

**2021-2022 Addendum Template for the Consolidated
State Plan due to COVID-19**
under the Elementary and Secondary Education Act of
1965

New Mexico



U.S. Department of Education
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Addendum to the ESEA Consolidated State Plan

Introduction

The Elementary and Secondary Education Act of 1965 (ESEA) requires each State to develop and implement a single, statewide accountability system to support all public elementary school and secondary school students in meeting the challenging State academic standards. These systems are an important tool in achieving the goal of improving outcomes for students and eliminating opportunity gaps in the State, local educational agencies (LEAs), and schools.

Due to the extraordinary circumstances created by the Coronavirus Disease 2019 (COVID-19) pandemic, the U.S. Department of Education (Department) invited State educational agencies (SEAs) to apply for a waiver from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year. As a result, many SEAs have not implemented all aspects of their statewide accountability systems or identified schools for support and improvement since fall 2019. Upon receiving an accountability waiver for the 2020-2021 school year, each SEA agreed that it would resume identifying schools for comprehensive, targeted, and additional targeted support and improvement using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

The purpose of this document is to provide SEAs a streamlined process to modify approved ESEA consolidated State plans for the 2021-2022 school year as they implement accountability and school identification requirements under section 1111 of the ESEA in order to make accountability determinations and identify schools in fall 2022.

The Department has also issued a “Frequently Asked Questions: Impact of COVID-19 on 2021-2022 Accountability Systems Required under the Elementary and Secondary Education Act of 1965 (ESEA)” document that includes information on the general amendment process, accountability systems, school identification and exit, school support and improvement, and report card requirements. The document is available at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

For any questions or additional information, please contact the U.S. Department of Education at oese.titlei-a@ed.gov.

Submitting Amendments to ESEA Consolidated State Plans

COVID-19 State Plan Addendum Process

To amend its ESEA consolidated State plan for the 2021-2022 school year *only* (i.e., amendments that will impact only accountability determinations based on data from the 2021-2022 school year and school identifications in fall 2022), an SEA may use this “2021-2022 Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency” (COVID-19 State Plan Addendum).

In addition to requests limited to the 2021-2022 school year, an SEA may use the COVID-19 State Plan Addendum process to request to:

1. Shift timelines forward by one or two years for measurements of interim progress and long-term goals, and
2. Modify the exit criteria for schools identified in fall 2022, including the number of years such schools have to meet exit criteria in order to exit status.

If an SEA requests the two changes described above through the COVID-19 State Plan Addendum and the changes are approved, the SEA must submit an updated ESEA consolidated State plan that incorporates those changes at a later date. All other amendments submitted through the COVID-19 State Plan Addendum template and process (i.e., amendments that are limited to the 2021-2022 school year) do not require submission of an updated ESEA consolidated State plan.

If an SEA submits an amendment to its ESEA consolidated State plan using the streamlined COVID-19 State Plan Addendum template and process, it must submit the following:

1. The COVID-19 State Plan Addendum that reflects all proposed amendments;
2. The signature of the chief State school officer or authorized representative; and
3. A description of how the SEA provided the public a reasonable opportunity to comment on the requested amendments to the ESEA consolidated State plan with a summary of changes made based on the public comments received. The Department recommends that the SEA seek public input through consultation that is broad and with stakeholders that represent the diversity of the community within the State (e.g., meeting with local superintendents and sharing through regular correspondence with LEAs, conducting targeted stakeholder outreach, holding focus groups, prominently listing the proposed amendments on the SEA's website, and providing a user-friendly, accessible means for the public to submit comments). (See question A-6)

Prior to submitting an amendment to the Department, including an amendment submitted through the COVID-19 State Plan Addendum template and process, an SEA must consult with the Governor, afford a reasonable opportunity for public comment, and consider such comments consistent with the consolidated assurances the State submitted in June 2017 under ESEA section 8304.

Regular ESEA Consolidated State Plan Process

An SEA may request amendments to its ESEA consolidated State plan that will continue beyond the 2021-2022 school year or that the State intends to implement starting with the 2022-2023 school year using the regular State plan amendment process described in the Department's October 24, 2019, Dear Colleague Letter available at <https://oese.ed.gov/files/2020/02/csso-letter.pdf>.

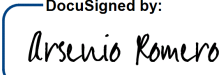
Timeline

An amendment may be submitted at any time. The Department encourages SEAs to submit amendment requests, either using the regular State plan amendment process or the COVID-19 State Plan Addendum process, by **March 7, 2022** in order for the Department to determine whether the requested amendments comply with all applicable statutory and regulatory requirements in time for an SEA to implement amendments to its accountability system for determinations in fall 2022 based on data from the 2021-2022 school year (e.g., identification of schools for comprehensive, targeted, or additional targeted support and improvement for the 2022-2023 school year).

Transparency

The Department will post the approved addendum on our website, along with the current approved consolidated State plan, at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

Cover Page

Authorized SEA Representative (Printed Name) Arsenio Romero	 Secretary of Education
Signature of Authorized SEA Representative DocuSigned by:  140A3ED72F6C41E...	Date: 6/14/2023

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)) (corresponds with A.4 in the revised State plan template):

- a. **Establishment of Long-Term Goals.** (ESEA section 1111(c)(4)(A)) (corresponds with A.4.iii in the revised State plan template) Due to COVID-19, the State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by one or two years for:

1. **Academic Achievement.** If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.

- a. One Year
 Two Years

2. **Graduation Rate.** If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.

- a. One Year
 Two Years

3. **Progress in Achieving English Language Proficiency (ELP).** If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.

- a. One Year
 Two Years

- b. **Indicators.** (ESEA section 1111(c)(4)(B)) (corresponds with A.4.iv in the revised State plan template) Due to COVID-19, the State is revising one or more of its indicators for the 2021-2022 school year to be used in accountability determinations in fall 2022.

1. **Academic Achievement Indicator.** Describe the Academic Achievement indicator for the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

2. **Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator).** Describe the Other Academic indicator for the 2021-2022 school year.

As a result of not administering statewide standardized reading and math assessments for the 2019-2020 school year and only a small fraction testing at the end of the 2020-2021 school year, New Mexico is unable to calculate median student growth percentiles (SGP), an important academic indicator in the accountability framework. The SGP measures median student growth within a school relative to the median academic peer. In other words, the median SGP is an aggregate of student SGPs, which are conditional percentiles describing the location of a student in the joint distribution of prior and current end-of-year statewide assessments.

In order to gauge the extent to which schools have been impacted by the COVID-19 pandemic, New Mexico is proposing an indicator that reflects how each school fared through the

pandemic. This indicator is the difference between the expected percentage of students scoring proficient or advanced in a school, had pre-pandemic conditions persisted, and the actual 2022 percentage of students scoring proficient or advanced in Reading and Math in grades 3, 4, 5, 6, 7, 8 and 11.

Actual – Expected = Other Academic Indicator

To generate a reasonable estimate of what the school would have been expected to achieve at the end of the 2021-2022 school year, we propose the following:

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

Sum the number of students who scored proficient or advanced from SYE 2016 to SYE 2019 and divide that by the total number of students who tested during those years. This is useful for its simplicity as well as theoretical and practical application. This formula is repeated for each grade subject combination as well as for each subgroup. If the numerator or denominator do not reach minimum size requirements (MSR), then the sum can be taken at the school, district, and state levels, until the MSR is reached.

The other academic indicator which is intended to measure the extent to which the school has sustained a pandemic impact will be computed for the overall student population and, where possible, computed for relevant federal and state student groups within New Mexico. Points will be assigned based on the following function, which converts a rank ordering of the Other Academic Indicator to a value like the percentile.

$$f_j = \frac{(Rank_j)}{n}$$

Which results in a value between 0 and 1 and can be used to score school performance in a manner like the median student growth percentile.

This projection calculation will be used for the system of annual meaningful differentiation for SY 2021-2022. Beginning in SY 2022-2023, the projection calculation will be replaced with New Mexico's previously approved growth indicator, which is based on student growth percentiles (SGPs).

3. Graduation Rate. Describe the Graduation Rate indicator for the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

4. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator for the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

5. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success indicator that is proposed to be added or modified for the 2021-2022 school year.

- a. New Mexico Public Education Department (NMPED) will leverage the SQSS indicators: Regular Attendance and Science. Total Points will remain 100.
- b. Regular attendance is defined as the federal definition of chronic absenteeism and defined as attending more than 90% of the days a student is enrolled during the school year.

- c. Annual Meaningful Differentiation. (*ESEA section 1111(c)(4)(C)*) (*corresponds with A.4.v in the revised State plan template*) Due to COVID-19, the State is revising its system of annual meaningful differentiation in fall 2022 based on data from the 2021-2022 school year:

1. State's System of Annual Meaningful Differentiation. Describe the State's system of annual meaningful differentiation of all public schools in the State for accountability determinations in the fall 2022 based on data from the 2021-2022 school year.

Like other states, the New Mexico Public Education Department's system of accountability experienced substantial disruption due to COVID-19 pandemic. Adding to the disruption, the pandemic coincided with a nascent accountability system (our accountability system was implemented for the first time in 2018-19) and a new statewide assessment program (shifting from PARCC to MSSA, with performance thresholds or cut scores established in July/August of 2022). While these facts do not remove our ability to meaningfully differentiate schools based on several important sources of variation, we must consider alternative progress or growth measures as well as the consequences associated with resultant designations. The vision of our accountability system remains the same: New Mexico's proposed System of Annual Meaningful Differentiation is designed to provide transparency for educational stakeholders with respect to school-based outcomes by designating schools for excellence and for improvement.

Had schools not been closed in March 2020 due to the COVID-19 pandemic, the New Mexico Public Education Department would have administered the MSSA in 2019-2020 and set the performance thresholds or cut scores in July/August 2020. This would have enabled the state to transition our accountability system from one assessment to the next without disruption. The 2017-2018 and 2018-2019 student achievement scores would have been applied to compute student growth percentiles in Spring of 2020 and in Fall 2020 schools would have been either designated or re-designated as spotlight or excellence, or in need of support.

During the 2020-2021 school year a very small minority of New Mexico Public School students participated in statewide standardized assessments, which prevented the state from establishing performance thresholds or cut scores during July/August of 2021. The lack of assessment data substantially disrupted the accountability system during the 2019-2020 and 2020-2021 school years.

The state made the current school accountability designations during the end of the 2016-2017 school year. During the intervening years, the schools designated for improvement based on graduation rates have been able to exit as their data warrants, but the schools designated based on their low performance have not been able to exit. Therefore, the

accountability system for school year 2021-2022 will be the first display of NMPED accountability results since the Fall of 2019, which reflected the 2018-2019 school year.

The New Mexico Public Education Department (NMPED) believes in the academic potential of all of the state's students regardless of race, ethnicity, disability status, or socioeconomic status. The state is founded on the strength of New Mexico's diverse communities and on the inherent value of our multilingualism, resilience, creativity, culture, and compassion for one another.

In order for New Mexico and its students to realize their full potential, it is incumbent on us to provide school districts and charter schools the support and resources they need to ensure educational equity, excellence, and relevance for all students (NMPED Strategic Plan, 2021).

To differentiate schools, New Mexico will combine information from the following domain areas: Academic Achievement, Science Proficiency, Grad Growth, College and Career Readiness, and Regular Attendance, Academic Progress, English Language Proficiency, School Quality/Student Success, and Graduation Rate (for High Schools).

Academic Achievement: Math and Reading Achievement is measured by the percentage of students scoring proficient or advanced.

Academic Progress: Academic progress in Math and Reading is measured by the difference between expected and projected actual achievement rates for SY 2021-2022. New Mexico will revert back to the use of SGPs for SY 2022-2023.

English Language Proficiency: English Language Proficiency is measured by the percentage of students who are on track to exit English Language Learner status in the allotted time.

Science Proficiency: is measured by the percentage of students scoring proficient or advanced.

Regular Attendance: Regular attendance is measured as the percent of students classified as attending school at least 90% of the school days.

College and Career Readiness: College and Career readiness is a measure of the extent that students are preparing for college or career by participating and succeeding in college and or career assessments.

Growth in 4 Year Graduation Rate: The change in the 4-year graduation rate over three years is used to measure the growth in the 4-year graduation rate.

4-Year Graduation Rate: The 4-year graduation rate is measured by the proportion of students who graduate in their four-year cohort.

5-Year Graduation Rate: The 5-year graduation rate is measured by the proportion of students who graduate in five years.

6-Year Graduation Rate: The 6-year graduation rate is measured by the proportion of students who graduate in six years.

Points are assigned to each indicator by multiplying the indicator score, which varies from zero to one, by the possible points allotted to the indicator. For example, suppose that 40% of students score proficient or advanced on the reading assessment for an elementary school in the 2021-2022 school year, then the points earned for the reading achievement indicator is 10.

$$25 \text{ possible points} \times 0.40 = 10 \text{ points earned}$$

Adding up the indicator points earned forms the overall accountability score, however the academic progress indicator’s weight will change as New Mexico transitions to a more stable assessment system. That is, the system of annual meaningful differentiation will set the academic progress indicator for elementary and middle schools at 20% for SY 2021-2022 and shift its weight to 30% for SY 2022- 2023 and beyond.

All schools will be assigned accountability scores. If measurement data are missing for any of the indicators, then the points associated with that indicator will be proportionately distributed amongst the other indicators, excluding for school identification and exit purposes. For CSI, ATSI, and TSI identification, all indicators will be used as the denominator for calculation. In cases where public schools may only have students in grades K-2, such as feeder schools, then end of year early literacy scores are applied.

Table 1: New Mexico School Identification Cycle

Current Designation	SY ending 2022	2023	2024	2025	2026
TSI	Exit identified TSI schools Identify and notify TSI schools TSI Schools not eligible for exit, identified as ATSI	Identify and notify TSI schools	Identify and notify TSI schools	Identify and notify TSI schools	Identify and notify TSI schools
ATSI	Exit identified ATSI schools ATSI schools not eligible for exit will be identified as CSI in an SY ending in 2023 cohort Identify and notify ATSI schools to a 4-year cohort	Identify and notify ATSI schools to a 3-year cohort	Services provided	Services provided	Eligible to exit

Current Designation	SY ending 2022	2023	2024	2025	2026
CSI	<p>Exit identified CSI schools</p> <p>CSI schools not eligible for exit will be identified as MRI in an SY ending in 2023 cohort</p> <p>Identify and notify CSI schools to a 4-year cohort</p>	Identify and notify CSI schools to a 3-year cohort	Services for both cohorts	Services for both cohorts	Both cohorts eligible to exit

All schools in New Mexico will engage in strategic planning utilizing a framework that identifies key resources supporting transformation; documenting critical offline planning, implementation, and monitoring activities; and informing substantive collaborative conversations. This focused and consistent approach to improvement plans allows for a scalable approach, encourages a sharp focus on improving student outcomes, and cultivates a growth mindset among educators.

Comprehensive Support and Improvement Schools planning allows communities to envision, identify, and communicate the vision for their schools in a year-long conversation. As district and school teams engage in planning, they are integrating the creative, optimistic, and aspirational targets of the visioning process with their analysis of where the district or school is today. Including “the why” driving the identification of key priorities to achieve in the future (strategic objectives) and “how” (strategic initiatives and the support resources) school transformation will be achieved. New Mexico will support two cohorts of CSI and one cohort of MRI schools identified for targeted support and improvement. TSI and ATSI schools will receive annual review and feedback on their continuous improvement plan.

- (a) Schools will be identified in the Fall of 2022, using SY 2021-2022 data. They will be eligible to exit or identified for greater support (depending on needs and designation) after 4 years in 2026.
- (b) An additional cohort of schools will be designated in the Fall of 2023, using SY 2022-2023 data as part of a 3-year improvement cohort. These schools will receive targeted interventions and school improvement support and will be eligible for exit in 2026. This will enable the PED to exit both cohorts simultaneously and realign the next round of identification of schools.

The assignment of two cohorts will allow New Mexico to return school identification and school improvement support to a common cycle. Schools identified as ATSI, CSI, or MRI in either of these two cohorts will receive planned program support tailored to their level of need.

2. Weighting of Indicators. Describe the weighting of each indicator in the State's system of annual meaningful differentiation in fall 2022 based on data from 2021-2022 school year.

Table 2: New Mexico Vistas Indicators, Measures, and Weights

Proposed NM 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	

Table 3: New Mexico Vistas Indicators, Measures, and Weights

Proposed NM Vistas Measures, Points, and Indicators SYE2023			
Measure	Elem/ Middle Points	High School Points	Indicator
Math Proficiency	20	15	Academic Achievement
Reading Proficiency	20	15	Academic Achievement
Math Improvement	15	10	Academic Progress
Reading Improvement	15	10	Academic Progress
English Learner Progress	10	10	English Language Proficiency
Science Proficiency	5	5	School Quality/Student Success
Regular Attendance	5	5	School Quality/Student Success
College and Career Readiness	n/a	5	School Quality/Student Success
Educational Climate	10	5	School Quality/Student Success
Growth in 4 Year Graduation Rate	n/a	5	School Quality/Student Success
4 Year Graduation Rate	n/a	7	Graduation Rate
5 Year Graduation Rate	n/a	5	Graduation Rate
6 Year Graduation Rate	n/a	3	Graduation Rate
TOTAL POINTS	100	100	

The weights proposed in Table 2 reflect the overall policy weights allotted to each indicator and serve as the total possible point count for SY 2021-2022. Table 3 reflects the overall policy weights allotted to each indicator and the total possible point count for SY 2022-2023. A school location that earns a score of 100 has done as well as is possible across all the indicators.

2. **Different Methodology.** If the State is using a different methodology or methodologies for annual meaningful differentiation for schools for which an accountability determination otherwise, cannot be made (e.g., P-2 schools), describe the methodology or methodologies in fall 2022 based on data from 2021-2022 school year.

As described in section C.1., all schools will be assigned accountability scores. If measurement data are missing for any of the indicators, then the points associated with that indicator will be proportionately distributed amongst the other indicators, excluding for school identification and exit purposes. For CSI, ATSI, and TSI identification, the academic progress indicator will have a 20% weight for Elementary and Middle Schools and 10% weight for High Schools (as shown in Table 2). Beginning in SY 2022-2023, the academic progress indicator will shift to 30% for Elementary and Middle School, and 20% for High School (as shown in Table 3). All required indicators will be used and the total number of points will be used as the denominator for calculation. In cases where public schools may only have students in grades K-2, such as feeder schools, then end of year early literacy scores are applied.

- d. **Identification of Schools.** (ESEA section 1111(c)(4)(D)) (corresponds with A.4.vi in the revised State plan template) Due to COVID-19, the State is revising its timeline or methodologies for school identification:

1. **Timeline.** Each SEA must identify schools for CSI, ATSI, and targeted support and improvement (TSI) consistent with the assurance in its waiver of accountability requirements for the 2020-2021 school year (i.e., each SEA that received a waiver for the 2020-2021 school year assured it would identify schools in fall 2022 based on data from the 2021-2022 school year).

- i. After identifying schools in fall 2022 using its approved school identification methodologies as outlined in its approved ESEA consolidated State plan, the State is requesting a one-time change in frequency to identify schools in fall 2023 (based on data from the 2022-2023 school year). *If a State is proposing a one-time change in frequency to identify a category of schools in fall 2023, check the appropriate box.*

- Comprehensive Support and Improvement Schools: Low Performing
 Comprehensive Support and Improvement Schools: Low Graduation Rate
 Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status
 Targeted Support and Improvement Schools: Additional Targeted Support and Improvement (ATSI)

** Targeted support and improvement: Consistently underperforming subgroups (TSI) schools must be identified annually. Therefore, a State must identify TSI schools in both fall 2022 and fall 2023.*

2. **Methodologies.** The State is revising its methodologies for identifying schools in fall 2022 based on data from the 2021-2022 school year for the following types of school identification:
 A. for identifying not less than the lowest-performing five percent of all schools receiving

Title I, Part A funds in the State for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

Given the combination of New Mexico's transition to a new assessment instrument and the low participation rate in SY 2020-2021, New Mexico will identify a new cohort of schools (4-year cohort) in the Fall of 2022, using SY 2021-2022 data based on a transitional set of indicators. This includes the indicators described in the Annual Meaningful Differentiation section. Beginning in SY 2022-2023, schools will revert back to the use of SGPs for the other academic indicator (see Table 3). The evaluation of schools for exit will be based on improvements from the most consistent and valid representation of improvement, which requires the use of SGP.

- B. Comprehensive Support and Improvement Schools: Low Graduation Rate. Describe the State's methodology for identifying all public high schools in the State failing to graduate one-third or more of their students for comprehensive support and improvement in fall 2022.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- C. Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which 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)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years for school identifications in fall 2022 based on data from the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- D. Targeted Support and Improvement Schools: Consistently Underperforming Subgroup(s). Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including if the State is revising the definition the State uses to determine consistent underperformance for school identifications in fall 2022 based on data from at least the 2021-2022 school year.

New Mexico will identify TSI schools as those schools that have subgroups that demonstrate performance in the bottom 5th percentile for the three most recent years of performance using the state's system of Annual Meaningful Differentiation. The system of AMD for SY 2021-2022 is based on the proposed changes in the section above.

- E. Targeted Support and Improvement Schools: Additional Targeted Support and Improvement. Describe the State's methodology for identifying schools in which 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) (i.e., schools with subgroups performing as poorly as low-performing schools identified for comprehensive support and improvement) for school identifications in fall 2022 based on data from the 2021-2022 school year.

New Mexico will identify ATSI schools as those that serve subgroups identified as TSI and fall below the performance of a CSI school e.g., system of AMD for SY 2021-2022 is based on the proposed changes in the section above.

- e. Continued Support for School and LEA Improvement (*ESEA section 1111(d)(3)(A)*) (*corresponds with A.4.viii in the revised State plan template*)
1. Exit Criteria for Comprehensive Support and Improvement Schools. Due to COVID-19, the State is revising its statewide exit criteria for schools identified for comprehensive support and improvement using one or more of the options below.

A. Timeline

- i. The State does not count the 2019-2020 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit CSI status before it must take more rigorous State-determined action.
- ii. The State does not count the 2020-2021 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit before it must take more rigorous State-determined action.

B. Criteria

- i. The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

Previously identified CSI schools will continue to be supported based on their current status. They will be eligible to exit using Spring 2023 data when compared to their performance in Spring 2022. Those schools will then be exited or identified for greater support (depending on needs and designation) as part of a 4-year cohort (See Table 1). More specifically, NMPED will examine the relative ranking of a school's assessment proficiency rate between school years 2018-19 and 2022-23, and the change in proficiency rate for a school between school years 2021-22 and 2022-23. If both of those measures increased, the school would be eligible to exit status.

- ii. The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.
- (1) Previously identified CSI schools will continue to be supported based on their current status. They will be eligible to exit using Spring 2023 data when compared to their performance in Spring 2022 based on the language in 1.B.i. above. Those schools will then be exited or identified for greater support (depending on needs and designation) as part of a 3-year cohort.
- (2) An additional cohort of schools will be designated in the Fall of 2023, using Spring 2023 data as part of a 3-year improvement cohort. These CSI schools will receive targeted interventions and school improvement support and will be eligible for exit in 2026 (See Table 1).

- iii. The State is revising the State-determined number of years a school identified for comprehensive support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status, which may not exceed four years, before it must take a State-determined more rigorous action.

The assignment of two cohorts designated for school improvement will allow New Mexico to return school identification and school improvement support to a common cycle not to exceed four years before a State-determined more rigorous action is taken. Schools identified as ATSI or CSI in either of these two cohorts will receive planned program support tailored to their level of need. Schools identified in need of State-determined more rigorous action will receive targeted program support to meet their level of need and transformation (See Table 1).

- 2. Exit Criteria for Schools Receiving Additional Targeted Support. Due to COVID-19, the State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) using one or more of the options below:

A. Timeline

- i. The State does not count the 2019-2020 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school
- ii. The State does not count the 2020-2021 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.

B. Criteria

- i. The State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

ATSI schools will be identified using SY 2021-2022 data. More specifically, NMPED will examine the relative ranking of a school's assessment proficiency rate between school years 2018-19 and 2022-23, and the change in proficiency rate for a school between school years 2021-22 and 2022-23. If both of those measures increased, the school would be eligible to exit status. They will receive targeted program support as a 4-year cohort and will be eligible to exit in Spring 2026 comparing performance across the three years of designation (See Table 1).

- ii. The State is revising the statewide exit criteria for schools identified for additional targeted support and improvement under ESEA section 1111(d)(2)(C) in fall 2022 based on data from the 2021-2022 school year.

Previously identified ATSI schools will continue to be supported based on their current status. They will be eligible to exit using Spring 2023 data when compared to their performance in Spring 2022 based on the language in 2.B.i. above. This is in addition to a new cohort of ATSI schools that will be identified in the Fall of 2022, based on Spring 2022 data. ATSI schools will be designated in the Fall of 2023, using Spring 2023 data as part of a 3-year improvement cohort. These ATSI schools will receive targeted interventions and school improvement

support and will be eligible for exit in 2026 (See Table 1).

- iii. The State is revising the State-determined number of years a school identified for additional targeted support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status before, for a school receiving Title I, Part A funds, it becomes a CSI school.

The assignment of two cohorts (4- and 3-year improvement cohorts) designated for ATSI and CSI school improvement will allow New Mexico to return school identification and school improvement support to a common cycle not to exceed four years before a State-determined more rigorous action is taken. ATSI schools will be identified in Fall 2023 and assigned to a 3-year cohort. Schools identified as ATSI, CSI, or MRI in their respective cohorts will receive planned program support tailored to their level of need. Schools identified in need of State-determined more rigorous action will receive targeted program support to meet their level of need and transformation.