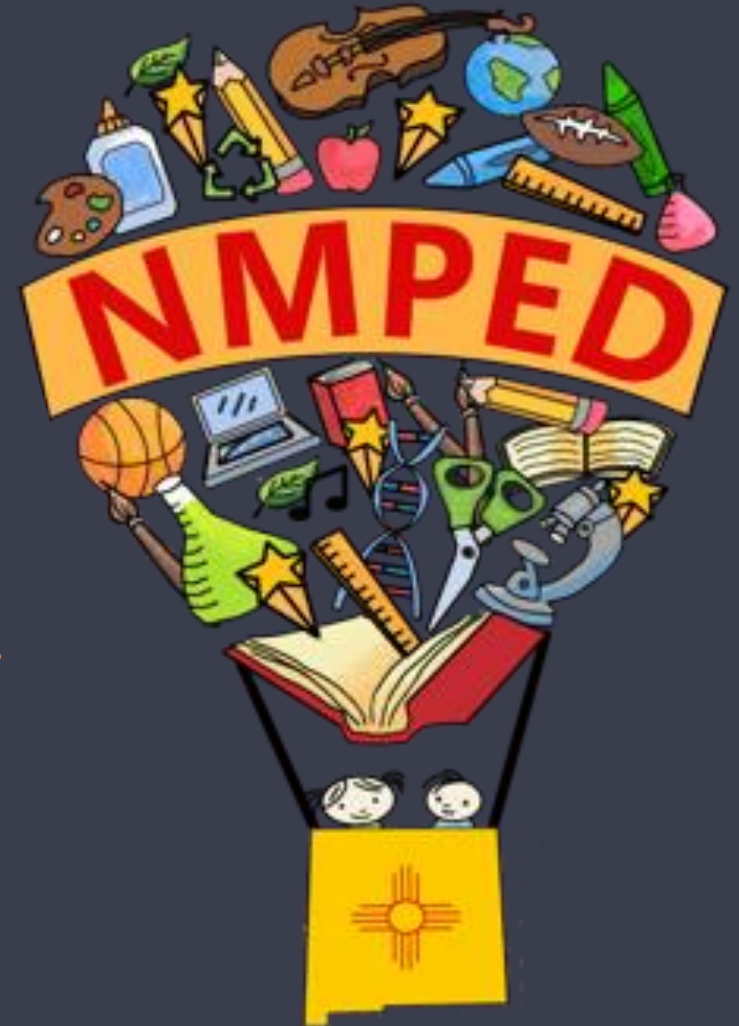


Education Leaders Briefing

*School Exit and Identification and
School Data Release*

May 25, 2023

*Investing for tomorrow,
delivering today.*



Presented By

Secretary Dr. Arsenio Romero

Deputy Secretary Amanda DeBell

Acting Director of REA Dr. Paola Peacock-Villada



New Mexico Vistas

New Mexico Vistas

Celebrates the success of our highest performing schools, identifies schools that the department will support with federal grant money, and provides families with an opportunity to learn more about their local schools.



Systems of Support

- The NM Differentiated Systems of Support to New Mexico districts and schools is designed to assist leaders in developing structures to support planning and implementation of transformational strategies.
 - District and School Support and Readiness Assessments
 - School Improvement Performance Coach
 - Professional Learning for district and school teams, grounded in common themes of the findings of the readiness assessment
 - Grant funding to support evidence-based interventions

Additional Support

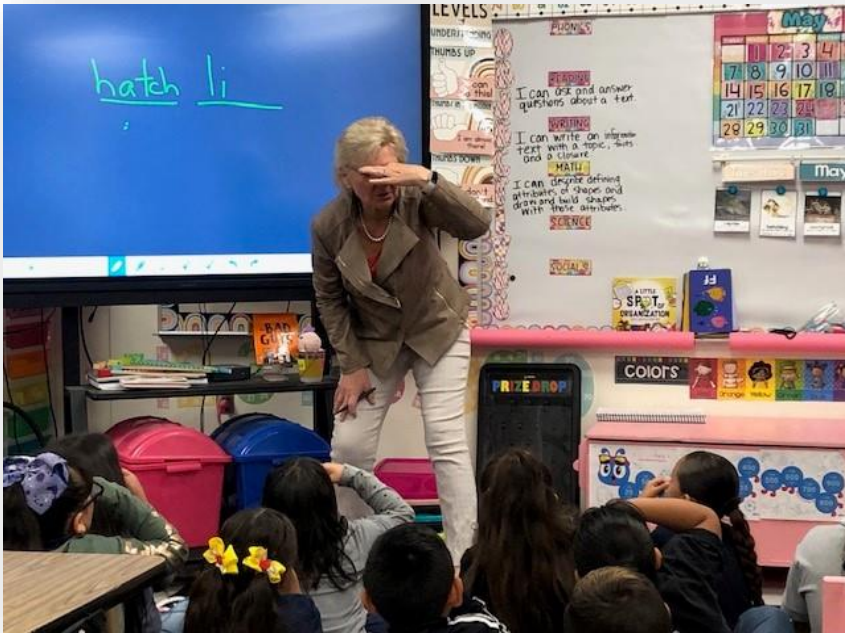
- \$4 million invested in high-dosage tutoring for students in MRI and CSI school
 - 45 minutes 3 times per week
 - Evidence-based



Vistas Data Methodology

- School Accountability Index for SY 2021-2022
- Academic progress uses an approximation to account for the academic achievement 2019-2020 waiver
- Student demographics methods
- Shared accountability units for graduation rates
- We invite your team to replicate our methodology when reviewing your LEA's data
- Questions and Appeal Form

Vistas Overview



- May 2023- School exit and identification; School Vistas data cover the SY 2021-2022
- August 2023 School exit and identification. Student proficiency data from SY2023
- January 2024 – School Vistas for SY2023
- Back to our regularly scheduled programming. Annual exit and school designation, data releases and updates to Vistas.

Timeline for review of data

- SOAP access
- Embargoed data will go out Friday
- Review your data
- Appeals process
- School exit and identification
- Application release and awards May 30th
- June 1st Public launch of Vistas



Questions?



NMPED
Education is Calling

Appendix A: Targeted School Support School Exit and Identification Designations

School Identification Designations, New Mexico

New Mexico Spotlight School

Schools scoring above the 75th percentile

Traditional Support School

Schools scoring above the threshold for support and improvement



ESSA School Identification

Targeted Support and Improvement (TSI)

Public Schools (Title I and non-Title I) with one or more student groups that meet the state's definition of consistently underperforming

Additional Targeted Support and Improvement (ATSI)

Public Schools (Title I) with one or more student groups performing as poorly as the lowest performing 5 percent of Title I schools identified for CSI



ESSA School Identification (continued)

Comprehensive Support and Improvement Student Group

Title I schools that were previously identified for additional targeted support and improvement and that did not meet the statewide criteria for exiting ATSI status within the number of years determined by the state

Comprehensive Support School and Improvement Graduation Rate

All public high schools in the state (Title I) with a four-year graduation rate below 66.67% for at least two out of the past three years

Comprehensive Support School and Improvement Low Performing

Schools scoring in the bottom 5% of all Title I schools



ESSA School Identification (continued)

- **More Rigorous Intervention (MRI)**

- If a CSI School does not satisfy exit criteria within the identification cycle, they are identified as MRI.
- If an MRI School does not satisfy exit criteria within the identification cycle, they will have demonstrated persistent failure. PED will require more forceful restructuring, such as requiring staffing changes, “restarting” the school with a proven operator, or working with a district or authorizer to close the school by 2027.



Funding Available to ATSI, CSI and MRI Schools 2023

Grant funding will be allocated to support:

- **Additional Targeted Support and Improvement (ATSI)** schools
- **Comprehensive Support and Improvement (CSI)** and
- **More Rigorous Intervention (MRI)** schools to engage in high-quality, sustainable, and strategic improvement planning processes within the NM School DASH.



District and School Support and Readiness Assessment: CSI & MRI Schools

Each district and school identified as Comprehensive Support and Improvement (CSI) and More Rigorous Support and Improvement (MRI) will participate in a District Support and Readiness Assessment (DSRA) and a School Support and Readiness Assessment (SSRA).

While the primary purpose of the DSRA and the SSRA is to co-identify and address the root cause(s) of the district and school's performance challenges, it also identifies and highlights strengths and promising practices already in place.

- The DSRA examines the relationship between district leadership practices and their impact on schools in their charge. It provides an opportunity to enhance and improve the interaction between the district and schools by co-identifying the systems and structures that are currently in place and supporting schools with improving student performance outcomes and those needing further development.
- While the primary purpose of the SSRA is to co-identify and address the root cause(s) of the school's performance challenges, it also identifies and highlights strengths and promising practices already in place. The SSRA intends to support school leaders in forward movement, not to judge or demoralize for their current performance.

District and School Support and Readiness

The District and School Support and Readiness Assessment utilizes a qualitative design in which interviews are conducted, and multiple sources of data and information are collected and analyzed to identify strengths and opportunities for improving student performance outcomes. It extends beyond standardized measures of student achievement to collecting evidence in relation to the mission of the school and **the five overarching domains** and themes identified by PED and its Priority Schools Bureau.

1. Equity and Culture
2. Leadership
3. Instructional infrastructure
4. Talent Management
5. Support and Accountability



Professional Learning

PED will facilitate **three** professional learning experiences for MRI and CSI School teams that will include the principal, teachers/counselors and a district representative.

- The professional learning will be grounded in the common themes of the School Support and Readiness Assessments and school improvement drivers:
 - Instructional Infrastructure
 - Data-Driven Instruction
 - Talent Management
 - Equity and Culture
 - Allocation of Resources



School Improvement Coaches

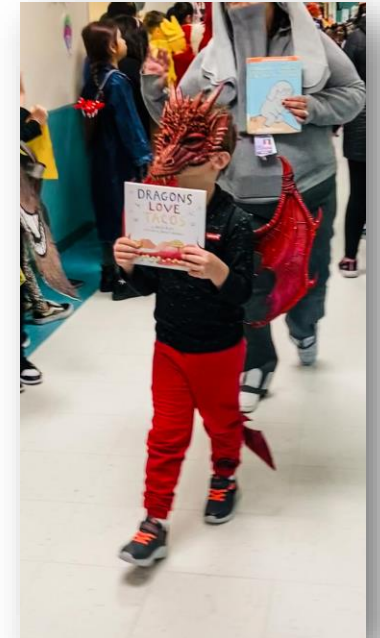
Research shows principals spent:

- less than 6% of their time observing, coaching, and evaluating teachers, and
- only 7% developing and delivering instructional programming (*Horng, 2010*)

To support the courageous school leaders who choose to pursue this bold endeavor, PED will offer *tools, resources, and coaching support* via a framework as a starting point for success.

PED believes that supporting teachers' professional growth is the most effective way to improve teaching and learning in every school in New Mexico.

- Each MRI School leader will be supported by a Performance Coach
 - PC will support school leaders with monthly coaching (virtual), NM School DASH Implementation Support; Observation, Feedback, and Coaching Cycles (OFCC); review of instructional infrastructure practices



Appendix B: School Accountability Index Required Measures SY2021-2022

School Accountability Index

New Mexico Vistas Measures, Points, and Indicators SYE2022

Measure	Elem/ Middle Points	High School Points	Indicator
Math Proficiency	25	15	Academic Achievement
Reading Proficiency	25	15	Academic Achievement
Math Improvement	10	5	Academic Progress
Reading Improvement	10	5	Academic Progress
English Learner Progress	10	5	English Language Proficiency
Science Proficiency	10	10	School Quality/Student Success
Regular Attendance	10	10	School Quality/Student Success
College and Career Readiness	n/a	5	School Quality/Student Success
Educational Climate	n/a	n/a	School Quality/Student Success
Growth in 4 Year Graduation Rate	n/a	5	School Quality/Student Success
4 Year Graduation Rate	n/a	10	Graduation Rate
5 Year Graduation Rate	n/a	8	Graduation Rate
6 Year Graduation Rate	n/a	7	Graduation Rate
TOTAL POINTS	100	100	

- The following measures, weights, and indicators make up the New Mexico School Accountability Index for SY 2021-2022.
- Each measure is considered at a school level and at a student subgroup level.
- The total points for each school establish the school's Vista Score.
- Please refer to the 2021-2022 Addendum Template for the Consolidated State Plan due to COVID-19 for a description.

Outline: Methods

1. Base Files

- All Valid Enrollments (AVE)
- All Valid Tests (AVT)

2. Indicators/Metrics

1. Math Proficiencies
2. Reading Proficiencies
3. Science Proficiencies
4. Math Improvement
5. Reading Improvement
6. English Learner Progress
7. Regular Attendance
8. College and Career Readiness “Success” Rates
9. 4 Year Graduation Rate
10. 5 Year Graduation Rate
11. 6 Year Graduation Rate
12. Growth in 4 Year Graduation Rate

Base File 1: All Valid Enrollments (AVE)

- Comprises the base population of the School Accountability Index System
- Represents the “universe” of students and schools for the school year, as well as each student’s grade enrolled and other student demographics
 - Only NMPED eligible LEAs and schools are included. Exclusions include:
 - State-Supported LEAs, including District codes 90-92 and 95-99; and
 - ✓ Schools/Locations, such as Private, Homebound, Hospitalized, etc., including Location codes 992, 997, and 999

NOTE: Locations IDs: 993, 994, 998 are recharacterized as “District Office” and Location ID =0
- Includes all students, with an indicator of each student’s enrollment
 - ✓ Enrolled students include those whose sum of days enrolled in NMPED LEAs/school/locations during the school year is 10 days or higher
 - ✓ Not-enrolled students are removed from calculations of the indicators
- Provides a separate record for every location a student is enrolled during the school year; thus, students enrolled in 2 locations year will have two records

All Valid Enrollments (AVE), *continued*

- Demographics and grade enrolled come from the STARS student snapshots, and are coded as follows:
 - “If ever” = students with disabilities and current English Learner were identified based on one or more snapshot during the school year
 - “Most recent” = grade enrolled, race/ethnicity, and free and reduced lunch
 - ✓ Students were defined as Hispanic for those students who identified as both Caucasian and Hispanic

Base File 2: All Valid Tests (AVT)

- Compiles of test scores from vendor files (e.g., Cognia)
- Provides one test record for each student and test subject, such as Math, Science and ELA
 - If students has multiple tests in the same subject, chose one score in order of priority: 1) DLM, 2) SBA, 3) SAT, and 4) MSSA
 - Exclusions:
 - ✓ If student tests below enrolled grade or above enrolled grade without a waiver
 - ✓ English Learners testing in Spanish if enrolled in U.S. schools for 5 or more years
 - ✓ If student has a medical waivers for the test subject
 - ✓ If student tests in Spanish and is not a current English Learner
 - ✓ If student is not enrolled at the location tested at both 120D and EOY snapshots

All Required Measures Methods

1. Math Proficiencies
2. Reading Proficiencies
3. Science Proficiencies
4. Math Improvement
5. Reading Improvement
6. English Learner Progress
7. Regular Attendance
8. College and Career Readiness “Success” Rates
9. 4 Year Graduation Rate
10. 5 Year Graduation Rate
11. 6 Year Graduation Rate
12. Growth in 4 Year Graduation Rate

ELA, Math, and Science Proficiency Rates: Participation

- Participation rates are calculated separately for ELA, Math, and Science --

$$\frac{\text{\#of Eligible Students Tested}}{\text{\#of Eligible Students Tested} + \text{\#of Eligible Students Not Tested}}$$

- The accountable school/location is based on the vendor test file record
- Students eligible to test include those enrolled in the same school/location and grade at both 120D and EOY snap shots

Note: For ELA Participation rates - Students who are English Learners and have been enrolled in U.S. Schools for less than three years, are removed from the group of students not tested because taking the ELA equivalent test is not required

ELA, Math, and Science Proficiency Rates

- Proficiency rate (separate for ELA, Math, and Science)
= (# students scored Proficient / # students tested)
- Records come directly from the All Valid Test File (AVT)
- Proficiency rates are attenuated by the participation rate when participation rates are <95%

"Other Academic Indicator": Math and Reading Improvement

- Determines the extent to which schools are impacted by the COVID-19 pandemic
- Formula* = Actual % - Expected % of students scoring proficient

$$\text{Expected} = \frac{\sum_{t=2016}^{t=2019} \text{Number Proficient}}{\sum_{t=2016}^{t=2019} \text{Number Tested}}$$

*Calculated separately for each grade and subject, including for all students and each student subgroup

Note: In SY 2022-2023, student growth percentiles (SGPs) will be used

English Learner Progress (ELP)

- Growth-to-proficiency indicator for current English Learners
- See “Growth Targets” in rubric on the right
 - Track student progress toward English Proficiency on ACCESS within five-years
 - Growth targets include expected proficiency levels using a student’s grade at entry, number of years enrolled and initial English Language Proficiency Level (PL)

Grade	Initial PL	Growth Targets				
		Target , Year 1	Target , Year 2	Target , Year 3	Target , Year 4	Target , Year 5
K to 3	1.0-1.9	2.6	3.4	4	4.6	5
K to 3	2.0-2.9	3.3	3.8	4.5	4.8	5
K to 3	3.0-3.7	3.8	4.3	4.7	4.9	5
K to 3	3.8-4.1	4.4	4.6	4.8	4.9	5
4 to 6	1.0-1.9	2.6	3.3	3.8	4.5	5
4 to 6	2.0-2.8	2.9	3.4	3.9	4.5	5
4 to 6	2.9-3.5	3.6	3.9	4.3	4.7	5
4 to 6	3.6-4.1	4.2	4.4	4.5	4.7	5
7	1.0-1.9	2.4	3.2	3.7	4.4	5
7	2.0-2.9	3.1	3.7	4.1	4.5	5
7	3.0-3.6	3.7	4.1	4.4	4.7	5
7	3.7-4.1	4.2	4.4	4.6	4.8	5
8	1.0-1.9	2.4	3.2	3.7	4.4	5
8	2.0-2.9	3.1	3.7	4.1	4.5	5
8	3.0-3.6	3.7	4.1	4.3	4.5	5
8	3.7-4.1	4.2	4.4	4.6	4.8	5
9	1.0-1.9	2.4	3.2	3.7	4.4	5
9	2.0-2.9	3.1	3.5	3.7	4.3	5
9	3.0-3.6	3.7	4	4.2	4.6	5
9	3.7-4.1	4.2	4.4	4.6	4.8	5
10	1.0-1.9	2.4	3.2	3.7	4.4	5
10	2.0-2.9	3.1	3.3	3.7	4.3	5
10	3.0-3.6	3.7	4	4.3	4.7	5
10	3.7-4.1	4.2	4.4	4.6	4.8	5
11	1.0-1.9	2.4	3.2	3.7	4.4	5
11	2.0-2.8	2.9	3.3	3.7	4.3	5
11	2.9-3.5	3.6	4	4.3	4.7	5
11	3.6-4.1	4.2	4.4	4.6	4.8	5
12	1.0-1.9	2.4	3.2	3.7	4.4	5
12	2.0-2.8	2.9	3.3	3.7	4.3	5
12	2.9-3.5	3.6	4	4.3	4.7	5
12	3.6-4.1	4.2	4.4	4.6	4.8	5
All Grades	4.2	4.4	4.6	4.8	4.9	5
All Grades	4.3	4.4	4.6	4.8	4.9	5
All Grades	4.4	4.6	4.7	4.8	4.9	5
All Grades	4.5	4.6	4.7	4.8	4.9	5
All Grades	4.6	4.7	4.8	4.9	4.9	5
All Grades	4.7	4.8	4.9	4.9	4.9	5
All Grades	4.8	4.9	4.9	4.9	4.9	5
All Grades	4.9	4.9	4.9	4.9	4.9	5

Regular Attendance

- Definition: Percentage of students attending more than 90% of the school days enrolled
 - Calculate attendance rates separately for each student and school enrolled
 - = [# days attended / # days enrolled]
 - A student is a “Regular Attender” (vs. Chronically Absent) if they attend more than 90% of school days enrolled at a given location
 - A student is chronically absent if they attend 90% or less of school days enrolled at a given location

College and Career Readiness (CCR) “Success” Rates

- College and Career Readiness Success rates are lagged one year
- Compiles success scores from School Years 2017-18, 2018-19, 2019-20, and 2020-21 and uses the highest score available for each student
- Calculated as the number of students who were successful in CCR opportunities (as defined by the PED) divided by the number students who participated in the CCR opportunities
- Participation rates = the number of high school students who participated in CCR opportunities divided by the number of students in the four-year graduation cohort
- Shared Accountability Units are used to weight Participation Rates

Graduation Rates

- Graduation rates are lagged one year
- Definition: the percentage of students who graduated with a New Mexico diploma of excellence within a given graduation cohort
 - 4 Year – 2021 Graduation Cohort
 - 5 Year – 2021 Graduation Cohort
 - 6 Year – 2021 Graduation Cohort
- Graduation cohorts are defined by the number of years since first enrollment in 9th grade and the school year in which the New Mexico diploma of excellence is obtained

Graduation Cohorts: # Years and School Year Complete

	2016	2017	2018	2019	2020	2021
4 Year 2021 cohort			9 th Grade			Complete?
5 Year 2021 cohort		9 th Grade				Complete?
6 Year 2021 cohort	9 th Grade					Complete?

Graduation Rates (Continued)

- Shared Accountability Units (SAU): Students and their graduation outcomes are weighted based on the length of time they were enrolled in a given school/location during the graduation cohort
- Exclusions: Students and enrollment records not included in the calculations are those certain enrollment errors (D1, D2, and D3), deceased students (WD), certain transfers (W6, W8 W81, and W10), withdrawn students (W3), and foreign exchange students

Graduation Growth

- Graduation growth formula:

$$[(4 \text{ Yr. Graduation Rate in the 2021 Cohort} - 4 \text{ Yr. Graduation Rate in the 2019 Cohort}) / 2]$$

	2014	2015	2016	2017	2018	2019	2020	2021
4 Yr. 2021 cohort					9 th Grade			Complete?
4 Yr. 2019 cohort			9 th Grade			Complete?		

Thank you

Please submit all questions and appeals to [New Mexico Vistas Questions and Appeals Form](#)

