESSA website/email • Partnered with New Mexico First to facilitate a statewide listening tour (6 community meetings with 3 sessions each) • Online survey with 250 unique responses • ESSA email with over 50 emails • Targeted technical working groups (LESC, Title III, Future Ready Students, and Opportunity to Learn) • Tribal consultation 	<ul style="list-style-type: none"> • Modifications to the teacher evaluation system • Reducing time on student assessments • Supports for low-performing schools and English learners • Greater accountability for teacher preparation programs • Improving alternative demonstrations of competency for graduation • School accountability • Recruitment and retention of high-performing teachers • Expand access to early childhood education • Reliable broadband access statewide • More collaboration and communication with parents and schools
North Dakota	<ul style="list-style-type: none"> • ESSA planning committee (met 6 times) • ESSA subcommittees (teacher/leader effectiveness; standards, assessment, accountability, and report; and continuous improvement) (met 6-12 times) • Tribal consultation • Listening tour for 11 cities • ESSA website/email 	<ul style="list-style-type: none"> • Accountability and support for schools • Supporting excellent educators (teacher and principal leadership academies, developing a statewide definition of highly effective teaching, and recruitment and retention of educators) • Innovative programs to improve student educational performance, including pilots for language immersion schools • Graduation rates • Well-rounded education and curriculum

ATTACHMENT 6

State	Stakeholder Engagement Activities	Major Themes
Oregon	<ul style="list-style-type: none"> • ESSA website/email • Workgroups (standards and assessments; accountability; school and district improvement; and educator effectiveness) • Advisory committee • 13 regional community forums • Online survey 	<ul style="list-style-type: none"> • Desire for each student to receive a rigorous, relevant, well-rounded, and engaging educational experience • Personalize and individualize learning to ensure students acquire knowledge and skills best suited for their next steps • Desire to measure the success of students and schools in multiple ways • Culturally responsive services for students • School climate • Diversity • Supports for social and emotional learning
Tennessee	<ul style="list-style-type: none"> • ESSA website/email • “Classroom Chronicles” Listening Tour with over one thousand stakeholders • Three public meetings with 125 school leaders representing 99 school districts • Six working groups (standards and assessment; accountability; school improvement; English learners; educator support and effectiveness; and student supports) • Online survey in English and Spanish with over 300 comments • Webinars • Conferences/focus groups • Social media 	<ul style="list-style-type: none"> • High expectations that align to postsecondary and workforce readiness • Attend to the needs of all students, especially historically disadvantaged students, so they can experience success after high school • Provide support, funding, intervention, and innovation for low-performing schools • Strengthening and supporting educators (high-quality educators, teacher and school leader development and support, and incentives) • Empower school districts to drive toward student goals • Attendance and chronic absenteeism • Student supports (coordinated school health; cultural sensitivity training, well-rounded education) • English learners and special education • Student assessments • Professional development • Teacher morale • Parent and community involvement
Vermont	<ul style="list-style-type: none"> • ESSA website/email • Social media (twitter) • Online forums • Online survey • Public meetings 	<ul style="list-style-type: none"> • Additional academic and non-academic indicators within the accountability system (physical education, science, and math) • English learners • Graduation rates • Identification of comprehensive schools (support for low-performing schools) • Alignment of professional learning standards with existing educator standards • Recruitment and retention of high-quality teachers • Identification, education, and support for homeless and migrant students

Source: State ESSA plans and state departments of education websites



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

June 13, 2017

The Honorable Hanna Skandera
Secretary of Education
New Mexico Public Education Department
300 Don Gaspar
Santa Fe, NM 87501

Dear Secretary Skandera:

Thank you for submitting New Mexico's consolidated State plan to implement requirements of covered programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), and of the amended McKinney-Vento Homeless Assistance Act (McKinney-Vento Act).

I am writing to provide initial feedback based on the U.S. Department of Education's (the Department) review of your consolidated State plan. As you know, the Department also conducted, as required by the statute, a peer review of the portions of your State plan related to ESEA Title I, Part A, ESEA Title III, Part A, and the McKinney-Vento Act using the Department's *State Plan Peer Review Criteria* released on March 28, 2017. Peer reviewers examined these sections of the consolidated State plan in their totality while respecting State and local judgments. The goal of the peer review was to support State- and local-led innovation by providing objective feedback on the technical, educational, and overall quality of a State plan and to advise the Department on the ultimate approval of the plan. I am enclosing a copy of the peer review notes for your consideration.

Based on the Department's review of all programs submitted under New Mexico's consolidated State plan, including those programs subject to peer review, the Department has identified in an enclosure to this letter the items that New Mexico must address in order for the Secretary to approve New Mexico's consolidated State plan. Please note that the Department's feedback may differ from the peer review notes. I encourage you to read the full peer notes for additional suggestions and recommendations for improving your consolidated State plan, but New Mexico is required to address only those areas identified by the Department as requiring additional information or revision to obtain approval of its State plan.

ESEA section 8451 requires the Department to issue a written determination within 120 days of a State's submission of its consolidated State plan. Given this statutory requirement, I ask that you revise New Mexico's consolidated State plan and resubmit it through OMB Max within 15 days of the date of this letter. If you need more time than this to resubmit your consolidated State plan, please contact your Office of State Support Program Officer, who will work with you in establishing a new submission date. Please recognize that if we accommodate your request for

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

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additional time, we may be unable to issue a written determination on your plan within the 120-day review period.

Department staff will contact you to support New Mexico in addressing the items enclosed with this letter. If you have any immediate questions or need additional information, I encourage you to contact your Program Officer for the specific Department program.

Please note that the Department only reviewed information provided in New Mexico's consolidated State plan that was responsive to the Revised Template for the Consolidated State Plan that was issued on March 13, 2017. Each State is responsible for administering all programs included in its consolidated State plan consistent with all applicable statutory and regulatory requirements.

Thank you for the important work that you and your staff are doing to support the transition to the ESSA. The Department looks forward to working with you to ensure that all children have the opportunity to reach their full potential.

Sincerely,

/s/

Jason Botel
Acting Assistant Secretary

Enclosures

cc: Governor
State Title I Director
State Title II Director
State Title III Director
State Title IV Director
State Title V Director
State 21st Century Community Learning Center Director
State Director for McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youths Program

Items That Require Additional Information or Revision in New Mexico’s Consolidated State Plan

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	
<p>A.2.iii: Eighth Grade Math Exception: Strategies</p>	<ul style="list-style-type: none"> The New Mexico Public Education Department (NMPED) must clarify that, consistent with ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b), the State will only exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment the State administers to high school students for Federal accountability under ESEA section 1111(b)(2)(B)(v)(I)(bb) from the mathematics assessment typically administered in eighth grade under ESEA section 1111(b)(2)(B)(v)(I)(aa). NMPED did not specify that the assessment that a student takes in eighth grade, under this exception, is limited to the end-of-course mathematics assessment the State administers to high school students for Federal accountability under ESEA section 1111(b)(2)(B)(v)(I)(bb). Although the State described strategies that will provide all students in the State the opportunity to take advanced mathematics coursework in middle school, NMPED did not describe strategies that will provide all students in the State the opportunity to be prepared for advanced mathematics coursework in middle school. NMPED must include the required description in its State plan.
<p>A.4.i.a: Major Racial and Ethnic Subgroups of Students</p>	<p>NMPED was not consistent in how it referred to subgroups throughout its State plan. For example, NMPED lists different subgroups on page 62 and page 75 of its State plan. Additionally, NMPED uses inconsistent terms when referring to specific subgroups (e.g., NMPED uses both the terms Asian and Asian/Pacific Islander). NMPED must clarify the list of each major racial and ethnic group the State includes as a subgroup of students and ensure they are consistently included throughout the plan.</p>
<p>A.4.ii.b: Statistical Soundness of N-Size</p>	<p>NMPED stated in its State plan that it would have no minimum number of students for accountability purposes, which is, in effect, a minimum number of students of one. NMPED did not describe how a minimum number of students of one is statistically sound. NMPED must describe how the minimum number of students it uses for accountability will result in statistically sound determinations for schools.</p>
<p>A.4.ii.d: Minimum N-Size and Ensuring Student Privacy</p>	<p>Because the State makes an accountability determination for any school or subgroup of students, even with one student, NMPED must justify how that minimum number of students it will use for accountability purposes protects the privacy of individual students.</p>
<p>A.4.ii.e: If Applicable, Minimum N-Size for Reporting</p>	<p>NMPED includes in its State plan a minimum number of students for purposes of reporting but is inconsistent in what the minimum number of students for purposes of reporting is. NMPED must</p>

<p>A.4.iv: Indicators</p>	<p>clarify the minimum number of students for reporting (10 or 20). NMPED must ensure that each indicator only includes measures consistent with ESEA section 1111(c)(4)(B). Specifically, NMPED must:</p> <ul style="list-style-type: none"> • For the Academic Achievement indicator required under ESEA section 1111(c)(4)(B)(i)(I), only include proficiency on the annual assessments required under ESEA subsection (b)(2)(B)(v)(I) (i.e., reading/language arts and mathematics); a State may include performance on assessments other than those required under ESEA subsection (b)(2)(B)(v)(I) or other academic indicators (e.g., STEM readiness) in the indicator for public elementary and secondary schools that are not high schools required under ESEA section 1111(c)(4)(B)(ii) (i.e., the Other Academic indicator) for elementary and secondary schools that are not high schools or in the School Quality or Student Success indicator for any schools, including high schools; • For the Academic Achievement indicator, if a State chooses to include student growth in that indicator, consistent with ESEA section 1111(c)(4)(B)(i)(II), only include student growth for high schools, as measured by the annual assessments required under ESEA subsection (b)(2)(B)(v)(I) (i.e., reading/language arts and mathematics); • For the indicator for public elementary and secondary schools that are not high schools required under ESEA section 1111(c)(4)(B)(ii) (i.e., the Other Academic indicator), only include measures for schools that are not high schools; • For the Graduation Rate indicator required under ESEA section 1111(c)(4)(B)(iii), only include measures based on State-designed long term goals for the four-year adjusted cohort graduation and, at the State’s discretion, the extended-year adjusted cohort graduation rate. Therefore, NMPED must revise the Graduation Rate indicator calculation to remove calculations for schools that do not graduate students (ninth grade academies) and the 4-year growth rate within the indicator. These measures may be included as School Quality or Student Success indicators or, for calculations for schools that do not graduate students, as the Other Academic indicator, or a component of that indicator, if desired.
<p>A.4.iv.a: Academic Achievement Indicator</p>	<ul style="list-style-type: none"> • NMPED must provide a comprehensive description of all the components within the Academic Achievement indicator that includes a description of the weighting of reading/language arts achievement relative to mathematics achievement. • NMPED has indicated in its State plan that it does not intend to calculate the Academic Achievement indicator consistent with ESEA section 1111(c)(4)(E)(ii). NMPED must clarify that, in addition to taking participation rate into consideration for purposes of determining a

	<p>school’s final letter grade, NMPED will calculate performance on the Academic Achievement indicator as required by ESEA section 1111(c)(4)(E)(ii).</p> <ul style="list-style-type: none"> • NMPED must provide additional information related to the School for the Deaf, School for the Blind and Visually Impaired, and the Juvenile Justice institutions, and any other schools which NMPED excludes from its accountability system, including whether these are public schools consistent with State law; if they receive Federal education funds under the ESEA or the Individuals with Disabilities Education Act; and a description of the role of the SEA with respect to the school.
<p>A.4.iv.b: Other Academic Indicator for Elementary and Secondary Schools that are Not High Schools</p>	<ul style="list-style-type: none"> • NMPED must describe how each measure included in its Other Academic indicator used in its statewide accountability system for public elementary and secondary schools that are not high schools: is calculated consistently across the State; allows for meaningful differentiation in school performance; is a valid and reliable statewide academic indicator; and can be disaggregated for each subgroup of students. The description provided in the State plan does not provide enough detail to determine if the statutory requirements were met. • Note: NMPED will need to submit an amendment for Department approval once it finalizes the STEM measure for elementary and secondary schools that are not high schools, including a demonstration that the measure is valid and reliable.
<p>A.4.iv.c: Graduation Rate Indicator</p>	<p>In its State plan, NMPED describes three graduation options for students with disabilities. NMPED must clarify the graduation options for students with disabilities and confirm that students who receive non-traditional diplomas (i.e., diplomas that do not meet the State’s definition of a “regular diploma”) are not included as graduates in the Graduation Rate indicator.</p>
<p>A.4.iv.d: Progress in Achieving English Language Proficiency Indicator</p>	<p>In its State plan, NMPED indicates that it is continuing to develop its Progress in Achieving English Language Proficiency indicator. NMPED must provide a description of the Progress in Achieving English Language Proficiency indicator it will use in its statewide accountability system for, by the beginning of the 2018-2019 school year, identification of schools, including that the SEA uses the same indicator across all LEAs in the State, that the indicator is aligned with the State-determined timeline described in the State’s progress in achieving English language proficiency long-term goal, and that the indicator is valid and reliable.</p>

<p>A.4.iv.e: School Quality or Student Success Indicator(s)</p>	<ul style="list-style-type: none"> • NMPED must clearly describe which components constitute one or more School Quality or Student Success indicator(s) (see previous requirement in A.4.iv). For each School Quality or Student Success indicator, and each measure within each such indicator, NMPED must describe the applicable grade spans; how it allows for meaningful differentiation in school performance; how it is valid, reliable, comparable, used statewide in all schools (within the applicable grade span), and calculated in a consistent way across the State; and how it can be disaggregated for each subgroup of students. The description provided in the State plan does not provide enough detail to determine if the statutory requirements were met. • Note: If the College and Career Readiness indicator is not finalized and will not be immediately incorporated into the State’s system as a School Quality or Student Success indicator, NMPED will need to submit an amendment for Department approval once it finalizes that indicator.
<p>A.4.v.b: Weighting of Indicators</p>	<ul style="list-style-type: none"> • In addition to revising the measures in each indicator as described in A.4.iv above, NMPED must clearly describe the weighting of each indicator in its system of annual meaningful differentiation, including how the weighting is adjusted for schools for which an indicator cannot be calculated. When describing the weighting of each indicator, NMPED must ensure that the Academic Achievement, Other Academic, and Graduation Rate indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.
<p>A.4.v.c: If Applicable, Different Methodology for Annual Meaningful Differentiation</p>	<p>A different methodology for annual meaningful differentiation is permitted only for schools for which an accountability determination cannot be made; it is not clear that the schools targeted for the Supplemental Accountability Measures (SAM) meet that requirement. NMPED must describe and clarify the State’s different methodology for annual meaningful differentiation, including a description of how the schools subject to the SAM cannot otherwise be included in the accountability system and how the methodology or methodologies will be used to identify schools for comprehensive or targeted support and improvement.</p>
<p>A.4.vi.e: Targeted Support and Improvement Schools— “Consistently Underperforming” Subgroups</p>	<p>In its State plan, it appears that the NMPED only uses academic proficiency in its methodology to identify schools with one or more “consistently underperforming” subgroups of students. NMPED must revise its methodology and describe in its plan how it considers all indicators in identifying schools with one or more “consistently underperforming” subgroups of students.</p>
<p>A.4.vi.f: Targeted Support and Improvement Schools— Additional Targeted Support</p>	<p>NMPED must more clearly describe its methodology to identify schools in which the performance of any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)</p>

	<p>(i.e., the methodology described in A.4.vi.a of the State’s plan), including clarifying that the methodology considers the performance of each subgroup of students and would lead to identification of a school based on the performance of any one or more of those subgroups, and whether the methodology identifies these schools from among all public schools in the State or from among only the schools identified as schools with one or more consistently underperforming subgroups. The description provided in the State plan does not provide enough detail to determine if the statutory requirements were met.</p>
<p>A.4.viii.a: Exit Criteria for Comprehensive Support and Improvement Schools</p>	<p>NMPED must provide exit criteria that ensure schools exiting Comprehensive Support and Improvement status demonstrate continued progress to improve student academic achievement and school success in the State. Specifically, NMPED’s proposed exit criteria permit a school to exit based on the decline in the performance of other schools, which does not ensure continued progress in improved student academic achievement and school success. NMPED must revise its exit criteria so that schools are not permitted to exit identification status based solely on a decline in performance in other schools.</p>
<p>A.4.viii.b: Exit Criteria for Schools Receiving Additional Targeted Support</p>	<p>NMPED did not provide enough information about this requirement. NMPED must describe its statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria, and including that its exit criteria ensure that schools that exit Additional Targeted Support status demonstrate continued progress to improve student academic achievement and school success in the State.</p>
<p>A.5: Disproportionate Rates of Access to Educators</p>	<ul style="list-style-type: none"> • Although NMPED describes disproportionate rates of access to educators for all schools, NMPED does not specifically address schools assisted under Title I, Part A. NMPED must describe how low-income children enrolled specifically in Title I, Part A schools are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. • Although NMPED describes disproportionate rates of access to educators for all schools, NMPED does not specifically address schools assisted under Title I, Part A. NMPED must describe how minority children enrolled specifically in Title I, Part A schools are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

A.6: School Conditions	<p>NMPED must describe how the SEA will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.</p>
Title I, Part C: Education of Migratory Children	
B.1: Supporting the Needs of Migratory Children	<ul style="list-style-type: none"> • NMPED’s description of the evaluation of its program must include: <ul style="list-style-type: none"> ○ How it includes an evaluation of the joint planning among local, State, and Federal programs. ○ How it evaluates the full range of services provided by the State and the integration of those service against measurable program objectives and outcomes. ○ How it will address the unique needs of preschool migratory children and migratory children who have dropped out of school.
Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	
C.1: Transitions Between Correctional Facilities and Local Programs	<p>While the State plan includes a plan for assisting in the transition of children and youth from correctional facilities to locally operated programs, it does not include a plan for assisting in the transition of children and youth <i>between</i> locally operated programs and correctional facilities (i.e., the transition from correctional facilities to locally operated programs as well as the transition from locally operated programs to correctional facilities). NMPED must revise its State plan to include a plan for assisting in the transition of children and youth from locally operated programs to correctional facilities.</p>
C.2: Program Objectives and Outcomes	<p>The State plan includes objectives and outcomes established by the State that can be used to assess the effectiveness of the Title I, Part D program in improving the academic skills of children in the program. The State plan does not include objectives and outcomes established by the State that can be used to assess the effectiveness of the Title I, Part D program in improving the career and technical skills of children in the program. NMPED must revise its State plan to include objectives and outcomes established by the State that can be used to assess the effectiveness of the Title I, Part D program in improving the career and technical skills of children in the program.</p>
Title II, Part A: Supporting Effective Instruction	
D.4: Improving Skills of Educators	<p>In its State plan, NMPED describes how it will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs and provide instruction based on the needs of such students for English learner. However, NMPED</p>

	<p>did not address all required subgroups. NMPED must describe how it will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs and provide instruction based on the needs of such students, specifically for: children with disabilities, students who are gifted and talented, and students with low literacy levels.</p> <ul style="list-style-type: none"> • NMPED generally describes the use of data and consultation that was conducted prior to submission of the State plan. However, NMPED must describe how it will use ongoing consultation, as described in ESEA section 2101(d)(3), to continually update and improve all activities supported under Title II, Part A. Additionally, NMPED must describe ongoing consultation for all required stakeholders consistent with ESEA section 2101(d)(3) which includes teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a State that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II.
<p>Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement</p>	
<p>E.1: Entrance and Exit Procedures</p>	<ul style="list-style-type: none"> • NMPED must describe the timely and meaningful consultation with LEAs representing the geographic diversity of the State regarding standardized statewide entrance and exit procedures for English learners. • NMPED must include an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.
<p>E.2: SEA Support for English Learner Progress</p>	<p>NMPED did not provide enough information about this requirement. NMPED must describe how it will assist eligible entities in meeting long-term goals for English language proficiency and describe its efforts with respect to assisting eligible entities ensure that English learners meet challenging State academic standards.</p>
<p>E.3: Monitoring and Technical Assistance</p>	<p>NMPED did not provide enough information about this requirement. NMPED must describe how it will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English language proficiency and the steps it will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as by providing technical assistance and support on how to modify such strategies.</p>
<p>Title IV, Part A: Student Support and Academic Enrichment Grants</p>	
<p>F.1: Use of Funds</p>	<ul style="list-style-type: none"> • The State plan describes how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities in fiscal year (FY) 2018 (emphasis added). NMPED must clarify:

	<p>(1) if the FY 2018 state-level activities included in the plan are going to be supported with the state FY 2017 Title IV, Part A allotment; and (2) whether FY 2017 funds will support FY 2017 activities, and if not, why not. NMPED must revise the State plan to describe how the NMPED will use FY 2017 funds received under Title IV, Part A, Subpart 1 for State-level activities.</p> <ul style="list-style-type: none"> In subpart E, Section 6 on page 123, referring to family engagement programs and initiatives, the State plan refers to programs and activities that are not funded by Title IV, Part A, but that are available to “enhance the use of Title IV state technical assistance funds.” However, it is not clear what is meant by “Title IV state technical assistance funds” or what use the State will make of these funds. NMPED must revise its State plan to clarify what is meant by “Title IV state technical assistance funds” and “enhancing” their use, and indicate how these funds will be used.
<p>F.2: Awarding Subgrants</p>	<ul style="list-style-type: none"> The description in the State plan does not address the requirement that no allocation to an LEA may be made in an amount that is less than \$10,000. NMPED must revise its State plan to include how the NMPED will address the requirement that no allocation to an LEA may be made in an amount that is less than \$10,000. Note: The Consolidated Appropriations Act, 2017 (Pub. L 115-31) provides States with a new option of awarding the Title IV, Part A subgrants to LEAs competitively. Please consider whether NMPED wishes to revise this response in light of this new flexibility.
<p>Title V, Part B, Subpart 2: Rural and Low-Income School Program</p>	
<p>H.2: Technical Assistance</p>	<p>NMPED must describe how it will provide technical assistance specifically to LEAs eligible for funds under the Rural and Low-Income School Program to help such agencies implement the activities described in ESEA section 5222. While NMPED provided a description about how it will provide technical assistance to LEAs generally, this description did not specifically address technical assistance for RLIS-eligible LEAs. In particular, the description must include information about how the SEA will provide technical assistance to RLIS-eligible LEAs (i.e., the methods and strategies). Additionally, the description must specifically address how the SEA’s technical assistance will assist RLIS-eligible LEAs’ implementation of RLIS activities.</p>
<p>Education for Homeless Children and Youths Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B</p>	
<p>I.2: Dispute Resolution</p>	<p>While the State plan indicates that the NMPED will develop model dispute resolution policies and procedures that meet ESEA requirements regarding the educational placement of homeless children and youth, the plan does not describe the procedures themselves and therefore does not</p>

	<p>provide enough information to assess whether these procedures would result in the prompt resolution of disputes. NMPED must revise the State plan to indicate that the model dispute resolution policies and procedures to be developed will provide for the prompt resolution of disputes, such as by establishing procedural timelines.</p>
<p>I.4.iii: Access to Services</p>	<p>The State plan indicates that there are procedures to ensure homeless children and youth do not face barriers to access to academic and extracurricular activities, including transportation services and coordination with the New Mexico Activities Association. More information is needed about these procedures, however, in order to determine if they ensure that homeless children and youth who meet relevant eligibility criteria do not face barriers to accessing magnet schools, career and technical education, online learning, and charter school programs if such programs are available at the State and local levels. NMPED must revise its State plan to clarify how the described procedures ensure that homeless children and youth who meet relevant eligibility criteria do not face barriers to accessing magnet schools, career and technical education, online learning, and charter school programs if such programs are available at the State and local levels.</p>
<p>I.5: Strategies to Address Other Problems</p>	<p>While the State plan provides a list of strategies to emphasize a variety of ways that NMPED and LEAs will address enrollment delays caused by requirements of immunization and other required health records; residency requirements; lack of birth certificates, school records, or other documentation; and guardianship issues, the plan does not describe strategies to address enrollment delays based on uniform or dress code requirements. NMPED must revise its State plan to describe strategies to address problems resulting from enrollment delays that are caused by uniform or dress code requirements.</p>
<p>General Education Provisions Act (GEPA) GEPA 427</p>	<p>NMPED must provide a description of the steps it will take to ensure equitable access to, and participation in, the programs included in its State plan for students, teachers and program beneficiaries with special needs consistent with the requirements in section 427 of the General Education Provisions Act.</p>