

This is **Section 3: Academic Assessments** from the Every Student Succeeds Act New Mexico State Plan submitted in **2017**.

The New Mexico Public Education Department (NMPED) is seeking general feedback on this section, as it is currently written and was submitted in **2017**.

The NMPED does not currently have any draft amendments, and instead, the NMPED is requesting all stakeholders across the State to submit comment/propose updates to this current section.

The NMPED will review all feedback submitted, meet with stakeholders across the State, and *then* prepare amendments to Section 3: Academic Assessments. The NMPED will then publish those proposed amendments and share with stakeholders to solicit feedback during a public comment period at that time.

8/9/2017
Final



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

8/9/2017 Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): Director of Strategic Initiatives Ashley Eden	Telephone: (505) 690-3842
Mailing Address: 300 Don Gaspar Avenue Santa Fe, NM 87501	Email Address: AshleyR.Eden@state.nm.us
By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
Authorized SEA Representative (Printed Name) Acting Secretary of Education, Christopher Ruskowski	Telephone: (505)827-5800
Signature of Authorized SEA Representative 	Date: August 9, 2017
Governor (Printed Name)	Date SEA provided plan to the Governor under ESEA section 8540:
Signature of Governor	Date:

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>

Four courses were developed to provide all middle school students in New Mexico the opportunity to be prepared for advanced mathematics coursework in middle school. Two advanced mathematics courses were developed for eighth grade students: Algebra I Eighth Grade and Mathematics I Eighth Grade. Each of these courses not only aligns to an equivalent high school course but also aligns to some of the grade 8 standards as well – students in these courses may take the PARCC Algebra I assessment in eighth grade in lieu of the PARCC grade 8 assessment. Two courses were developed for seventh grades students to prepare them for advanced eighth grade mathematics coursework. The two seventh grade courses are Accelerated Traditional Mathematics and Accelerated Integrated Mathematics. Each of these courses aligns to the seventh grade mathematics standards and some of the grade 8 standards. By following either of these course trajectories of accelerated math coursework in seventh grade and then an advanced mathematics coursework in eighth grade, students are prepared to be successful in their advanced mathematics coursework in eighth grade.

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 Algebra I PARCC math test.

"I agree with decreased 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 adaptation 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 record 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