This is a practice readiness assessment that may be printed and/or used electronically as a word document. Equity Council Leads will use the [NMPED SharePoint](http://webed.ped.state.nm.us/_login/default.aspx?ReturnUrl=%2fsites%2fMartinezYazzieEquity%2f_layouts%2f15%2fAuthenticate.aspx%3fSource%3d%252Fsites%252FMartinezYazzieEquity&Source=%2Fsites%2FMartinezYazzieEquity) to “officially” take the readiness assessment.

Below is an example of the SharePoint main page:

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|  |  |  | A picture containing drawing  Description automatically generated | |  | | --- | | **Identity, Equity, and Transformation Division** | |  |
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|  |  |  | |  |  | | --- | --- | | **District** |  | | **District Code** |  | | **District Type** |  | | **Superintendent/Charter School Executive Director** |  | | **District Equity Council Coordinator /Lead** |  | | |  |

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| --- |
| **Please indicate members totaling half or more that represent one or more of the following:** |
| A maximum of 15 members is suggested and districts and charters must require 50% of equity council members to represent students, families, experts and community organizations that represent the student groups in the ruling –   * Native American, * Students with Disabilities, * English Learners, and * Economically Disadvantaged.   Two students must be on the equity council and two family members at a minimum.  If you are identified as a district or charter who serves a significant population of Native American students, a member from the tribes you serve must also serve on the council. |

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| |  |  |  | | --- | --- | --- | | **Equity Council Members** | | | | **Name of Member** | **Term of the Member** | **Representation (see above)** | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |

**How To Use This Practice Readiness Assessment Tool**

Equity Councils are made up of district and charter staff, people from the school community that are experts in meeting the educational, social, and emotional needs of at-risk students, and members of the students groups that compose at-risk students. Some members of the Equity Council may not be well-versed in some of the education terms and concepts used in the readiness assessment tool. The NMPED suggest that members on the Equity Council partner up to bridge learning and build relationships. This tool is meant to foster conversations about if the district or charter provides services and programs to meet the needs of at-risk students. These conversations may be challenging and can potentially bring to light areas where the district or charter is not meeting the needs of at-risk students. It is important to note that the Equity Council will use what they learn from the tool to advise and inform the Superintendent or Charter School Executive Director as they prepare their school budget for the coming school year.

**The Readiness Assessment Tool Suggested Process**

1. Equity Council members read through the tool completely.

2. Equity Councils ask questions and calibrate their understanding of the rating statements in the tool.

3. Equity Councils take the readiness assessment on the NMPED SharePoint [(log-in for Leads, Superintendents, and Charter School Executive Directors)](http://webed.ped.state.nm.us/_login/default.aspx?ReturnUrl=%2fsites%2fMartinezYazzieEquity%2f_layouts%2f15%2fAuthenticate.aspx%3fSource%3d%252Fsites%252FMartinezYazzieEquity&Source=%2Fsites%2FMartinezYazzieEquity)

4. Equity Councils formulate their advisements to the Superintendent or Charter School Executive Director

This process could take between 1-3 meetings or 1-2 full meeting days. It is up to the discretion of the Superintendent or Charter School Executive Director to decide how to manage the process to ensure that it is productive and meaningful for participants.

# **The Readiness Assessment Tool**

This tool consists of rating statements about the state’s “at-risk” students defined as:

Based on the legal authority cited below, an “at-risk student”[[1]](#footnote-1) means a student who:

1. is designated an English language learner;[[2]](#footnote-2)
2. is economically disadvantaged[[3]](#footnote-3);
3. is Native American[[4]](#footnote-4);
4. has a disability;[[5]](#footnote-5) or
5. is highly mobile, as shown by a failure to remain in school for an entire year or consecutive years[[6]](#footnote-6).

The tool is designed using a Likert rating scale:

**Always**—An integral part of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.

**Usually**—A component that is not ALWAYS the focus of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.

**About half the time**-- A component that sporadically the focus of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.

**Seldom**—Rarely part of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.

**Neve**r—Rarely part of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.

| Draft rating statements. | Always | Usually | About half the time | Seldom | Never |
| --- | --- | --- | --- | --- | --- |
| Serving English Learners | | | | | |
| 1. Our district/charter school follows state regulation in the English Learner identification process as well as state policy as outlined in the Language Usage Survey (LUS) Guidance Handbook. |  |  |  |  |  |
| 1. Our district/charter school ensures that all English Learners are identified in accordance with state regulation and policy and reported in the Student Teacher Accountability Reporting System (STARS). |  |  |  |  |  |
| 1. Our English Learner program is designed for English Learners to become proficient in English as measured by the state’s annual English language proficiency assessment. |  |  |  |  |  |
| 1. Our English Learner program is designed for English Learners to participate meaningfully in ALL instructional programs with language supports. |  |  |  |  |  |
| 1. Our English language development teachers are trained and qualified to teach English language acquisition for English learners. |  |  |  |  |  |
| ALL our content teachers are trained to support English Learners in their content classes. This includes teachers who teach honors and advanced placement (AP) courses as well as teachers in gifted programs. |  |  |  |  |  |
| 1. Our district/charter school provides grade-level support throughout the school day for English learners, which includes programming beyond placing students in a classroom with a Teaching English to Speakers of Other Languages (TESOL)-endorsed teacher. |  |  |  |  |  |
| 1. Our district/charter school provides grade-level appropriate resources and materials for English Learners throughout all classes and programs. |  |  |  |  |  |
| 1. Our district/charter school provides grade-level appropriate instructional materials to all teachers that support our English language development course. |  |  |  |  |  |
| 1. Our district/charter school has a long-term professional development (PD) plan focused on English learners that has a lasting positive impact on the classroom practices of each teacher. |  |  |  |  |  |
| 1. Our district/charter school provides PD to ALL teachers on language supports and sheltering content for English Learners. This includes teachers in honors and advanced placement (AP) courses as well as in special education and gifted services. |  |  |  |  |  |
| 1. Our district/charter school has procedures that are implemented so that ALL teachers have the English language proficiency assessment results of each English Learner student in their classroom. |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers so that they understand how to use English language proficiency data to inform their instruction. |  |  |  |  |  |
| 1. Our district/charter school has procedures in place to ensure that assessment data such as the English language proficiency assessment results are used to make decisions about instruction. |  |  |  |  |  |
| 1. Our district/charter school creates conditions where programs or services are planned, designed, implemented, and evaluated respecting and accounting for our English Learner students’ and families’ cultural and linguistic values and heritage. |  |  |  |  |  |
| 1. Our district/charter school’s curriculum includes units of study, courses, or programs that are centered on the knowledge and perspectives of our communities’ ethnicities and reflects the narratives and points of view rooted in their lived experiences. |  |  |  |  |  |
| 1. Our district/charter school uses the standards, guidance, monitoring, and compliance resources provided by the NMPED to support English Learners. |  |  |  |  |  |
| Our district/charter school’s strategic plan includes English Learners and sets professional development goals for ALL teachers to have the skills to serve English Learners in their classrooms. |  |  |  |  |  |
| 1. Our district/charter school ensures that ALL English Learners receive adequate instruction, including effective English language development, regardless of student participation in a state-funded Bilingual Multicultural Education Program (BMEP). |  |  |  |  |  |
| 1. English Learners (EL) in our district/charter school have equity in accessing gifted services, honors courses and advanced placement (AP) courses, and there is parity in participation in such services and courses as compared to never-EL students. |  |  |  |  |  |
| 1. Our district/charter school reports to the NMPED Student Teacher Accountability Reporting System (STARS) three times a year during the data snapshot dates the English language development services provided to each English Learner. |  |  |  |  |  |
| 1. Our district/charter school administers the state-approved English language proficiency assessment (ACCESS for ELLs or Alternate ACCESS) annually to each English Learner. |  |  |  |  |  |
| 1. Our district/charter school keeps sufficient documentation of the EL identification process and annual English language proficiency assessment (ACCESS for ELLs or Alternate ACCESS) per state policy as outlined in the Serving English Learners Manual. |  |  |  |  |  |
| 1. Our district/charter school continues to monitor the academic progress of exited English Learners (reclassified fluent English proficient students) for two years after they achieve English language proficiency. |  |  |  |  |  |
| 1. Our district/charter school provides at least a 45-minute English language development block every school day that is differentiated based on the English language proficiency level of the English Learners. |  |  |  |  |  |
| 1. Our district/charter school implements the NMPED’s English Language Development Instructional (ELDIF) Framework in every English Language Development course. |  |  |  |  |  |
| 1. Our content area teachers use the state-adopted WIDA English Language Development Standards for language objectives and supports in every content course. |  |  |  |  |  |
| 1. Our district/charter school participates in the free WIDA Consortium-offered self-paced eLearning that support educators and administrators through six different eWorkshop modules. |  |  |  |  |  |
| 1. Our district/charter school has a process to identify parents who are limited English proficient and offers free, effective language assistance that includes a competent interpreter proficient in the language that the parents prefer to communicate in. |  |  |  |  |  |
| Serving Native American English Learners/Native American Students | | | | | |
| 1. Our district/charter school employs a director or coordinator with expertise in indigenous students. |  |  |  |  |  |
| 1. Our district/charter school employs a director or coordinator who specializes in English Language Development and has expertise in Native American students. |  |  |  |  |  |
| 1. Our district/charter school’s school administrators and educators with expertise and knowledge of Native American language and culture incorporate Native American culture and language and historical contributions (from Q.43) into the general curriculum. |  |  |  |  |  |
| 1. Our district/charter school employs staff, including Indian Education directors, English Language Development and Special Education teachers and administrators that support learning needs of Native American English Learners. |  |  |  |  |  |
| 1. Our district/charter school uses materials that support the development of oral and written academic English for Native American English Learners and account for language arts, science, social studies, and math. |  |  |  |  |  |
| 1. Our district/charter school collaborates with sovereign Nations, Tribes, and Pueblos to ensure the maintenance of languages for Native American students. |  |  |  |  |  |
| 1. Our district/charter school consults and collaborates with sovereign Nations, Tribes, and Pueblos on all the development of curricula and related decisions that impact Native American students. |  |  |  |  |  |
| 1. Native American students in our district/charter school have equity in accessing gifted services, honors courses and advanced placement (AP) courses, and there is parity in participation in such services and courses as compared to other students. |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers on how to serve Native American students. This includes teachers in honors and advanced placement (AP) courses as well as in special education and gifted services. |  |  |  |  |  |
| 1. Our district/charter school uses the NMPED’s Tribal consultation guidance documents, or the Navajo Nation’s Tribal Consultation manual and documents as applicable |  |  |  |  |  |
| 1. Our district/charter school consults with sovereign Nations, Tribes, and Pueblos when reviewing data and structuring our annual strategic plan. |  |  |  |  |  |
| 1. Our district/charter school complies with recent legislation that requires sovereign Nations, Tribes, and Pueblos are consulted when schools are opened or closed on tribal lands. |  |  |  |  |  |
| 1. Our district/charter school has conducted a needs assessment to determine what services Native American students need to assist them in graduating from high school and becoming career-and-college-ready. |  |  |  |  |  |
| 1. Our district/charter school provides professional development for ALL educators focused on academic outcomes and culturally and linguistically responsive academic proficiency for Native American students. |  |  |  |  |  |
| 1. Our district/charter school reviews Native American students’ academic growth, proficiency rates and progress via multiple measures in all core content areas, English language proficiency for English Learners and school climate to inform instruction. |  |  |  |  |  |
| 1. Our district/charter school ensures that district/charter school-level leaders carefully read and understands the requirements of the Indian Education Act. |  |  |  |  |  |
| 1. Our district/charter school ensures that principals carefully read and understands the requirements of the Indian Education Act. |  |  |  |  |  |
| 1. Our district/charter school ensures that teachers carefully read and understands the requirements of the Indian Education Act. |  |  |  |  |  |
| Serving Students with Disabilities | | | | | |
| 1. Our district/charter school follows the New Mexico Technical Evaluation and Assessment Manual (The New Mexico T.E.A.M.) in the educational evaluation processes. |  |  |  |  |  |
| 1. Our district/charter school follows the guidance in The New Mexico T.E.A.M. when assessing students who are culturally and linguistically diverse to ensure that a student’s language needs are distinguished from a student’s disability related needs. |  |  |  |  |  |
| 1. Our district/charter school ensures that all district and school staff understand that students may exit from services. If the student is no longer eligible, s/he exits the Individual Education Program (IEP) and is monitored for academic progress. |  |  |  |  |  |
| 1. Our district/charter school partners with business and community to ensure that students with disabilities have equal employment opportunities to earn comparable wages in their community to those available for people without disabilities. |  |  |  |  |  |
| 1. Our district/charter school has participated in training on the vocational transition process for students with disabilities, beginning at age 13. |  |  |  |  |  |
| 1. Our district/charter school ensures that a Special Education Director(s) participate in the webinars and trainings provided by the NMPED. |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers about learning opportunities in the general-education curriculum that are inclusive and effective for all students (least restrictive environment). |  |  |  |  |  |
| 1. Our district/charter school provides special education teachers with specific professional learning on effective methodologies to teach reading. |  |  |  |  |  |
| 1. Our district/charter school provides professional development for all teachers focused on serving students with autism. |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers so that Students with Disabilitiescan achieve at high levels when provided with instructional supports and accommodations in ALL classrooms. |  |  |  |  |  |
| 1. Our district/charter school’s Individualized Education Program (IEP) teams ensure that Students with Disabilities (SWD) are educated with students without disabilities to the greatest extent possible, and improves outcomes for students. |  |  |  |  |  |
| 1. Our district/charter school’s Individualized Education Program teams discuss the whole child including the English language proficiency level of English Learners with disabilities. |  |  |  |  |  |
| 1. Our district/charter school uses assessments that accurately and appropriately measure the academic growth and performance of students with disabilities. |  |  |  |  |  |
| 1. Our district/charter school implements high-quality (per Instructional Materials Bureau guidance) curricula and instructional supports that incorporate the principles of universal design for learning to meet ALL students’ needs. |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with deafness. |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with deaf-blindness |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with a hearing impairment |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with an intellectual disability. |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with an orthopedic impairment. |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with other health impairments. |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with a serious emotional disturbance. |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with a specific learning disability that includes Dyslexia. |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with a speech language impairment. |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with a traumatic brain injury. |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers about support and successfully implement the Individualized Educational Program (IEP) of students with visual impairment, including blindness. |  |  |  |  |  |
| 1. Developmental delay is considered a disability under special education for children ages three (3) to nine (9). |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers, principals and other leaders about how to support and successfully implement the Individualized Educational Program (IEP) of students with autism. |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers, principals and other leaders about how to support and successfully implement the Individualized Educational Program (IEP) of students with an intellectual disability. |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers, principals and other leaders about how to support and successfully implement the Individualized Educational Program (IEP) of students ages 3-9 with developmental delay. |  |  |  |  |  |
| 1. Our district/charter school understands the underrepresentation of students with disabilities in charter schools, and is committed to equitable enrollment processes. |  |  |  |  |  |
| 1. Our district/charter school ensures that ALL teachers understand what procedural safeguards (parents’ rights) are. |  |  |  |  |  |
| 1. Our district/charter school ensures that ALL parents of students with disabilities are taught about procedural safeguards (parents’ rights) in culturally and linguistically responsive ways in a language they understand. |  |  |  |  |  |
| 1. Our district/charter school ensures that ALL teachers have access to the Individualized Education Program (IEP) of ALL students with disabilities on or before the first day of school. |  |  |  |  |  |
| 1. Our district/charter school ensures ALL staff has participated in de-escalation training. |  |  |  |  |  |
| 1. Our district/charter school’s strategic plan includes a focus on the least restrictive environment for students with disabilities. |  |  |  |  |  |
| 1. Our district/charter school provides professional development to principals and other leaders about the Individuals with Disabilities Education Act (IDEA). |  |  |  |  |  |
| 1. Our district/charter school provides professional development to ALL teachers about the Individuals with Disabilities Education Act (IDEA). |  |  |  |  |  |

1. For budget submission purposes. [↑](#footnote-ref-1)
2. Using criteria established by the Office for Civil Rights of the United States Department of Education. Section 22-8-23.3(B) NMSA 1978, At-Risk Program Units. English learners are also identified as at-risk students in Judge Singleton’s Final Judgement and Order, 2/14/19, p. 2. [↑](#footnote-ref-2)
3. Section 22-8-23.3(B) NMSA 1978, At-Risk Program Units. Economically disadvantaged students are also identified as at-risk students in Judge Singleton’s Final Judgement and Order, 2/14/19, p. 2. [↑](#footnote-ref-3)
4. *Martinez* and *Yazzie* Final Judgement and Order, 2/14/19, p. 3. [↑](#footnote-ref-4)
5. *Martinez* and *Yazzie* Final Judgement and Order, 2/14/19, p. 3. [↑](#footnote-ref-5)
6. *Martinez* and *Yazzie* Decision and Order, 7/20/18, p. 47. [↑](#footnote-ref-6)