

Title I, Part A (Supporting Basic Programs Operated by Local Education Agencies) **Summary For Public Comment**

In an effort to be aligned with statutory requirements in the ESEA, as amended by the Every Student Succeeds Act (ESSA), NMPED proposes to update the following sections:

1. Challenging State Academic Standards and Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)

The Standards for Excellence, as set forth in Title 6 Chapter 29 in the New Mexico Administrative Code, set forth the requirements for all public and state supported educational institutions and programs to implement these standards. These standards, coupled with evidence-based and culturally responsive teaching practices, establish a different approach to education that engenders a deeper understanding of critical concepts and the practical application of that knowledge. The combined Standards for Excellence demonstrate a mixture of Common Core and New Mexico-created academic standards to ensure that all students obtain a rigorous and relevant education experience. The adopted New Mexico content standards include:

- K-12 English language development and Spanish language development
- K-12 English Language Arts (ELA) and Spanish Language Arts (SLA)
- K-12 Mathematics
- 7-12 Career and Technical Education (CTE)
- K-12 World-Readiness Standards for Learning Languages (WRS)
- K-12 Physical Education
- K-12 Health Education
- K-12 Science Computer Science
- K-12 Social Studies
- K-12 Visual and Performing Arts
- Alternate Achievement Standards for math, language arts and science aligned to academic achievement standards.

2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):

NMPED does not administer, the State administers an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA and, therefore will not leverage the Eighth Grade Math Exception permitted under the statute.

3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii) and (f)(4)):

New Mexico's definition for "languages other than English that are present to a significant extent in the participating student population" is when a language exceeds 10% or more of the total tested population. The most populous language in the state is Spanish, which accounts for approximately 20% of the English learners in the tested grades of 3-8 and 11.

The State currently provides assessments in Spanish for the following content areas and grades:

- Science, Grades 5, 8, & 11
- Mathematics, Grades 3-8
- Language Arts, Grades 3-8 & 11

NMPED is committed to providing rigorous and relevant assessments for all students. Moreover, NMPED will determine the need to promulgate additional assessments in Spanish through annual data reviews and stakeholder engagement.

Please see the current draft on NMPED's website for a detailed description of response to question 3, describing native language assessments.

4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):

This section describes NMPED's approach to its statewide accountability system.

NMPED acknowledges that the state is proposing significant revisions to this section. Due to the detailed nature of statewide accountability, NMPED highly encourages stakeholders to review the PDF document for more detailed information regarding NMPED's response to section 4 of the state's ESSA plan.

This section includes NMPED's responses to the following requirements in the ESEA:

- Subgroups
- Minimum N-size
- Establishment of Long-Term Goals
- Indicators
- Annual Meaningful Differentiation
- Identification of Schools
- Annual Measurement of Achievement
- Continued Support for School and LEA Improvement

The following is an overview of the changes in each section:

Subgroups

NMPED's Statewide Accountability System includes all required subgroups including American Indian/Native American, Asian/Pacific Islander, Black, Hispanic, Multi-race, and White.

Minimum N-Size

New Mexico uses a minimum n-size of 20 throughout its accountability system.

Establishment of Long-Term Goals

New Mexico's long-term goals and measures of interim progress supports the agency's Strategic Plan, the agency's Martinez-Yazzie Plan, and ESSA principles of closing achievement gaps, for all students in each subgroup.

- These are measured by proficiency on the annual statewide reading/language arts and mathematics assessments.
- The long-term goals used in NMPED's System are intended to reduce non-proficiency rates by 50% over a period of 10 years (or less) for all groups and subgroups; Should the state demonstrate these gains before the ten-year mark, New Mexico will revisit the long-term goals to increase expectations for students.
- Goals are set to terminate in 2032-2033.

The PDF document describes the long-term goals for improved academic achievement, graduation rates and English Language Proficiency in greater detail including baseline data, measurements of interim progress toward meeting the long-term goals, as well other data points for each subgroup.

Indicators

NMPED provides an updated description of each of the five indicators as required by ESSA: Academic Achievement; Other Academic Indicator for Public Elementary and Secondary Schools that are Not High Schools; Graduation Rate; Progress in Achieving English Language Proficiency (ELP) Indicator; and the School Quality or Student Success Indicator(s).

These updates were necessary to reflect the changing educational landscape in New Mexico including but not limited to:

- To create greater alignment with the NMPED's Strategic Plan and the agency's Martinez-Yazzie Plan;
- Addresses areas of improvement identified by the U.S. Department of Education and incorporates updated policies to align with ESSA;
- Academic recovery post-pandemic across the State;
- NMPED operationalized a new assessment system in Spring 2022 with academic standards being set immediately thereafter in the areas of math, English language arts, and science; and
- Necessary updates to business rules that increase validity and reliability of measurements

Please see the current draft on NMPED's website for a detailed description of each indicator in more detail.

Annual Meaningful Differentiation

In service of this mission, New Mexico's Accountability System (i.e., the state's System of Annual Meaningful Differentiation, AMD) is based on the following three goals. The accountability system should:

- Identify the schools with the greatest need for support, spotlight schools that demonstrate excellence, and allow flexibility for all other schools to engage in improvement planning using available resources and documentation;
- Expand the concept of school quality to include educational opportunity measures, a focus on career- and college-ready preparedness, and serve as a reflection of all students in the state of New Mexico; and
- Clearly communicate how schools are performing with a particular focus on how growth interacts with performance while making clear disaggregation of performance by subgroups across the state.

Weights and Points of Indicators

The number of areas in which a school can earn points is different based on the range of grades taught at the school. Calculation of a score for each measure is based on the availability of data for a particular measure. NMPED provides the number of points available for each measure for elementary/middle schools and separately for high schools.

New Mexico's Accountability System Measures, Points, and Indicators				
Measure	K-2 Points	E/M Points	HS Points	Indicator
Math Proficiency	N/A	20	15	Academic Achievement
Reading Proficiency	25	20	15	Academic Achievement
Math Growth (SGP)	N/A	15	N/A	Academic Progress
Reading Growth (SGP)	10	15	N/A	Academic Progress
English Learner Progress	10	10	10	ELP Progress
Science Proficiency	N/A	10	10	School Quality/Student Success
Regular Attendance	10	10	10	School Quality/Student Success
College and Career Readiness	N/A	N/A	5	School Quality/Student Success
Graduation Rate Growth	N/A	N/A	10	School Quality/Student Success
4-Year Graduation Rate	N/A	N/A	10	Graduation Rate
5-Year Graduation Rate	N/A	N/A	8	Graduation Rate
6-Year Graduation Rate	N/A	N/A	7	Graduation Rate
TOTAL POINTS	55	100	100	

If 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.

NMPED will continue to include alternative education-focused entities in its index-based identification system per federal requirements; however, the NMPED will continue to seek flexibility that would allow for a separate system of annual meaningful differentiation for alternative-focused entities.

Please see the current draft on NMPED’s website *for a detailed description of the State’s system of annual meaningful differentiation of all public schools in the State and the weighting of each indicator in the State’s system of annual meaningful differentiation, consistent with the requirements in ESEA.*

Identification of Schools

NMPED will identify for the following schools for support and improvement in accordance with the statute:

Comprehensive Support and Improvement Schools (CSI):

- The lowest performing five percent of Title I schools overall ESSA scores derived from all available accountability system indicators; Schools

missing indicators will have weights proportionally redistributed to existing indicators.

- All public high schools in the state failing to graduate one-third or more of its students by using the 4-year cohort graduation rate.
- All public schools in the state that receive Title I, Part A funds and that have been previously identified as **Additional Targeted Support** and that do not satisfy exit criteria in six years from initial designation.
- CSI schools will be identified every three years.

Targeted Support and Improvement (TSI):

- 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.
- Any school serving any subgroup in the lowest 5th percentile for the most recent three years of data (as it becomes available) in elementary/middle schools and high schools.
- Schools identified for TSI using the referent group of that specific subgroup (e.g., schools serving the lowest 5th percentile of economically disadvantaged students among all economically disadvantaged students in the state).

Additional Targeted Support (ATSI):

- ATSI schools will be selected from the pool of TSI.
- A school is identified as needing ATSI by those schools that serve any subgroup in the lowest 5th percentile across the state from those schools identified as in need of TSI.
- ATSI schools are identified every three years.

Additional Statewide Categories of Schools (Spotlight Schools):

- At the discretion of NMPED, NMPED will also identify Spotlight Schools.
- Schools whose score at, or above the 75th percentile of the New Mexico Accountability System.
- Any school that has a subgroup identified for TSI or ATSI, is not eligible to be identified as a Spotlight School.
- Spotlight Schools will be identified annually.

Annual Measurement of Achievement

- The academic achievement indicator calculation is adjusted based on participation rate when that rate is below 95% on the statewide mathematics and English/language arts assessments.

- Specifically, the denominator of the achievement calculation is the higher of either the number of FAY students with a completed test or it is adjusted to equal 95% of students enrolled for a full academic year (FAY).
- These calculations apply to all student groups and to all subgroups.

Continued Support for School and LEA Improvement

The statewide exit criteria established by NMPED is described as follows:

Exit Criteria for CSI Schools:

- Any schools identified as CSI will be eligible to exit annually.
- Schools are eligible to exit if they have demonstrated:
 - The overall index score exceeds the 5th percentile, and
 - The absolute value of index performance, or any persistent data from the system of annual meaningful differentiation in the case of data being unavailable, has increased compared to the value at the time of identification.

Exit Criteria for ATSI Schools:

- ATSI will be eligible to exit annually.
- Schools are eligible to exit if they have demonstrated:
 - The subgroup's overall index exceeds the 5th percentile, and
 - The absolute value of index performance, or any persistent data from the system of annual meaningful differentiation in the case of data being unavailable, has increased compared to the value at the time of identification.
- This methodology captures schools (Title I or non-Title I) with at least one lowest-performing subgroup of students across the state's system of annual meaningful differentiation that are not already identified as CSI.

More Rigorous Interventions:

- Are required for schools identified for CSI that fail to meet NMPED's exit criteria after 3-years.
- In accordance with current state administrative code, cases of persistent failure—schools failing to exit MRI Status—NMPED will require more forceful restructuring:
 - Close the school, or
 - Restart the school, or
 - Remove the Board, or
 - Remove the Superintendent

Resource Allocation Reviews:

NMPED will periodically review resource allocations to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Please see the current draft on NMPED’s website for a detailed description of NMPED’s resource allocation review process.

Technical Assistance (TA)

NMPED will provide a range TA to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement. Among these include:

- District Support and Readiness Assessment
- School Support and Readiness
- School Improvement and Transformation Monitoring 2024-2027: All CSI and MRI Schools
- School Improvement Coaches
- Professional Learning
- Leadership Development Pathways and Professional Learning

Please see the current draft on NMPED’s website *for a detailed description of **the types of TA provided by NMPED.***

5. Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B)): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.

NMPED will ensure that students attending Title I, Part A schools are not served at disproportionate rates by ineffective, inexperienced, and out-of-field teachers through the following activities:

- NMPED has created a rigorous micro-credential licensure advancement program that offers mentoring through support inexperienced teachers.
- In alignment with state statutory requirements, each LEA must provide a one-year mentorship program for first year teachers.
- NMPED has created “grow your own” programs (Educator Fellows and teacher residencies) which includes rigorous clinical practice experiences.
- Beginning in 2024-2025, NMPED will collect teaching vacancy data, Educator Preparation Programs demographic data, student population data to compare to schools identified as Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), Comprehensive Support and Improvement (CSI), and More Rigorous Interventions (MRI) and determine if the agency’s efforts are reducing disparities in schools.

6. School Conditions (ESEA section 1111(g)(1)(C)): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

The NMPED supports LEAs receiving assistance under Title I, Part A to improve school conditions for student learning by:

- Providing technical assistance and training on how to create and maintain safe and supportive learning environments;
- Supporting the development and implementation of evidence-based bullying prevention and intervention programs;
- Providing funding for school climate improvement initiatives; and
- Collecting and analyzing data on school climate and discipline practices to identify areas for improvement.

Please see the current draft on NMPED's website *for a detailed description of NMPED's response to question 6 describing school conditions.*

7. School Transitions (ESEA section 1111(g)(1)(D)): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

NMPED recognizes the importance of providing a range of support to all students as they experience multiple transitions throughout the students' educational experience. NMPED has described a number of strategies and services targeting students in these areas:

- Preschool to Kinder Transitions
- Elementary School to Middle School Transitions
- High school to College and Career
- Expecting and Parenting Youth
- Special Education Transitions

Please see the current draft on NMPED's website *for a detailed description of NMPED's response to question 7 describing school transitions*