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

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

High expectations are essential to ensure all students in New Mexico realize success in college, career, and life.  It is through our academic content standards that the New Mexico Public Education Department (NMPED) communicates those high expectations by providing a common set of learning targets for what students will know and be able to do by the end of each academic year. 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.

New Mexico believes that a robust statewide assessment system provides the best means to guide instructional practices, ensure accountability to the collective progress of students, and inform parents and advocates about individual needs of their students. New Mexico's statewide assessment system fully meets the requirements of ESSA § 1111(b)(2)(B) by requiring students complete annual assessments in math, English Language Arts (ELA), and science, and for English learners an annual English language proficiency assessment.  All New Mexico districts and charter schools are supported with developing formative and interim assessment systems that

provide teachers with the progress monitoring data necessary to guide instructional planning and individualized learner supports.

2.   **Eighth Grade Math Exception** (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*)**:**
     i. **Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?**

☐ Yes

☒ No.

 ii. **If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:**
   i. **The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;**
  ii. **The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;**
 iii. **In high school:**
     1.     **The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;**
     2.     **The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and**
     3.     **The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.**

N/A

 iii. **If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.**

N/A

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

    i.**Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.**

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.   All other reported languages fall well below the state's definition, as the next two most populous languages, respectively, are Navajo at 3% and Keres at .48%. The state annually reviews the percentages of languages reported, and if additional languages meet the threshold of the state's definition, a development and implementation plan will be put into place.

    ii.**Identify any existing assessments in languages other than English and specify for which grades and content areas those assessments are available.**

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

    iii.**Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.**

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

    iv.*Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing*
        a.     *The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);*

Although New Mexico does not provide a high school math assessment in Spanish, English learners are able to utilize an oral interpreter during the assessment.  PED has published guidance on how the translation should occur during test administration. Current stakeholder feedback did not warrant the need for the development of this assessment in Spanish; however, the state will continue to engage stakeholders annually to revisit this possible need.

**b.** *A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and*

In 2017, PED collected meaningful input from stakeholders across the state through a comprehensive education listening tour. The tour resulted in the development of a state roadmap for ensuring that all students are provided opportunities to learn and to be successful in college and career. The input was gathered via working groups with diverse stakeholders, regional community meetings, and easily accessible public comment surveys. In March 2019, the PED convened thirteen statewide community engagements to gather public input to reimagine the state assessment system. At each location, community participants included local education and business leaders, students, and families. Following these public community input meetings, the NMPED convened the New Mexico Task Force for Student Success (Task Force), which was comprised of key education stakeholders to make recommendations for New Mexico's next state assessment system. To develop these recommendations, the NMPED held a series of in-person and virtual meetings with the Task Force between April and June 2019 to deliberate over technical, policy, and practical issues associated with implementing an improved assessment system. The Task Force recommended that the State continue to assess Spanish language arts to support schools and districts that implement the CCSS en Español. The feedback did not warrant a need to develop assessments in languages besides in Spanish. Since then, the PED continues to gather stakeholder feedback on a recurring basis. The State's Assessment and Accountability Advisory Committee is convened monthly with opportunities to pose concerns or needs, including the identification of assessments that may be needed in other languages. Additionally, Tribal Education Directors are consulted annually to determine if the development of state assessments in native languages is warranted. However, PED will continue to monitor this threshold and invite public comment through parent engagement opportunities and through posing his need at multiple advisory council engagements. The persistent design aspects and revisions to the system are still informed by these important outreach efforts.

**c.** *As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.*

Feedback garnered from efforts described above indicate a mathematics assessment in Spanish is not necessary and would not prove helpful. The PED has not received any requests for high school mathematics to be made available in Spanish; the current practice of allowing the mathematics assessments to be orally translated is sufficient.

4. **Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):**
   1. **Subgroups (ESEA section 1111(c)(2)):**
   a.  **List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).**

New Mexico's Statewide Accountability System includes all required subgroups:

- American Indian/Native American
- Asian/Pacific Islander
- Black
- Hispanic
- Multirace
- White

   b.  **If applicable, describe any additional subgroups of students other than the statutorily required subgroups (i.e., economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.**

New Mexico utilizes other public reporting website (NM Vistas) to share information beyond the statutorily required subgroups. The accountability system for annual meaningful differentiation only uses what is statutorily required.

   c.  **Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.**

☒ Yes

☐ No

d.  **If applicable, choose one of the following options for recently arrived English learners in the State:**
  ☒  **Applying the exception under ESEA section 1111(b)(3)(A)(i); or**
  ☐  **Applying the exception under ESEA section 1111(b)(3)(A)(ii); or**
  ☐  **Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii).  If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.**


The State will continue its policies for recently arrived English learners. New Mexico employs the practice of exempting students who qualify as recently arrived English learners from participating in the ELA assessment, provided that students take the English language proficiency assessment. These students take the math and science assessment in either English or Spanish within their first year and following the completion of their first year, take the ELA and math assessments annually, and science once per grade span (i.e., grades 5, 8, and 11).

**ii.  Minimum N-Size (ESEA section 1111(c)(3)(A)):**
  a.      **Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.**

New Mexico uses a minimum n-size of 20 throughout its accountability system. This includes calculations of indicator outcomes and overall ESSA points, and resulting designations of Comprehensive Support and Improvement, Additional Targeted Support and Improvement, and Targeted Support and Improvement schools.

  b.      **Describe how the minimum number of students is statistically sound.**

New Mexico's minimum n-size of 20 strikes a balance between the need for statistical power and stability, ensuring the reliability of accountability identifications and setting a threshold that is low enough to detect smaller subgroups in many of the state's smaller districts and schools. This enables us to include as many schools as possible in subgroup and identification decisions. The compromise between the competing goals of more disaggregated reporting and greater statistical reliability is to maintain the minimum number of students at 20.

  c.      **Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.**

New Mexico conducted an analysis of student and subgroup inclusion at various n-sizes. Based on the analysis, a recommendation was made to standardize the n-size compared to prior submission, while maintaining a subgroup (specific to ATSI and TSI identification) of 20. This n-size would increase the inclusion of students within subgroups and subgroups within schools throughout the accountability system, thereby increasing transparency. Feedback was based on

the initial ESSA revision that occurred in 2019, as well as feedback from New Mexico's assessment and accountability advisory committees. As a result of these internal examinations and external feedback, the NMPED determined that an n-size of 20 students for inclusion in the index-based accountability system, supplemented by a reporting n-size of 10, was the most appropriate design to promote stability and transparency.

> **d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[2]**

The minimum size required for reporting unmasked data continues to be 10 or more students in a group, and publications of sensitive data follow uniform guidelines for avoiding disclosure of individual students.

> **e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.**

New Mexico's publicly reported information is masked for any group less than 10 students (i.e., a minimum n-size of 10). Local education agencies are provided access to student-level data and accountability calculations through the State's secure, web-based portal.

### iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):
> a. __Academic Achievement__. (ESEA section 1111(c)(4)(A)(i)(I)(aa))
> **1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.**

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, as all students in each subgroup are identified to have persistent and unprecedented gains informing long-term goals and measures of interim progress. The long-term goals used in New Mexico's Accountability 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. Where applicable, the starting points for each student group is based on the average of SY 2021-2022 and SY 2022-2023 data. Goals are set to terminate in 2032-2033.

New Mexico's goals are ambitious and purposeful. Student performance on our state assessment reflects standards that challenge students to understand subject matter more

deeply, think critically, and apply their learning to the real world while also doing so in a culturally and linguistically responsive way.

These longer-term goals are presented below.

**Language Arts Long-Term Goals**

| Subgroup | Average of 2021-22 & 2022-23 | Goal 2032-33 |
|---|---|---|
| All Students | 36.04% | 68.02% |
| African American | 32.53% | 66.27% |
| American Indian/Native American | 21.08% | 60.54% |
| Asian/Pacific Islander | 54.70% | 77.35% |
| White | 37.78% | 68.89% |
| Multiracial | 42.89% | 71.45% |
| Hispanic | 31.80% | 65.90% |
| Economically disadvantaged students | 30.16% | 65.08% |
| Students with disabilities | 11.56% | 55.78% |
| English learners | 14.84% | 57.42% |

**Mathematics Long-Term Goals**

| Subgroup | Average of 2021-22 & 2022-23 | Goal 2032-33 |
|---|---|---|
| All Students | 24.71% | 62.36% |
| Black | 18.28% | 59.14% |
| American Indian/Native American | 12.94% | 56.47% |
| Asian/Pacific Islander | 47.19% | 73.60% |
| White | 25.74% | 62.87% |
| Multiracial | 30.23% | 65.12% |
| Hispanic | 19.97% | 59.99% |
| Economically disadvantaged students | 19.22% | 59.61% |
| Students with disabilities | 7.39% | 53.70% |
| English learners | 10.25% | 55.13% |

**2.      Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.**

The table in Appendix A presents New Mexico's MIPs for each student group.

**3.      Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.**

The measures of interim progress (MIPs) are based on the Long-Term Goals (LTGs), which include the (i) baseline data; (ii) the timeline for meeting the long-term goals, and (iii) that the long-term goals are ambitious. The term for each MIP is the same multi-year length of time for all students and for each subgroup of students in the State. Furthermore, these MIPs are indeed ambitious as they propose an unprecedented and sustained improvement among all of New Mexico's students that has never been historically observed under modern testing conditions.

**b.      Graduation Rate. (ESEA section 1111(c)(4)(A)(i)(I)(bb))**
**1.      Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.**

The long-term goal used in New Mexico's Accountability System is coherent with the academic long-term goals in that goals are based on student group-specific starting points based using historical data from SYs 2021-2022 and 2022-2023. The long-term goals are intended to establish ambitious goals for each student group that are contextually informed and represent unprecedented and sustained increases for each of these groups. The long-term goals for the 4-year ACGR reflect a 50% reduction in non-graduates in ten years. The measures of interim progress are aligned to the long-term goal in order to derive ambitious yet realistic checkpoints. New Mexico's long-term graduation rate goals are ambitious because the expectation is to move the majority of students and subgroups to attaining approximately a significant increase in graduation rate over the course of 10 years and consequently, a reduction of non-graduate rates. The current graduation rates range from approximately 70% to 90% based on the statewide average. The four-year adjusted cohort graduation rate is calculated for the school as a whole and for any valid subgroups (n-size of 20 or greater).

**Graduation Rate Long-Term Goals**

| Subgroup | Average of 2021-22 & 2022-23 | Goal 2032-33 |
|---|---|---|
| All Students | 76.71% | 88.36 |
| Black | 74.32% | 87.16 |
| American Indian/Native American | 72.01% | 86.00 |
| Asian/Pacific Islander | 89.21% | 94.60 |
| White | 80.08% | 90.04 |
| Multiracial | 77.25% | 88.63 |
| Hispanic | 76.05% | 88.03 |
| Economically disadvantaged students | 72.54% | 86.27 |
| Students with disabilities | 72.40% | 86.20 |
| English learners | 69.15% | 84.58 |

**2.     If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.**

The five- and six-year graduation rate targets are based on a reduction in non-graduates of 50% over the course of 10 years. The long-term goals for the extended graduation rates are intended to establish ambitious goals for each student group that are contextually informed and represent unprecedented and sustained increases for each of these groups. The measures of interim progress are aligned to the long-term goal in order to derive ambitious yet realistic checkpoints.

New Mexico's long-term graduation rate goals are ambitious because the expectation is to move the majority of students and subgroups to attain graduation rates that are nearly 90% for the majority of 5-year and 6-year rates.

**Five-year (Extended) Adjusted Cohort Rate Long-Term Goals**

| Subgroup | Average of 2021-22 & 2022-23 | Goal 2032-33 |
|---|---|---|
| All Students | 82.55% | 91.28 |
| Black | 80.33% | 90.17 |
| American Indian/Native American | 78.90% | 89.45 |
| Asian/Pacific Islander | 93.41% | 96.71 |
| White | 84.41% | 92.20 |
| Multiracial | 84.15% | 92.08 |
| Hispanic | 82.41% | 91.21 |
| Economically disadvantaged students | 78.66% | 89.33 |
| Students with disabilities | 75.93% | 87.97 |
| English learners | 83.09% | 91.55 |

**Six-year (Extended) Adjusted Cohort Rate Long-Term Goals**

| Subgroup | Average of 2021-22 & 2022-23 | Goal 2032-33 |
|---|---|---|
| All Students | 84.68% | 92.34 |
| Black | 84.22% | 92.11 |
| American Indian/Native American | 80.45% | 90.23 |
| Asian/Pacific Islander | 92.78% | 96.39 |
| White | 86.66% | 93.33 |
| Multiracial | 85.42% | 92.71 |
| Hispanic | 84.50% | 92.25 |
| Economically disadvantaged students | 81.25% | 90.63 |
| Students with disabilities | 79.02% | 89.51 |
| English learners | 85.66% | 92.83 |

> **3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.**

Please see Appendix A for measures of interim progress toward the long-term goals for the four-year and extended-year adjusted cohort graduation rates.

> **4.      Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.**

New Mexico has set common contextually-specific expectations of all students, regardless of student subgroups. Our long-term goals and measurements of interim progress reflect these expectations of interim progress for graduation rates.

**c. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))**

**1.      Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.**

New Mexico has determined that a student's EL progress attainment target will be defined as a 4.7 composite proficiency level (PL) on the ACCESS for ELs 2.0 assessment. New Mexico will define increases in the percentage of all current ELs making progress in English language proficiency (ELP) as ELs that meet the ELP composite cut scale score (SS) within the established time frame consistent with a student's baseline composite PL (see Long-Term Goals at the end of this section below). Therefore, the state will consider a student's composite PL on the first annual ACCESS for ELs assessment to determine the number of years that a student has to reach proficiency, then set targets for interim progress based on entering grade-level composite SS accordingly. Under this model, students achieving a composite PL of 4.7 or higher on their initial ACCESS assessment (Year 1) have met their growth target. The maximum number of years that students have to attain proficiency is six years. This decision is a result of significant stakeholder input and empirical research in language acquisition. This table is provided in the ELP progress section of the plan and informs the LTGs and MIPs set by the state.

New Mexico regularly reviews the EL exit criteria and may adjust criteria based on the following factors (1) under or over identification, (2) alignment to expected achievement on subject area tests, (3) alignment to current research, or (4) changes to the assessments. The long-term goal for English Learners is to <u>reduce the percent of non-proficient students by 50%</u> over the next 10 year period.

| Subgroup | Average of 2022-23 | Goal 2032-33 |
|---|---|---|
| English Learners | 12.04% | 56.02 |

**2.      Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.**

Measurements of interim progress can be found in Appendix A.

**iv. Indicators (ESEA section 1111(c)(4)(B))**

**a.      Academic Achievement Indicator.  Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-**

**term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.**

The state of New Mexico operationalized a new assessment system in Spring 2022, with standards being set immediately thereafter in the areas of math, English language arts, and science. The science assessment will be included as part of the School Quality/Student Success indicators, and is described in a later section. The first indicator, academic achievement in math and English language arts (ELA), is computed identically for both elementary/middle and high school models. The measure consists of the number of students who are performing at certain performance levels on grade level in mathematics and ELA, with equal weight provided to both subject areas. The academic achievement indicator will be adjusted in any case where fewer than 95% of students are assessed. Points will be assigned to students in each of the following performance levels as indicated in the table below.

*Academic Achievement Indicator Index Points*

| Performance Level | Point Assignment |
|---|---|
| Performance Level 1 | 0 Points |
| Performance Level 2 | .5 Points |
| Performance Level 3 | 1 Point |
| Performance Level 4 | 1.25 Points |

The point value for a school will be determined by summing the points corresponding to each student's score, divided by either the total number of FAY students or 95 percent of enrolled students in the school (whichever is larger). In addition to this calculation, overall proficiency will be measured and reported for the following subgroups:

- All Students
- Race/Ethnicity
    - American Indian/Native American
    - Asian/Pacific Islander
    - Black
    - Hispanic
    - Multirace
    - White
- Students with Disabilities
- Economically Disadvantaged (Direct SNAP certification and/or Free or Reduced Lunch)
- English Learners (current only)

New Mexico will include all full academic year students assessed and enrolled, or 95% of enrolled students at the school (whichever is larger) in the calculation of the academic achievement indicator. The academic achievement indicator will comprise 40 and 30 points of the overall index for elementary/middle schools and high schools, respectively.

***Participation Rates and Achievement Attenuation***

According to ESSA, every student in grades 3-8, and once in high school, must participate in the statewide academic achievement assessments. New Mexico provides participation rates for the statewide math, reading, science, and English Language proficiency assessments. The participation rates are calculated by dividing the number of students for which a valid test was reported by the number of students enrolled for that assessment in the Accountable School.

The achievement indicator and associated New Mexico Accountability System participation rate will be based on those students who were assessed and those students who were enrolled for full academic year (FAY). Students are considered FAY accountable if enrolled in both the 120D and EOY snapshots in the same school.

> **b.      Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator).** **Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students.  If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.**

The median student growth percentile for each of the English Language Arts and mathematics assessments in 4th through 8th grades will be included in the Academic Progress indicator. New Mexico will be using student growth percentiles (SGPs), which are calculated using a quantile regression model. This same model is used by more than half the states in their Systems of Annual Meaningful Differentiation. This normative metric describes a student's observed progress in comparison to his or her academic peers.

A number of research papers have been published exploring various facets of the student growth percentile model, its underlying calculations, aggregation possibilities, and uses for making school and district accountability inferences (Betebenner, 2009; Castellano, 2011; Dunn & Allen, 2009). Additionally, the model was approved by the U.S. Department of Education for use as part of the No Child Left Behind (NCLB) growth pilot in 2009, and has been adopted by numerous other states for various accountability and reporting purposes.

The following steps are used to calculate the index value for this indicator:

1. Calculate FAY SGP participation rate for the content area and student group, which includes the aggregate number of students who have SGPs, divided by the aggregate number of FAY enrolled students who are expected to have SGPs (i.e., those students with a valid prior score).
2. Aggregate the observed SGPs using a median SGP for all FAY students who were assessed in that school.
3. Calculate the growth indicator rate for a school taking the median SGP of a school and dividing it by the total number of FAY participating students in a school.
4. Multiply the growth rate for that school by the total number of points available, which is 30 for elementary and middle schools in New Mexico.

Median SGPs will be measured and reported for the following subgroups:

- All Students
- Race/Ethnicity
    - American Indian/Native American
    - Asian/Pacific Islander
    - Black
    - Hispanic
    - Multirace
    - White
- Students with Disabilities
- Economically Disadvantaged
- English Learners (current only)

      **c.     <u>Graduation Rate</u>. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).**

New Mexico's graduation rate method monitors schools for student dropouts, consistent with the federal definition for the adjusted cohort graduation rate. The cohort takes form with all first-time 9th graders in the first of the four years of the cohort span. They are joined by new

incoming 10th graders in the second year, 11th graders in the third year, and 12th graders in the fourth year. Every high school student is assigned to a graduation cohort the moment they enter a public high school for the first time, and their expected fourth year of graduation does not change.

The graduation component consists of four measures that integrate not only current graduation rates, but also extended rates along with growth in rates over a three-year span. The 4-year rate is weighted the most heavily and forms the basis for graduation growth. The extended year rates, 5-year and 6-year, are weighted relatively less but are nonetheless important to high schools that focus on programs such as credit-recovery and returning adult students. The growth in 4-year rates similarly incentivizes these schools that work with underserved populations to work toward timely graduation goals, aligned with New Mexico's long-term goals for graduation rates. The graduation growth rate will be included as an SQSS indicator.

Graduation rates are one-year lagged. That is, the rates that are published in January are for the cohort that graduated by August 1 of the prior year. Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the Shared Accountability Unit method that is described fully in the Graduation Technical Manual on the PED website, https://webnew.ped.state.nm.us/bureaus/accountability/graduation. The method is not repeated here but in general:

1. A rate is generated for every school that has any grade 9, 10, 11, or 12.
2. For new high schools that do not yet have a graduating cohort class, a hybrid school support and accountability model is used. These schools earn points based on the remaining non-cohort indicators, and they are excused from the Graduation and other College/Career Readiness indicators (see subsequent section below). The resulting total points scale is adjusted to reflect the reduced number of indicators; however, the scale and maximum possible total points are the same.
3. The model includes 4-year, 5-year, and 6-year rates, which currently produce a maximum of 10, 8, and 7 points, respectively.

Points are awarded by multiplying the graduation rate by the possible points for that category.

### d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

Accountability toward English language proficiency (ELP) will occur through a single measure of growth for students who are English learners (EL). The ELP growth targets are a measure of the extent to which students are gaining ELP over a reasonable period of time. The longer students

are identified as EL students, the less likely they are to graduate on time and to acquire coursework required for post-secondary advancement.

Given trends in national research and the state's data, the PED has crafted ELP goals that are both ambitious and achievable. The result is an index table that is responsive to stakeholder input and that values two important student characteristics known to impact the ability for an EL to become proficient in English: the student's grade level at entry and their English proficiency at entry (demonstrated by their ELP achievement). Every student who enters EL status will be considered within the appropriate cohort, based on these two student characteristics. The student will remain in that tracking cohort for the remainder of their time in NMPED schools, regardless of their migration to different schools or districts.

In order to hold schools accountable, all EL students' ELP assessment scores are compared to their personalized annual ELP growth target. Schools will earn points for this indicator based on the percentage of students who met or exceeded their individual growth targets. This percentage will then be multiplied by the maximum number of points available (10 points for elementary and middle schools, and 10 points for high schools).

The PED will calculate the ELP indicator in a uniform and consistent manner across all districts across the state. The ELP indicator creates annual growth-to-proficiency targets, ensuring that ELs achieve ELP (and exit EL status, reclassifying to fluent English proficient, RFEP) within five years from initial classification. Thus, if EL students meet their annual growth targets, they are on-track to achieve ELP within five years of initial classification, which supports the state's long-term ELP goal for each EL student.

The table below indicates ELP growth targets for EL students, based on currently available data:

| Grade | Starting Level* | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 |
|-------|----------------|-----|-----|-----|-----|-----|
| K-3 | 1 - 1.9 | 2.5 | 3.2 | 3.8 | 4.3 | 4.7 |
| K-3 | 2 - 2.9 | 3.2 | 3.7 | 4.2 | 4.5 | 4.7 |
| K-3 | 3 - 3.9 | 3.7 | 4.1 | 4.4 | 4.6 | 4.7 |
| K-3 | 4 - 4.6 | 4.2 | 4.4 | 4.5 | 4.6 | 4.7 |
| K-3 | 4.7 or higher | N/A | N/A | N/A | N/A | N/A |
| 4-6 | 1 - 1.9 | 2.5 | 3.2 | 3.7 | 4.2 | 4.7 |
| 4-6 | 2 - 2.9 | 2.9 | 3.4 | 3.9 | 4.3 | 4.7 |
| 4-6 | 3 - 3.9 | 3.6 | 3.9 | 4.2 | 4.5 | 4.7 |
| 4-6 | 4 - 4.6 | 4.2 | 4.4 | 4.5 | 4.6 | 4.7 |
| 4-6 | 4.7 or higher | N/A | N/A | N/A | N/A | N/A |
| 7-11 | 1 - 1.9 | 2.3 | 3.1 | 3.6 | 4.2 | 4.7 |
| 7-11 | 2 - 2.9 | 2.9 | 3.5 | 4 | 4.4 | 4.7 |
| 7-11 | 3 - 3.9 | 3.6 | 4 | 4.3 | 4.5 | 4.7 |
| 7-11 | 4 - 4.6 | 4.2 | 4.4 | 4.5 | 4.6 | 4.7 |
| 7-11 | 4.7 or higher | N/A | N/A | N/A | N/A | N/A |

*Consideration of Including Former EL Students*

A diverse cross-section of educators serving EL students statewide felt it important to acknowledge the academic progress made by RFEPs. In New Mexico's system of school support and accountability, RFEP students will be reported annually alongside their current EL counterparts so that schools and LEAs can verify longitudinal progress. While exited students' academic success is important for long-term monitoring, these students will not be included in the ELP indicator, where only currently designated EL students will be appraised. The state has elected to focus the school accountability indicator on progress towards ELP growth, which is pertinent only to students striving toward English language acquisition.

**e.      School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.**

New Mexico's School Quality/Student Success (SQSS) Indicators include a series of measures that are intended to expand traditional conceptualizations of school quality. This section describes the school quality/student success indicators in New Mexico's accountability system.

*Science Proficiency*

New Mexico's Accountability System includes Science Proficiency as a measure in order to maximize the variety of areas that inform school progress and create a new STEM Readiness indicator to help students succeed in 21st century careers, notably those roles that are in high demand in New Mexico.

The Science Proficiency SQSS indicator is based on students who are assessed in science once per grade span, and points are awarded in a similar fashion to the academic achievement indicator for math and ELA. Points will be assigned to students in each of the following performance levels as indicated in the table below.

*Science Proficiency SQSS Indicator Index Points*

| Performance Level | Point Assignment |
|---|---|
| Performance Level 1 | 0 Points |
| Performance Level 2 | .5 Points |
| Performance Level 3 | 1 Point |
| Performance Level 4 | 1.25 Points |

The point value for a school will be determined by summing the points corresponding to each student's score, divided by the total number of assessed students. In addition to this calculation, overall proficiency in science will be measured and reported for the following subgroups:

- All Students
- Race/Ethnicity
    - American Indian/Native American
    - Asian/Pacific Islander
    - Black
    - Hispanic
    - Multirace
    - White
- Students with Disabilities
- Economically Disadvantaged (Direct SNAP certification and/or Free or Reduced Lunch)
- English Learners (current only)

***Regular Attendance***

Regular attendance is based on the federal definition of chronic absenteeism and defined as attending more than 90% of the days a student is enrolled during the school year. A student is considered not in attendance for all excused and unexcused absences. Regular attendance is calculated for each student in grades kindergarten and higher, and every school, district, and state where enrolled. First, the number of days attended and the number of days enrolled are summed, separately, for each school, district, and state where the student is enrolled.

Next, the total number of days attended is divided by the total number of days enrolled. Finally, the student is classified as either being in regular attendance, or not, separately for each school, district, and state in which they are enrolled. Regular attendance is then average for each school, district, and state. Data on days attended and days enrolled come from snapshots in STARS. The attendance indicator will include those students who are considered FAY.

***College and Career Readiness Success and Participation for High Schools***

Scores are determined by the percentage of students in a given graduation cohort who show evidence of participating in college or career preparation, along with the proportion of those students meeting a benchmark. Evidence of *participation* and *success* is established through any of the available measures for high school students. College and Career Readiness (CCR) calculations apply the Shared Accountability method used for high school cohort graduation rates and are applied to both the participation and success components of the CCR indicator.

*Participation.* Cohort members count as a participant when they attempt any one or more of the CCR indicators any time during their four-year tenure in high school. Students may make multiple attempts, with multiple indicators, in multiple years. However, this results in only a single credit for participation. High schools can earn up to 1.5 out of 5 points for participation.

*Success.* The success rate follows the same calculation as participation, resulting from weighted numerators and denominators from Shared Accountability. Students who achieve any one or more of the benchmarks or higher are considered successful in the numerator, while students who attempt any program or assessment form the denominator. The success rate is the percent of participants (numerator for participation) that succeeded. High schools can earn up to 3.5 out of 5 points for success.

*College and Career Readiness Points*. High schools receive credit (70% or 3.5 points) for students achieving a benchmark known to demonstrate readiness (Success) on each of the College and Career Readiness CCR activities included in the Participation metric. These benchmark scores were drawn from evidence-based reports that verified post-secondary success, and in the case of placement exams, the score that allows placement in local colleges and universities without need for remedial coursework. Students can be successful on any one of many college and career readiness activities. The participation component of the CCR indicator is the percentage of students in the four-year cohort who participated in at least one approved CCR opportunity. The success component of the CCR indicator is the percentage of CCR participants from the four-year cohort who were successful in at least one approved CCR opportunity. Success on a CCR opportunity depends on the measure, which can be found at this link.

CCR is composed of Participation (30%, or 1.5 points) and Success (70%, or 3.5 points), yielding a total of 5 points in the high school's overall grade.

**v. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))**

**a.      Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.**

PED believes in all of the state's students regardless of race, ethnicity, disability status, or socioeconomic status. It believes in the strength of New Mexico's diverse communities and the inherent value of our multilingualism, resilience, creativity, culture, and compassion for one another. For New Mexico and its students to realize their full potential, the department's leaders and staff also believe 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. Accountability systems must serve this vision by identifying credible, defensible, and comparable outcomes that can be used to monitor progress toward the high expectations set for schools and to help monitor whether equitable conditions for learning are being provided for every student across the state, regardless of zip code or community.

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

1. 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;
2. 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
3. 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.

*School Inclusion Requirements*

Since 2012, school ratings in New Mexico have been calculated for all public schools, including locally authorized and state-authorized charter schools. New Mexico's Accountability System provides information for all public elementary, middle, and high schools in New Mexico, including locally-authorized and state-authorized charter schools. State-supported schools, off-site schools or off-site programs, private schools, and home-school students are considered

ineligible schools and are not included. This is because their funding and governance is either shared or wholly sponsored under a non-PED authority. Examples include the New Mexico School for the Deaf, New Mexico School for the Blind and Visually Impaired, New Mexico Military Institute and the Juvenile Justice institutions, all of which receive their funding and oversight from non-PED state agencies. This exemption was formalized and approved in 2008 via negotiations between the PED and the U.S. Department of Education (ED). Similarly, the PED does not extend accountability to the Bureau of Indian Education (BIE), private schools, or home schools since their curriculum and assessment programs are not controlled by the PED.

### *Student Inclusion Requirements for Reporting*

Much of the information presented on New Mexico's Accountability System is collected at the student level. To provide information about a school, the data for all of the students who attend that school are combined, or "aggregated." Once the data are aggregated, the PED computes an average or a percent to describe performance and other features of the school. Students must meet full academic year (FAY) criteria to be included in New Mexico's Accountability System at the school level.

### *Full Academic Year and Accountability Schools/Accountable Districts*

For all measures other than regular attendance and those measures that use Shared Accountability Units, each student is assigned to one, and only one, school. This school is known as the student's Accountable School. Each student's Accountable School is the school at which the student was enrolled for the greatest number of days during the current school year and who meet FAY criteria. A student is considered a FAY student if that student was enrolled for at least 90 days and is captured in the 120th day and EOY snapshots. Additionally, all indicators in the New Mexico Accountability System apply the fully academic year requirement from ESSA with the exception of graduation rate, graduation growth, and CCR (all Shared Accountability Unit indicators).

Snapshots are defined as the fixed dates required for all districts to submit data to the PED data warehouse called NOVA. These dates can be found here and include the following:

- *Second Wednesday of October (known as 40th day; abbreviated as 40D)*
- *December 1 (known as 80th day; abbreviated as 80D)*
- *Second Wednesday of February (known as 120th day; abbreviated as 120D)*
- *End-of-Year, variable but principally in June (known as EOY)*

***Included Schools***

All schools will be included in the system of annual meaningful differentiation. For schools with an insufficient number of students or tested grades preventing the state from calculating an index score to annually meaningfully differentiate, schools will, by default, be considered a "traditional support" school. However, the PED will review local performance and capacity data to determine whether schools should be identified as TSI, ATSI, or CSI. These may include, but are not limited to the following:

- Local academic achievement data,
- Graduation rate data,
- Instructional conditions,
- School safety data, and
- Student group performance on any available data.

> **b.     Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.**

**Overall System of Annual Meaningful Differentiation Components and Weighting**

The framework for the New Mexico's Accountability System and support recognizes that school performance should be assessed within five overarching categories that align to ESSA requirements for meaningfully differentiating schools: (1) academic achievement, (2) academic progress, (3) English language proficiency, (4) indicators of school quality that contribute to college and career readiness, and (5) graduation.

While the individual measures provide information about specific aspects of school quality, the overall score allows schools that are doing well *overall* to be identified separately from schools that may need additional support. The number of areas in which a school can earn points is different based on the range of grades taught at the school, and calculation of a score for each measure is based on the availability of data for that measure. If a school does not have data for a particular measure, then the points available for the other measures are scaled proportionally so that the total number of points a school can earn is based on each school configuration's accountability rubric. The table below shows the measures and the number of points available for each measure for elementary/middle schools and 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** | |

Whenever enough data are available, each of the measures is reported for the following student groups:

- All Students
- Race/Ethnicity
  - American Indian/Native American
  - Asian/Pacific Islander
  - Black
  - Hispanic
  - Multirace
  - White

- Economically Disadvantaged
- English Learner (current only)
- Students in Foster Care
- Students Experiencing Homelessness
- Migrant Students
- Students with Military Family Connections
- Students with Disabilities

### *Minimum N for Accountability*

As noted previously, the New Mexico accountability system will employ the following group sizes:

- A minimum group size of 20 for subgroup inclusion; and
- A minimum group size of 10 for public reporting.

### *Shared Accountability*

Specific to graduation rate and CCR, the student's outcomes are shared proportionately among all schools attended, using snapshots as the unit of time. The sum of snapshots at that school is then divided by the total number of snapshots in public education to derive the proportion.

A student's outcome will be distributed to each high school the student attended according to the fraction of their high school career spent at that facility. Apportioning by time equitably distributes responsibility for the student's outcome.

Snapshots from 9th through 12th grades are used as the unit of time. In PED schools, students are tracked with 4 snapshots per year, yielding a maximum of 16 snapshots for the 4-year time span.

### *Overall Summative Determinations*

For schools in need of support and improvement, a school's designation is expressed as "Level of Support," which consists of targeted support and improvement (TSI), additional targeted support and improvement (ATSI), comprehensive support and improvement (CSI), CSI schools in need of more rigorous interventions (CSI-MRI), and Traditional Support. In addition to these federally required designations, the state of New Mexico will also identify Spotlight Schools. These schools are described below.

| Level of Support | Definition of Schools Receiving Support |
|---|---|
| **Spotlight Schools** | Schools scoring above the 75th percentile on summative determination index |
| **Targeted Support and Improvement School (TSI)** | Schools with consistently underperforming subgroups |
| **Additional Targeted Support and Improvement School (ATSI)** | Schools in need of support with one or more of the lowest performing subgroups of students (see p. 6 for subgroups) |
| **Comprehensive Support and Improvement School (CSI)** | Schools scoring in the bottom 5% of Title I schools overall or <67% Graduation rate |
| **CSI schools in need of More Rigorous Interventions (CSI-MRI)** | Schools not exiting CSI Status after three years receiving support |
| **Traditional Support School** | Schools not classified as needing CSI, TSI, ATSI, or CSI-MRI support |

**Overall Identification Plan**

New Mexico will identify CSI schools from all Title I schools and will identify ATSI schools based on the pool of TSI schools. Broadly speaking, New Mexico will identify and exit CSI, TSI, and ATSI schools in the following manner:

**CSI schools** will include those high schools that graduate fewer than 2/3rds of their students or any Title I school that is in the bottom 5% of performance based on overall ESSA scores. CSI schools will be eligible for exit annually if they have demonstrated evidence that ensures continued progress to improve student academic achievement and school success. This will be based on improvements to statewide data among CSI schools, which is described in subsequent sections.

**TSI schools** will include those schools that serve 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. TSI schools will be based on consistently underperforming subgroups that are identified in the lowest 5th percentile, 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). TSI schools will be identified and notified annually. The methodology is described in greater detail below.

**ATSI schools** will be identified from the pool of TSI schools for any subgroup that, on its own, falls below the 5th percentile of performance on the state's system (i.e., the CSI threshold). ATSI schools will have the opportunity to exit annually if they have demonstrated evidence that ensures continued progress to improve student academic achievement and school success. This will be based on improvements to statewide data among CSI schools, which is described below.

**c. If the State uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.**

As described in section C.1., all schools will be assigned New Mexico Accountability System scores. 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. All required or available indicators will be used and the total number of points will be used as the denominator for calculation where applicable. Additionally, New Mexico 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.

All schools will be included in the system of annual meaningful differentiation. As noted previously, for schools with an insufficient number of students or tested grades preventing the state from calculating an index score to annually meaningfully differentiate, schools will, by default, be considered a "traditional support" school. However, the PED will review local performance and capacity data to determine whether schools should be identified as TSI, ATSI, or CSI. These may include, but are not limited to the following:

- Local academic achievement data,
- Graduation rate data,
- Instructional conditions,
- School safety data, and
- Student group performance on any available data.


**vi. Identification of Schools** *(ESEA section 1111(c)(4)(D))*
    a.    **Comprehensive Support and Improvement Schools. Describe the State's methodology 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, including the year in which the State will first identify such schools.**

The lowest performing five percent of Title I schools are identified using overall ESSA scores derived from all available accountability system indicators. The overall index, as described previously in this plan, is weighted based on the indicators that exist for each school. Schools missing indicators will have weights proportionally redistributed to existing indicators. New Mexico most recently identified the CSI 2023-2024 cohort as those schools in the lowest 5% of

all schools receiving Title I funds, using data from Spring 2023 for support in the 2023-2024 school year. Schools are eligible for exit annually. The next cohort of schools will be eligible for identification using Spring 2026 data for the 2026-2027 school year. The number of schools identified for CSI will be based on the proportion of each school type (e.g., elementary, middle, high school, or alternative education sites).

For Alternative Education Sites (SAM Schools), New Mexico will identify the relative percent that are Title I as CSI schools. Fewer than 20 Title I schools are SAM schools. So, the state will identify 1 SAM school for this category. New Mexico will first use the statewide percent of points. If this does not differentiate the performance of the lowest performing SAM schools, New Mexico will then use the small school data review. The schools with the lowest performance data will be identified for comprehensive support and improvement.

> **b.** **Comprehensive Support and Improvement Schools. 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, including the year in which the State will first identify such schools.**

New Mexico will identify 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. New Mexico most recently identified schools for CSI using data from Spring 2023 (lagged from the 2021-2022 school year) for support in the 2023-2024 school year (i.e., the 2023-2024 cohort).

A school identified as being in need of comprehensive support and improvement has the opportunity to exit CSI status annually.

> **c.** **Comprehensive Support and Improvement Schools. 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, including the year in which the State will first identify such schools.**

New Mexico will identify for Comprehensive Support and Improvement 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.

The most recent cohort of schools was identified for Additional Targeted Support in fall 2023 (i.e., the 2023-2024 cohort) using Spring 2023 data. Title I-receiving ATSI schools from this

cohort that do not satisfy the statewide exit criteria within six years, will be identified for CSI using Spring 2029 data for support in the 2029-2030 school year.

> **d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.**

CSI schools will be identified every three years. The most recent round of identification for CSI schools occurred in the Fall of 2023, using Spring 2023 data. The next identification cycle is scheduled for the Fall of 2026, using Spring 2026 data (i.e., the 2026-2027 cohort).

> **e. Targeted Support and Improvement. 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 the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))***

A school is identified as needing Targeted Support and Improvement by 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. The most recent round of identification took place in the Fall of 2023, using Spring 2023 data.

TSI schools will be based on consistently underperforming subgroups that are identified in the lowest 5th percentile, 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). This will ensure that schools will be notified of consistently underperforming subgroups across all possible subgroups in the state of New Mexico. If subgroups were based on the lowest 5th percentile of performance statewide, TSI schools would be overwhelmingly based on schools serving high populations of students with disabilities, economically disadvantaged students, and minority students. The proposed approach ensures that schools serving the lowest performing students within each subgroup, regardless of their absolute performance compared to other subgroups, will be notified of the relevant subgroup's need for targeted support and improvement annually.

**f.** <u>Additional Targeted Support</u>**. 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), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools.** *(ESEA section 1111(d)(2)(C)-(D))*

Additional Targeted Support and Improvement schools will be selected from the pool of TSI schools beginning in the fall of 2026, using Spring 2026 data. The most recent round of ATSI schools were identified in school year 2023-2024, using Spring 2023 data (i.e., the 2023-2024 cohort). ATSI schools are identified every three years. 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 targeted support and improvement (TSI).

Therefore, ATSI schools will be identified from the pool of TSI schools based on any subgroup, on its own, that falls below the 5th percentile of performance (i.e., the CSI threshold) on the state's system of annual meaningful differentiation. ATSI schools will have the opportunity to exit annually if they have demonstrated evidence that ensures continued progress to improve student academic achievement and school success.

**g.** <u>Additional Statewide Categories of Schools</u>**. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.**

In addition to the required school identification categories, New Mexico will also identify Spotlight Schools. Spotlight Schools are those schools that 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.

**vii.** <u>Annual Measurement of Achievement</u> *(ESEA section 1111(c)(4)(E)(iii))***: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.**

The ESSA requirement that at least 95% of students participate in the statewide mathematics and reading/language arts assessments is satisfied in this manner: the academic achievement indicator calculation is adjusted based on participation rate when that rate is below 95%. 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.

**viii. Continued Support for School and LEA Improvement** *(ESEA section 1111(d)(3)(A))*
   a.     **Exit Criteria for Comprehensive Support and Improvement Schools.**
   **Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.**

Any schools identified as CSI will be eligible to exit annually with the first opportunity using Spring 2024 data. Schools will be eligible to exit if they have demonstrated evidence that ensures continued progress to improve student academic achievement and school success. This will be based on one of two possible criteria. CSI schools will be eligible to exit if:

1. The overall index exceeds the 5th percentile, and
2. 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.

   b.     **Exit Criteria for Schools Receiving Additional Targeted Support.**
   **Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.**

Any schools identified as ATSI will be eligible to exit annually with their first opportunity being in the 2024-2025 school year using Spring 2024 data. Schools will be eligible to exit annually if they have demonstrated evidence that ensures continued progress to improve student academic achievement and school success. This will be based on one of two possible criteria for any subgroup, on its own, using the state's system of annual meaningful differentiation. ATSI schools will be eligible to exit if:

1. The subgroup's overall index exceeds the 5th percentile, and
2. 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.

**c.** __More Rigorous Interventions__.  **Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.**

In accordance to current state administrative code, cases of persistent failure—schools failing to exit MRI Status after 3-years—NMPED will require more forceful restructuring:
   o   Close the school, or
   o   Restart the school, or
   o   Remove the Board, or
   o   Remove the Superintendent.


**d.** __Resource Allocation Review__.  **Describe how the State will periodically review resource allocation 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.**

A.  Budget adjustment requests shall be submitted on the most current form prescribed by the department.
   1.   The school district shall maintain a log of all budget adjustment requests to account for status, numerical sequence, and timely approval at each level.
   2.   The log is to be retained for audit purposes. School districts shall submit budget adjustment requests for the operating budget to the department for budget
   3.   increases, budget decreases, transfers between functional categories, and transfers from the emergency reserve account.
   4.   Expenditures shall not be made by the school district until budget authority has been established and approval received from the department.
   5.   Budget adjustments shall not be incorporated into the school district's accounting system until approval is received by the department.
   6.   School districts shall submit periodic financial reports to the department using the department-approved format.
   7.   Reporting shall be either monthly or quarterly.


**REQUESTS FOR REIMBURSEMENT:**
B. Fiscal documentation in the form of a detailed expenditure report, as required by the PED, must be submitted with each request for reimbursement that provides:
   1. time/date;
   2. original, adjustments and current budget amounts;
   3. current and year-to-date expenditures;
   4. budget balance (budget minus expenditures);
   5. encumbrances;

6. budget balance that represents the budget, minus the expenditures, plus encumbrances; and

7. remaining budget balance percentage.

C. Submissions should be organized and submitted in chronological order.  Also include (as appropriate):
   a) Pre-approved subcontracts and invoices with detailed breakdown of services provided; and
   b) Supporting documentation for the following expenditure categories:
      1. In-Person Professional Development
         a) Agenda
         b) Itemized Travel Expenditure Summary
         c) Receipts if Traveling Based on Actuals
         d) Attendance Sign-In Roster (if applicable)
      2. Virtual Professional Development
         a) Agenda – Identifies course, providing description, dates and time of course
         b) Certificate of Completion from provider containing company logo or letterhead authenticating service provider Identifies professional development course, dates and time, prints full name of attendee
      3. If Certificate of Completion not available ->
         a) Electronic Sign-In Roster
         b) Lists each attendee by full name, date and time of log in and logout, course time duration
      4. Supplies
         a) Invoices, packing slips with signature verifying supplies received Equipment >= $5K
         b) Signed PED Equipment >= $5,000 Pre Approval to Purchase Form
         c) https://webnew.ped.state.nm.us/bureaus/administrative-services/fiscal-grants-management/
         d) Invoice
         e) Packing slip or other verifying documentation
         f) Items purchased or expenditures for deliverables must be traceable to line items included in the original, PED-approved budget.

   **e. Technical Assistance.  Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.**

**District Support and Readiness Assessment:** The District Support and Readiness Assessment (DSRA) utilizes a qualitative design in which interviews are conducted, and multiple sources of evidence are collected and analyzed to identify how the district supports and holds its school(s)

accountable for student performance outcomes. The DSRA focuses on the presence and effectiveness of the systems, structures, and processes related to the district's mission and the overarching domains and themes identified by the New Mexico Public Education Department (NMPED) and the Priority Schools Bureau (PSB):

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

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.

**School Support and Readiness:** The School Support and Readiness Assessment (SSRA) 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 the New Mexico Public Education Department (NMPED) and the Priority Schools Bureau (PSB):

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

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 their forward movement, not to judge or demoralize their current performance.

**School Improvement and Transformation Monitoring 2024-2027: All CSI and MRI Schools**
The New Mexico Department of Education's School Improvement and Transformation Monitoring (STIM) visits provide essential information on the progress of schools identified for Comprehensive Support and Improvement (CSI) and More Rigorous Intervention (MRI).

The SITM process includes an interview with the school leader and, when necessary, the school leadership team or core team members.  During the visit, the SITM Team will conduct a comprehensive review of the school's NM Dash annual and 90-day plans, School Support and Readiness Assessment Report and Survey, and leading and lagging data indicators identified by the NMPED, the Local Education Agency (LEA), and the school.

In year one, all CSI and MRI schools will receive two site visits: (1) a School Support and Readiness Assessment (SSRA) visit and (2) a School Improvement and Transformation Monitoring (SITM) visit.

In years two and three, each school will receive three SITM Visits: (1) SITM-Beginning of Year (BOY), (2) SITM-Middle of Year (MOY), and (3) SITM-End of Year (EOY).

These visits will be tailored to each school's individual mission, goals, and needs.  However, all visits will include school leader interviews and evidence and data reviews to assess progress and document progress toward identified goals.

Findings from the SSRA and SITM visits are summarized in a report and shared with the school, district, NMPED, and the public once reports become available on the NMPED ESSA Website. These reports provide schools and districts with an external assessment of the school's progress toward their school improvement goals.  The NMPED utilizes them to monitor progress, inform ongoing professional development opportunities, and identify additional district and school support.

**School Improvement Coaches**
Each MRI School leader will be supported by a Performance Coach.  NMPED believes that supporting teachers' professional growth is the most effective way to improve teaching and learning in every school in New Mexico. However, research studies of principals' time use before evaluation reforms suggest they spent a small fraction of their time on instructional leadership activities.

Researchers at Stanford University found that 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, NMPED will offer tools, resources, and coaching support via a framework as a starting point for success.

**Professional Learning**
NMPED will facilitate three professional learning experiences for MRI and CSI School teams, to 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 Monitoring visits.

**Leadership Development Pathways and Professional Learning**
School  and teacher leaders are encouraged to apply for any of the NMPED Leadership Development programs.  Applicants from MRI, CSI, and ATSI schools are prioritized for admission with the LEAs support.

**Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.**

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.[3]**

The PED will ensure that students attending Title I, Part A schools are not served at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. NMPED has created a demanding micro-credential licensure advancement program that offers mentoring throughout to support inexperienced teachers. This new program was implemented in November 2022. Beginning in 2020, the agency has offered National Board Certification Teacher scholarships with state appropriated funds. Additionally, starting in 2020, NMPED statutorily requires each LEA to provide a one-year mentorship program for first year teachers. LEAs are required to submit a mentorship plan to the agency for approval on an annual basis. NMPED has created "grow your own" programs (Educator Fellows and teacher residencies) which includes rigorous clinical practice experiences. The agency works in partnership with the Educator Preparation Programs (EPPs) (public higher education institutions and tribal colleges) and LEAs to implement these programs with state appropriated funding. Currently, NMPED is working with EPPs to require national accreditation beyond the required state accreditation which will increase the rigor of New Mexico EPPs. Furthermore, beginning in 2024-2025, NMPED will collect teaching vacancy data, EPP 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.  Lastly, NMPED provides information on teacher license levels on the agency's website.

NMPED implemented a new teacher evaluation system for the 2022-2023 school year. Starting in the 2024-2025 school year, data will be collected to determine ineffective teachers. Ineffective teachers are defined as "Not Demonstrating" the teaching methods and pedagogy as described in the teacher evaluation system. Based on patterns in the data, NMPED will develop online professional development in areas of need. Annually, schools receiving Title I dollars which have a disproportionate number of low-income, minority, EL, or SWD students being served by ineffective, out-of-field, or inexperienced teachers will need to address remediating these discrepancies in their Title II, Part A, Needs Assessment which is part of the Title II grant application. They must identify methods they will use to increase the number of students in these subgroups that are served by effective teachers prior to allocating Title II dollars for any other activity.

### Ineffective Teachers

A new teacher evaluation system was launched in school year 2022-2023, and the system will provide baseline data on ineffective teachers by school building. The evaluation system supports educator growth and development through domains and elements using a revised Danielson Framework. Based on a four-rating rubric, NMPED defines an ineffective teacher as "Not Demonstrating." When teacher evaluation data becomes available in August 2024, the agency will review it to identify ineffective teachers and the areas where further support is needed, with a focus on addressing any disproportionate rates of ineffective teachers serving low income and minority students Title I schools. Online professional development courses will be created to address the needs. In addition, NMPED will publicly report progress through a memorandum, the agency's website, and it will be clearly linked in New Mexico's state and local report cards.

### Out-of-Field Teachers

Out-of-Field teachers are identified as teachers who do not hold a license and/or endorsement to teach in a particular grade/subject that they are currently assigned. Starting July 2024, NMPED will collect the data from LEAs through the agency's data system for those teachers who are working outside their field, by school building. Once data has been collected and verified, NMPED will publicly report progress through a memorandum, the agency's website, and it will be clearly linked in New Mexico's state and local report cards. NMPED will address any disparities in rates of out-of-field teachers in Title I schools verse non-Title I schools, particularly focused on serving low income and minority students.

### Inexperienced Teachers

New Mexico has a three-tier licensure system for teachers. The three-tier licensure system was created statutorily and Level I teachers must advance to Level II within three years to maintain licensure within New Mexico. Advancement includes successfully completing the micro-credential advancement program or National Board Certification, completing three full years of teaching, and having three years of successful evaluations. Teachers who hold a Level I license are identified as inexperienced. If teachers do not advance within the allotted time, their license is revoked. Starting July 2024, NMPED will use current licensure reports as well as collect the data from LEAs through the agency's data system for inexperienced teachers, disaggregated by school building and student demographics, to address any inequities. Once data has been collected and verified, NMPED will publicly report progress through a memorandum, the agency's website, and it will be clearly linked in New Mexico's state and local report cards. Currently, 21.8% of teachers in New Mexico have a Level I license. Teachers with a Level II license account for 40.6% of the teacher workforce and 37.6% of teachers have a Level III license. In order to advance to a Level II license, educators must successfully complete an advancement program comprised of a series of micro-credentials, have taught in a classroom for three years, and hold a Master's degree. Additionally, NMPED requires LEAs to provide a mentorship program for all first-year teachers.

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 New Mexico Public Education Department (PED) works with LEAs to ensure that all students have access to safe and supportive learning environments that are conducive to learning. The PED provides technical assistance, training, and funding to support LEAs in their efforts to improve school conditions. The PED collects and analyzes data on school climate and discipline practices to identify areas for improvement. The PED supports LEAs with creating safe and supportive learning environments for all students. The PED also 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.

Bullying and Harassment: All schools in New Mexico including Title I schools are required to have an updated Wellness Policy and a school-level Safe Schools Plan that require specific policies and procedures that address bullying and harassment. This includes preventative programs and interventions, staff training and a mechanism for reporting incidents. These policies and procedures are reviewed by the state at least every three years. Annual assurances are submitted through an online submission process. Information regarding this requirement for school-level Safe Schools Plans may be accessed at:
http://ped.state.nm.us/sfsb/safeschools/index.html.

The PED aims to reduce the incidences of bullying and harassment by:

- Promoting positive school climate and social-emotional learning;
- Providing training on bullying prevention and intervention to school staff, students, and parents when requested;
- Supporting evidence-based bullying prevention and intervention programs for LEA's; and
- Holding schools accountable for creating safe and supportive learning environments for all students.

Use of aversive behavioral interventions and practices that remove students from the classroom:  Restraint and seclusion can only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and lesser restrictive

interventions appear insufficient to mitigate the imminent danger of serious physical harm. Each school is required to develop policies and procedures for the use of restraint and seclusion techniques and include them in the school-level safe schools plan under New Mexico law. Staff are required to be trained and report and document incidents to parents/guardians. After the restraint or seclusion has occurred during a specified time period, schools are required to convene the student's SAT, IEP or BIP team to address the behavior. The PED aims to reduce the use of aversive behavioral interventions that compromise student health and safety by:

- Promoting positive school climate and social-emotional learning;
- Providing training on positive behavior supports and interventions, like restorative practices, to school staff; and
- Supporting and providing guidance regarding implementing evidence-based positive behavior support programs through the MLSS; and
- Collecting and analyzing data on behavioral interventions to identify areas for improvement.

A wellness policy is a requirement of Local Education Agencies (LEA) by both the Federal and State government. The New Mexico school district wellness policy rule supports school districts to create a wellness policy that includes the eight components of the Coordinated School Health Model approach to student health and well-being 6.12.6 NMAC. At a minimum, every LEA participating in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) must submit their wellness policy to the New Mexico Public Education Department (NMPED) Safe and Healthy Schools Bureau during the year selected for Administrative Review for approval. The Safe & Healthy Schools Bureau can assist any district or charter school who would like technical assistance with the development of their Local Wellness Policy. Further information and resources are available in the Wellness Policy Formation and Implementation Guide and District and Charter School Wellness Policy Rubric or the newly developed Canvas Course that clarifies requirements and best practices for Wellness Policies.


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.**

New Mexico's strategic pillars focus on a belief in all students regardless of race, ethnicity, disability status, or socioeconomic status. The pillars are built in the strength of New Mexico's diverse communities and in the inherent value of our multilingualism, resilience, creativity, culture, and compassion for one another. Each strategic pillar includes a number of strategies and metrics of success that are interwoven to support the academic and non-academic needs of all students. These strategies focus on an equitable education for New Mexico's most underrepresented students. As found in the Yazzie/Martinez v. State of New Mexico consolidated lawsuit, Native American students, English Learners, students with disabilities, and

economically disadvantaged students have not received adequate treatment in a system that stigmatized low academic achievement and treated as impediments those qualities that should be seen as unique and crucial assets.

All students and families, regardless of their socio-economic status, experience multiple transitions throughout the students' educational experience. These transitions, preschool/prekindergarten to kindergarten, elementary school to middle school, middle school to high school and high school to college career each come with their own set of challenges. Overcoming these challenges is the key to improved student achievement and success.

**PRESCHOOL TO KINDER TRANSITIONS**
New Mexico PreK (NM PreK) is a free program during the school year that delivers high-quality education in both community-based and school-based settings. NM PreK focuses on providing a fun, rewarding, and developmentally appropriate learning environment for children ages 3 and 4. NM PreK teachers plan play-based activities and lessons oriented towards children's physical, cognitive, language, and social-emotional stages of development. NM PreK program standards meet nine out ten National Institute of Early Education Research (NIEER) benchmarks for preschool quality (one of only seven states to meet those benchmarks). Each PreK provider sets its own application processes, registration deadlines, and selection criteria. Some may include lotteries, wait lists, and other processes to accept students.

Through the work of the PED and a number of stakeholders, the New Mexico Early Learning Guidelines were developed for children ages 0-5. These guidelines along with the Authentic Observation Documentation and Curriculum Planning Process, a system of observation, documentation, and analysis that helps track a child's progress toward meeting early learning expectations, are some of the most important professional tools that early childhood educators use in the classroom. These provide a cross-systems approach to building upon the strengths of each child to facilitate their growth, development, and learning within the context of their family so that New Mexico children are happy, healthy, and ready for success in their k-12 education.

New Mexico PreK is a statewide, voluntary preschool program. The purpose of the PreK program is to ensure every child in New Mexico has the opportunity to attend a high-quality early childhood education program before entering kindergarten. The purpose of the New Mexico PreK program is to:
      1) Increase access to high-quality pre-kindergarten programs
      2) Provide developmentally appropriate activities for New Mexico children
      3) Expand early childhood community capacity
      4) Support linguistically and culturally appropriate curriculum
      5) Focus on school readiness

In order to ensure our students with disabilities receive the maximum benefit from these programs and are given the opportunity to transition into kindergarten, ready to learn, it is important that they participate alongside their non-disabled peers. In order to assess the

benefit of early childhood programs like prekindergarten and ensure students entering kindergarten are ready to learn, the PED has developed an observation-based assessment tool that is used as children enter kindergarten. This improved tool works off a similar instrument, the New Mexico PreK Observational Assessment, used for the last seven years to inform PreK teachers in the development of curriculum and planning for their students. The new assessment, the Kindergarten Observation Tool (KOT) incorporates many elements of the New Mexico PreK Observational Assessment, is aligned with assessments used once students move into kindergarten and is well positioned to provide better information to support children, families and teachers as students transition from early childhood programs to kindergarten including common measures, benchmarks and terminology. Teachers use a rubric rating system in the KOT to observe student behaviors and skills in the natural classroom and school environments. Six developmental domains are observed, giving the teacher a well-rounded view of the whole child that allows teachers to better meet student's individual needs. The six developmental domains are as follows:

- Physical Development, Health, and Well-Being
- Literacy
- Numeracy
- Scientific Conceptual Understanding
- Self, Family, and Community
- Approaches to Learning

**FIGURE 1: KINDERGARTEN READINESS AS DEFINED BY THE KINDERGARTEN OBSERVATION TOOL (KOT)**
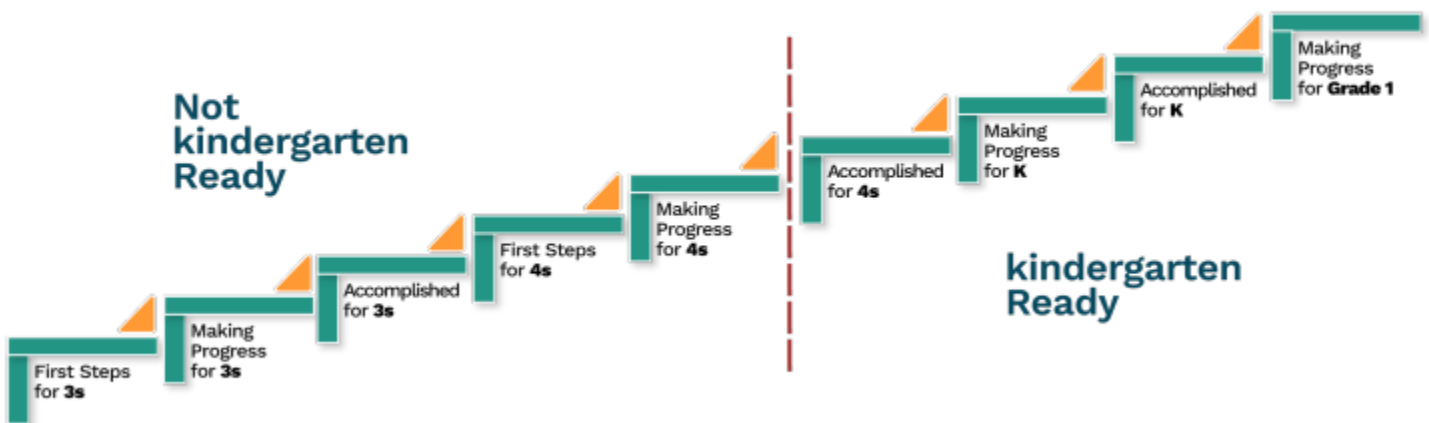


PED's vision is that every child experiences a high-quality education, every day and every year and will provide guidance to districts to implement a seamless continuum of highly effective learning. Stakeholders at ESSA regional community meetings reported that expansions of early childhood education are working well and that schools are more prepared to support younger students and students are better prepared for elementary school. Stakeholders recommend that access to preschool programs be expanded to all communities. In response to stakeholder feedback, the PED will continue to provide collaborative technical assistance (Special

Education/Title I/Literacy Bureaus) for LEAs on how to expand preschool programs through the allowable use and in combination with federal and state funds.

**ELEMENTARY SCHOOL TO MIDDLE SCHOOL TRANSITIONS**
The transition from elementary school to middle is one of the most crucial transitions in a student's experience. How this transition is prepared for and executed is critical to ensure future student success, as the number of students that arrive at middle school underprepared is significant. In order for students to be prepared for this transition it is critical that proper academic preparation take place. Identifying students with issues that negatively affect their ability to learn is a priority for all schools. The earlier a student is identified the more effective interventions are. To leverage this best practice, New Mexico has developed a multi-layered system of supports (MLSS) that removes administrative barriers to providing timely evidence-based supports and focuses on holistic student success through robust family partnerships.  The MLSS was developed in response to a growing concern from educators and administrators throughout our state that educators and administrators did not have a comprehensive and holistic framework for providing students with holistic academic, behavior, and wellness in a timely manner. Furthermore, school principals began to voice concerns about the growing number of students being referred to student assistance teams (SAT) that overloaded personnel with documentation, decreasing the amount of time and attention spent per student. Prior to the Yazzie/Martinez v. State of New Mexico consolidated lawsuit, the PED interviewed teachers and principals from Results Driven Accountability (RDA) schools during school site visits regarding student support systems, such as the Response to Intervention (RtI) and referral processes. Data from these site visits demonstrated that RtI failed in its purpose to provide educators with a framework evidence-based decisions (data point A) and identify students in need special education services (data point B). Therefore, creating a need for the MLSS and transitioning from RtI.

Below is a summary of data gathered from participating schools prior to the pilot launch of MLSS in 2019:
- Reading:
  - 86% remained in targeted intervention services throughout the year
  - 63% of students referred for testing did not qualify for services
- Math:
  - 93% remained in targeted intervention services throughout the year
  - 68% of students referred for testing did not qualify for services
- Behavior:
  - 95% remained in targeted intervention services throughout the year
  - 75% of students referred for testing did not qualify for services

This led New Mexico to develop a new MLSS framework that incorporated goals such as:
- Moving away from tiered interventions to a more fluid, layered model designed to meet the needs of the whole child

- Allowing teachers and health-and-wellness staff to quickly respond to the needs of students without delays and imposed timelines
- Creating a system in which supports at lower layers are maintained at higher layers
- Removing administrative barriers for educators and administrators

This framework addresses student achievement and positive behavior for all students through the use of appropriate, research-based instruction and/or interventions, thus making the transition from elementary to middle and middle to high school a focused and supported process for students and families. Student progress is monitored over time and data is used to guide instructional decisions and behavioral strategies.

New Mexico statute also supports remediation programs. School districts are required to develop remediation programs and academic improvement programs to provide specialized instructional assistance to students. In addition, parents are required to be notified no later than the end of the second grading period when the student is not academically proficient. A parent-teacher conference is held and a written intervention plan is developed to include timelines, academic expectations and the measurements to be used to verify that the student has overcome the academic deficiencies. Decisions for students with disabilities who are struggling academically or behaviorally are addressed through the students' Individualized Education Program (IEP) team.

Additional academic supports are available to students from low-income families or those students in foster care in order to provide appropriate promotion practices and decrease the risk of dropping out. These include:
- Students deemed eligible for free or reduced-price school meals, or a student who has been identified by the children, youth and families department as being in the custody of the state, shall be deemed indigent for the purposes of remediation programs.
- Parents or guardians of a student who has not applied for free or reduced-price school meals shall be notified in writing by the local school board or governing body of a charter school of the availability of remediation at no charge upon an eligibility determination for free or reduced-price school meals.

Success for these students as they transition is also supported by the New Mexico's State Systemic Improvement Plan (SSIP) also known as Results Driven Accountability (RDA) which supports K–3 students with disabilities and at-risk learners in Title I schools. RDA focuses on providing support for teachers through job-embedded professional development and coaching in the areas of reading, math and positive behavioral interventions and supports (PBIS). The SSIP is implemented through the department's Title I Bureau and is funded through the State Personnel Development Grant (IDEA Part D), IDEA B state directed activities funds, and in-kind contributions from the Title I Bureau. This program has shown great success with the at-risk populations it serves including many of our American Indian students.

Through the Attendance for Success Act, districts must submit an attendance improvement plan (AIP) in the first 45 days of the school year. The plans must include the required interventions for students in each tier of intervention including connecting with parents regarding student's attendance history, the impact of student absences on student academic outcomes, the interventions or services available to the student or family, and the consequences of further absences. The NMPED provides resources that are available to meet the requirements, including connections to possible funding sources.

## MIDDLE SCHOOL TO HIGH SCHOOL TRANSITIONS

Many of the supports used to establish proper transitions between elementary and middle schools are also applied in the transition from middle school to high school, including: the aforementioned remediation programs, promotion polices, and MLSS.

In addition, to support students as they begin thinking and planning for life beyond high school, New Mexico requires that each student develop a Next Step Plan (NSP) beginning at age 14. This plan is a personal, written plan that is developed by each student at the end of middle school. The purpose of the plan is to target the student's postsecondary interests and establish a plan of study he or she will complete during high school in order to be on track for graduation and begin preparation for college or the workplace. The student reviews and updates his or her NSP annually during grades 9 through 11, to help direct the next steps of the educational path. During senior year, the NSP is used to ensure each student knows what he or she is doing next, whether the plan is university, community college, technical program, the military, or straight into a career. Students with disabilities also develop a NSP and those requirements are included in their transition Individualized Education Program (IEP) which is updated at least annually.

## HIGH SCHOOL TO COLLEGE AND CAREER
### *ADVANCED PLACEMENT*

In a state with high poverty rates, the ability for students to take AP courses and tests has the potential to reduce the money needed for these students to finish college. To support this resource, New Mexico, along with the College Board subsidizes the cost of these tests to the extent that students only pay $3 dollars per test. This has improved access for our neediest students, supporting the dream to attend college. The NMPED offers both teachers, counselors, and students the opportunity to take courses about the AP program on the Canvas learning management system. There are five modules: Advanced Placement General Resources, Advanced Placement Professional Learning, AP Exams, Advanced Placement Testing Coordinators, and Counseling Resources for AP.

### *CAREER TECHNICAL EDUCATION*

In New Mexico, students whose high school experience includes three or more career technical education (CTE) classes are considered CTE concentrators. For 2016, CTE concentrators graduated at a rate much higher than the state average: 86.7%. Therefore, CTE is an important component of New Mexico's plan to increase graduation rates for all students.

***EXPECTING AND PARENTING YOUTH***

A significant barrier to student success in New Mexico is teenage parenthood. In order to ensure teen parents are supported, New Mexico provides funding for the Graduation, Reality, and Dual-Role Skills (GRADS) in conjunction with the U.S. Health and Human Services Department Pregnant and Expecting Teen Grant. This program supports teen parents as they finish high school, facilitates parenting teens' opportunities for graduation, trains teens to achieve economic independence, promotes healthy multi-generational families and reduces risk-taking behaviors. This program has shown great effect in improving graduation rates among teen parents, has reduced the incidence of second pregnancies and has reduced the dropout rates of this group of students.

Stakeholders at ESSA regional community meetings reported the value in increasing access to career readiness and technical coursework. Stakeholders suggested increasing funds for guidance counselors, expanding on-line academies, and better preparing students for the track they choose.

Incorporating stakeholder feedback into our plan, New Mexico will continue to promote career awareness. In particular, the PED will prioritize the effort to ensure that students have access to college and career counselors. The PED will work to ensure that each student's Next Step Plan (mentioned above) is updated annually to reflect student growth and changing interests. The PED will continue efforts to support counselors in developing their awareness of local and regional career opportunities and will expand efforts to provide externships for teachers and counselors.

The PED will work to educate teachers and school leaders to ensure they understand the opportunities available to their students and provide quality professional development to ensure teaching to industry standards takes place and that students are well prepared for the future. The PED will continue to pursue initiatives that support districts in developing high quality programs of study that reflect the needs of the workforce community. Efforts over the past several years to build rigorous CTE courses that are aligned to industry needs have increased CTE relevancy for both students and employers.

New Mexico believes that workforce alignment is critical for coursework to be relevant to career, and also believes that alignment builds student engagement. New Mexico's CTE graduation rate of over 86 percent supports this vision. PED will continue to build on efforts to ensure that students completing high school career programs exit with a professional certificate to ensure that they can enter the workplace as full members of the trade or profession and not have to retake these programs at another location. In addition, PED will expand efforts to encourage local and regional employers to offer career internship opportunities for students. In summary, New Mexico will continue to build relationships between educators and employers and to encourage districts to work with employers to build relevant career experiences.

Stakeholders also suggested increasing funds for dual credit programs and continuing support for AP exam fee waivers for low-income students. New Mexico has seen remarkable growth

since 2010 in both of these acceleration programs, with the number of students taking AP exams increasing by 90%, and the number of students taking dual credit courses increasing by 73%. Therefore, the PED plans to continue to provide both direct funding and professional development support for these programs.

**SPECIAL EDUCATION TRANSITIONS**
New Mexico provides students with disabilities three programs of study to obtain a New Mexico Diploma of Excellence.  A student's program of study is determined at the end of eighth grade and is reviewed and potentially revised annually as part of the IEP process. Obtaining a diploma through one of the two alternative programs of study enables a student to continue to receive a FAPE, which will include transition services, until the student meets the standard requirements for graduation or the student reaches the age of 22.

Post-secondary transition support for students with disabilities in varying local education agencies is provided through Project SEARCH, a workforce identification and training program for young adults with intellectual or developmental disabilities in addition to support provided through an agreement with the New Mexico Division of Vocational Rehabilitation (DVR).

As a result of New Mexico's Workforce Improvement Act, the PED has developed an agreement with DVR and a Regional Education Cooperative to provide pre-employment transition services (PETS) for students with disabilities under the IDEA. These PETS address the academic and nonacademic needs of students with disabilities as they prepare for college, training, career and independent living. In addition, the Department continues to focus on post-secondary transition as part of its annual training series. This series provides direct training and program resources to local education agencies in an effort to expand the use of transition resources like DVR as well as ensure that appropriate post-secondary transition planning and goal setting is occurring at the age of 14.

APPENDIX A

*Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.*

A. Academic Achievement

## Language Arts Proficiency Targets by Group

| Student Group | Baseline | 2023-24 | 2024-25 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 36.04 | 38.95 | 41.85 | 44.76 | 47.67 | 50.58 | 53.48 | 56.39 | 59.30 | 62.21 | 65.11 | 68.02 |
| African American | 32.53 | 35.60 | 38.66 | 41.73 | 44.80 | 47.86 | 50.93 | 54.00 | 57.06 | 60.13 | 63.20 | 66.27 |
| American Indian/Native American | 21.08 | 24.67 | 28.25 | 31.84 | 35.43 | 39.02 | 42.60 | 46.19 | 49.78 | 53.37 | 56.95 | 60.54 |
| Asian/Pacific Islander | 54.7 | 56.76 | 58.82 | 60.88 | 62.94 | 65.00 | 67.05 | 69.11 | 71.17 | 73.23 | 75.29 | 77.35 |
| Caucasian | 37.78 | 40.61 | 43.44 | 46.26 | 49.09 | 51.92 | 54.75 | 57.58 | 60.41 | 63.23 | 66.06 | 68.89 |
| Multi-race | 42.89 | 45.49 | 48.08 | 50.68 | 53.27 | 55.87 | 58.47 | 61.06 | 63.66 | 66.25 | 68.85 | 71.45 |
| Hispanic | 31.8 | 34.90 | 38.00 | 41.10 | 44.20 | 47.30 | 50.40 | 53.50 | 56.60 | 59.70 | 62.80 | 65.90 |
| Econ/Dis students | 30.16 | 33.33 | 36.51 | 39.68 | 42.86 | 46.03 | 49.21 | 52.38 | 55.56 | 58.73 | 61.91 | 65.08 |
| Students with Disabilities | 11.56 | 15.58 | 19.60 | 23.62 | 27.64 | 31.66 | 35.68 | 39.70 | 43.72 | 47.74 | 51.76 | 55.78 |
| English Language Learners | 14.84 | 18.71 | 22.58 | 26.45 | 30.32 | 34.19 | 38.07 | 41.94 | 45.81 | 49.68 | 53.55 | 57.42 |

# Mathematics Proficiency Targets by Group

| Student Group | Baseline | 2023-24 | 2024-25 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 24.71 | 28.13 | 31.55 | 34.98 | 38.40 | 41.82 | 45.24 | 48.67 | 52.09 | 55.51 | 58.93 | 62.36 |
| African American | 18.28 | 21.99 | 25.71 | 29.42 | 33.14 | 36.85 | 40.57 | 44.28 | 48.00 | 51.71 | 55.43 | 59.14 |
| American Indian/Native American | 12.94 | 16.90 | 20.85 | 24.81 | 28.77 | 32.73 | 36.68 | 40.64 | 44.60 | 48.56 | 52.51 | 56.47 |
| Asian/Pacific Islander | 47.19 | 49.59 | 51.99 | 54.39 | 56.79 | 59.19 | 61.59 | 63.99 | 66.39 | 68.79 | 71.19 | 73.60 |
| Caucasian | 25.74 | 29.12 | 32.49 | 35.87 | 39.24 | 42.62 | 45.99 | 49.37 | 52.74 | 56.12 | 59.49 | 62.87 |
| Multi-race | 30.23 | 33.40 | 36.57 | 39.74 | 42.92 | 46.09 | 49.26 | 52.43 | 55.60 | 58.77 | 61.94 | 65.12 |
| Hispanic | 19.97 | 23.61 | 27.25 | 30.88 | 34.52 | 38.16 | 41.80 | 45.43 | 49.07 | 52.71 | 56.35 | 59.99 |
| Econ/Dis students | 19.22 | 22.89 | 26.56 | 30.24 | 33.91 | 37.58 | 41.25 | 44.92 | 48.59 | 52.27 | 55.94 | 59.61 |
| Students with Disabilities | 7.39 | 11.60 | 15.81 | 20.02 | 24.23 | 28.44 | 32.65 | 36.86 | 41.07 | 45.28 | 49.49 | 53.70 |
| English Language Learners | 10.25 | 14.33 | 18.41 | 22.49 | 26.57 | 30.65 | 34.73 | 38.81 | 42.89 | 46.97 | 51.05 | 55.13 |

## 4-Year Adjusted Cohort Graduation Rate Targets by Group

| Student Group | Baseline | 2023-24 | 2024-25 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 76.71 | 77.77 | 78.83 | 79.89 | 80.94 | 82.00 | 83.06 | 84.12 | 85.18 | 86.24 | 87.30 | 88.36 |
| African American | 74.32 | 75.49 | 76.65 | 77.82 | 78.99 | 80.16 | 81.32 | 82.49 | 83.66 | 84.83 | 85.99 | 87.16 |
| American Indian/Native American | 72.01 | 73.28 | 74.55 | 75.83 | 77.10 | 78.37 | 79.64 | 80.92 | 82.19 | 83.46 | 84.73 | 86.00 |
| Asian/Pacific Islander | 89.21 | 89.70 | 90.19 | 90.68 | 91.17 | 91.66 | 92.15 | 92.64 | 93.13 | 93.62 | 94.11 | 94.60 |
| Caucasian | 80.08 | 80.99 | 81.89 | 82.80 | 83.70 | 84.61 | 85.51 | 86.42 | 87.32 | 88.23 | 89.13 | 90.04 |
| Multi-race | 77.25 | 78.28 | 79.32 | 80.35 | 81.39 | 82.42 | 83.45 | 84.49 | 85.52 | 86.56 | 87.59 | 88.63 |
| Hispanic | 76.05 | 77.14 | 78.23 | 79.32 | 80.40 | 81.49 | 82.58 | 83.67 | 84.76 | 85.85 | 86.94 | 88.03 |
| Econ/Dis students | 72.54 | 73.79 | 75.04 | 76.28 | 77.53 | 78.78 | 80.03 | 81.28 | 82.53 | 83.77 | 85.02 | 86.27 |
| Students with Disabilities | 72.40 | 73.65 | 74.91 | 76.16 | 77.42 | 78.67 | 79.93 | 81.18 | 82.44 | 83.69 | 84.95 | 86.20 |
| English Language Learners | 69.15 | 70.55 | 71.95 | 73.36 | 74.76 | 76.16 | 77.56 | 78.97 | 80.37 | 81.77 | 83.17 | 84.58 |

# 5-Year Adjusted Cohort Graduation Rate Targets by Group

| Student Group | Baseline | 2023-24 | 2024-25 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 82.55 | 83.34 | 84.14 | 84.93 | 85.72 | 86.52 | 87.31 | 88.10 | 88.90 | 89.69 | 90.48 | 91.28 |
| African American | 80.33 | 81.22 | 82.12 | 83.01 | 83.91 | 84.80 | 85.69 | 86.59 | 87.48 | 88.38 | 89.27 | 90.17 |
| American Indian/Native American | 78.9 | 79.86 | 80.82 | 81.78 | 82.74 | 83.70 | 84.65 | 85.61 | 86.57 | 87.53 | 88.49 | 89.45 |
| Asian/Pacific Islander | 93.41 | 93.71 | 94.01 | 94.31 | 94.61 | 94.91 | 95.21 | 95.51 | 95.81 | 96.11 | 96.41 | 96.71 |
| Caucasian | 84.41 | 85.12 | 85.83 | 86.54 | 87.24 | 87.95 | 88.66 | 89.37 | 90.08 | 90.79 | 91.50 | 92.20 |
| Multi-race | 84.15 | 84.87 | 85.59 | 86.31 | 87.03 | 87.75 | 88.47 | 89.19 | 89.91 | 90.63 | 91.35 | 92.08 |
| Hispanic | 82.41 | 83.21 | 84.01 | 84.81 | 85.61 | 86.41 | 87.21 | 88.01 | 88.81 | 89.61 | 90.41 | 91.21 |
| Econ/Dis students | 78.66 | 79.63 | 80.60 | 81.57 | 82.54 | 83.51 | 84.48 | 85.45 | 86.42 | 87.39 | 88.36 | 89.33 |
| Students with Disabilities | 75.93 | 77.02 | 78.12 | 79.21 | 80.31 | 81.40 | 82.49 | 83.59 | 84.68 | 85.78 | 86.87 | 87.97 |
| English Language Learners | 83.09 | 83.86 | 84.63 | 85.40 | 86.16 | 86.93 | 87.70 | 88.47 | 89.24 | 90.01 | 90.78 | 91.55 |

# 6-Year Adjusted Cohort Graduation Rate Targets by Group

| Student Group | Baseline | 2023-24 | 2024-25 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 84.68 | 85.38 | 86.07 | 86.77 | 87.47 | 88.16 | 88.86 | 89.55 | 90.25 | 90.95 | 91.64 | 92.34 |
| African American | 84.22 | 84.94 | 85.65 | 86.37 | 87.09 | 87.81 | 88.52 | 89.24 | 89.96 | 90.68 | 91.39 | 92.11 |
| American Indian/Native American | 80.45 | 81.34 | 82.23 | 83.12 | 84.00 | 84.89 | 85.78 | 86.67 | 87.56 | 88.45 | 89.34 | 90.23 |
| Asian/Pacific Islander | 92.78 | 93.11 | 93.44 | 93.76 | 94.09 | 94.42 | 94.75 | 95.08 | 95.41 | 95.73 | 96.06 | 96.39 |
| Caucasian | 86.66 | 87.27 | 87.87 | 88.48 | 89.09 | 89.69 | 90.30 | 90.90 | 91.51 | 92.12 | 92.72 | 93.33 |
| Multi-race | 85.42 | 86.08 | 86.75 | 87.41 | 88.07 | 88.73 | 89.40 | 90.06 | 90.72 | 91.38 | 92.05 | 92.71 |
| Hispanic | 84.50 | 85.20 | 85.91 | 86.61 | 87.32 | 88.02 | 88.73 | 89.43 | 90.14 | 90.84 | 91.55 | 92.25 |
| Econ/Dis students | 81.25 | 82.10 | 82.95 | 83.81 | 84.66 | 85.51 | 86.36 | 87.22 | 88.07 | 88.92 | 89.77 | 90.63 |
| Students with Disabilities | 79.02 | 79.97 | 80.93 | 81.88 | 82.83 | 83.79 | 84.74 | 85.70 | 86.65 | 87.60 | 88.56 | 89.51 |
| English Language Learners | 85.66 | 86.31 | 86.96 | 87.62 | 88.27 | 88.92 | 89.57 | 90.22 | 90.87 | 91.53 | 92.18 | 92.83 |

# English Language Progress Rate Targets by Group

| Student Group | Baseline | 2023-24 | 2024-25 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 12.04 | 16.04 | 20.04 | 24.03 | 28.03 | 32.03 | 36.03 | 40.03 | 44.03 | 48.02 | 52.02 | 56.02 |