

Welcome- We are grateful you are here!

Statewide Equity Council Leads 2024-2025

Work Session - Readiness Assessment

"Equity means that every child gets what he, she or they needs to succeed, as opposed to everyone gets the same thing"

-Alan Blankstein

TIME	ITEM
2:00 pm - 2:05 pm	Welcome & Session Goals
2:05 pm - 2:55 pm	Readiness Assessment Review and Practice
2:55 pm - 3:00 pm	Questions, Appreciations, & Close



SESSION GOALS

Session Goals

- Overview of the Readiness Assessment (RA) tool
- Align district and charter school practices with the Martinez/Yazzie (M/Y) ruling's goals
- Prepare Equity Council Leads to gather evidence, collaborate, and complete the RA thoughtfully.



FOSTERING PRODUCTIVE CONVERSATIONS

Discussion Prompts Breakouts

Over the next five minutes, connect with others in your breakout room by selecting one of the four discussion prompts provided.



Discussion Prompts (Choose One)

- **Identify a Success** - What's one success we've had in supporting at-risk students?
- **One Improvement** - What's one area where we could improve support for at-risk students?
- **Community Connection** - How can we better connect with families or community partners?
- **Quick Win Idea** - What's one small change that could make a big impact for at-risk students?



**WELCOME BACK
AND SHARE OUT**

Share Out & Padlet

Feel free to unmute, use the chat, or through the padlet to share your discussion takeaways



Access Padlet via the QR code



READINESS ASSESSMENT

Readiness Assessment Purpose

- **Support Equity Council Discussions** - The M/Y RA guides Equity Councils and district/charter leadership in evaluating and discussing services for at-risk students.
- **Informed Decision Making** - Insights gained from the RA support leadership in making budget decisions for the coming year.
- **Collaborative Learning** - Encourages members to partner and build understanding, especially for those unfamiliar with certain terms and concepts.

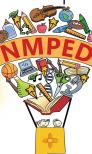


READINESS ASSESSMENT SECTIONS

Serving English Learners

This section assesses how well the district/charter provides support for English Learners (ELs) to achieve English proficiency and succeed academically.

Draft rating statements.	Always	Usually	About half the time	Seldom	Never
Serving English Learners					
1. Our district/charter school follows state regulation in the English Learner identification process as well as state policy as outlined in the Language Usage Survey (LUS) Guidance Handbook.					
2. Our district/charter school ensures that all English Learners are identified in accordance with state regulation and policy and reported in the Student Teacher Accountability Reporting System (STARS).					
3. Our English Learner program is designed for English Learners to become proficient in English as measured by the state's annual English language proficiency assessment.					
4. Our English Learner program is designed for English Learners to participate meaningfully in ALL instructional programs with language supports.					
5. Our English language development teachers are trained and qualified to teach English language acquisition for English learners.					
6. ALL our content teachers are trained to support English Learners in their content classes. This includes teachers who teach honors and advanced placement (AP) courses as well as teachers in gifted programs.					
7. Our district/charter school provides grade-level support throughout the school day for English learners, which includes programming beyond placing students in a classroom with a Teaching English to Speakers of Other Languages (TESOL)-endorsed teacher.					



Focus Areas

- **Identification and Support:** Is the district/charter identifying ELs according to state guidelines? Are they receiving appropriate language development support?
- **Teacher Training:** Are teachers trained to support ELs across all content areas?
- **Resources and Programs:** Does the district/charter provide grade-level resources, appropriate instructional materials, and programs designed to meet the language and academic needs of ELs?
- **Cultural and Linguistic Respect:** Are programs planned and evaluated with respect to the cultural and linguistic values of EL students and their families?



Serving Native American Students

Serving Native American English Learners/Native American Students

30. Our district/charter school employs a director or coordinator with expertise in Indigenous students.

31. Our district/charter school employs a director or coordinator who specializes in English Language Development and has expertise in Native American students.

32. Our district/charter school's school administrators and educators with expertise and knowledge of Native American language and culture incorporate Native American culture and language and historical contributions (from Q.43) into the general curriculum.

33. Our district/charter school employs staff, including Indian Education directors, English Language Development and Special Education teachers and administrators that support learning needs of Native American English Learners.

34. Our district/charter school uses materials that support the development of oral and written academic English for Native American English Learners and account for language arts, science, social studies, and math.

35. Our district/charter school collaborates with sovereign Nations, Tribes, and Pueblos to ensure the

This section focuses on how well the district/charter supports Native American students, ensuring that their unique cultural and educational needs are met.



Focus Areas

- **Cultural Integration:** Are Native American languages, cultures, and historical contributions integrated into the curriculum?
- **Tribal Collaboration:** Does the district/charter collaborate with sovereign Nations, Tribes, and Pueblos to support Native American students and consult on curriculum and decision making?
- **Equitable Access:** Do Native American students have equitable access to gifted services, honors, and AP courses compared to other students?
- **Professional Development:** Are teachers trained in culturally and linguistically responsive practices to support Native American students?
- **Compliance and Legislation:** Is the district/charter following the requirements of the Indian Education Act and tribal consultation guidelines?



Serving Students with Disabilities

This section evaluates how effectively the district is supporting students with disabilities, ensuring they have access to quality education in the least restrictive environment.

Serving Students with Disabilities
48. Our district/charter school follows the New Mexico Technical Evaluation and Assessment Manual (The New Mexico T.E.A.M.) in the educational evaluation processes.
49. Our district/charter school follows the guidance in The New Mexico T.E.A.M. when assessing students who are culturally and linguistically diverse to ensure that a student's language needs are distinguished from a student's disability related needs.
50. Our district/charter school ensures that all district and school staff understand that students may exit from services. If the student is no longer eligible, s/he exits the Individual Education Program (IEP) and is monitored for academic progress.
51. Our district/charter school partners with business and community to ensure that students with disabilities have equal employment opportunities to earn comparable wages in their community to those available for people without disabilities.
52. Our district/charter school has participated in training on the vocational transition process for students with disabilities, beginning at age 13.



Focus Areas

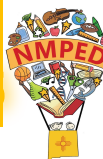
- **Individual Education Programs (IEP)** - Are IEPs implemented effectively to meet each student's unique needs?
- **Inclusive Practices:** Are students with disabilities educated alongside their peers whenever possible?
- **Teacher Training:** Are teachers trained on IDEA (Individuals with Disabilities Education Act) and strategies to support students with various disabilities?
- **Procedural Safeguards:** Does the district/charter ensure that parents understand their rights, and are procedural safeguards provided in a culturally responsive manner?
- **Access and Equity:** Do students with disabilities have equal access to all school programs and opportunities, including academic and extracurricular activities?



USING THE RATING SCALE

Likert Rating Scale Overview

Always	Usually	About half the time	Seldom	Never
<p>An integral part of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.</p>	<p>A component that is not ALWAYS the focus of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.</p>	<p>A component that sporadically the focus of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.</p>	<p>Rarely part of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.</p>	<p>Rarely part of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.</p>



Rating Scale Simplified

- **Always:** Part of everything the district/charter does.
- **Usually:** Present, but not all the time.
- **About Half the Time:** Sometimes included, sometimes not.
- **Seldom:** Rarely included.
- **Never:** Not included at all.

Optional Notes: This section is not required but is helpful for tracking progress over time and providing deeper insights into student needs, which can support more effective advisements.



RATING PRACTICE: SAMPLE STATEMENTS

Rating Practice: Sample Statements

1. Our district/charter school provides grade-level support throughout the school day for English learners, which includes programming beyond placing students in a classroom with a Teaching English to Speakers of Other Languages (TESOL)-endorsed teacher.

2. Our district/charter school consults with sovereign Nations, Tribes, and Pueblos when reviewing data and structuring our annual strategic plan.

3. Our district/charter school provides professional development to ALL teachers, principals and other leaders about how to support and successfully implement the Individualized Educational Program (IEP) of students with an intellectual disability.



CALIBRATING UNDERSTANDING THROUGH GROUP DISCUSSIONS

Sample Statements Breakouts

Break into small groups to discuss selected statements. Each group should share interpretations, rate consistency, and note any questions or clarifications.



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THE READINESS ASSESSMENT TOOL SUGGESTED PRACTICES

Suggested Practices for Using the Readiness Assessment

Step 1: Read Through the Tool - Understand the structure and content

Step 2: Ask Questions & Calibrate Understanding - Discuss and clarify statements for consistency

Step 3: Complete the Assessment - Use evidence and insights to rate each statement

Step 4: Formulate Advisements: Develop recommendations for leadership based on findings



STRATEGIES FOR COMPLETING THE READINESS ASSESSMENT

Strategies For Completing the Readiness Assessment

- **Gather Evidence:** Collect documentation, like PD records and program descriptions.
- **Engage Collaboratively:** Involve teachers, administrators, and other council members.
- **Document Responses:** Record evidence, via the practice [Readiness Assessment](#) doc, supporting each rating.
- **Use SharePoint:** Complete and submit the assessment on NMPED [SharePoint](#).



NEXT STEPS FOR EQUITY COUNCIL LEADS

Next Steps for Equity Council Leads

- Complete the readiness assessment with council member input.
- Formulate advisements based on findings to inform school leadership.
- Ensure alignment with Martinez-Yazzie requirements.
- For additional support, please join office hours that are convenient for you - see [schedule](#).



QUESTIONS, APPRECIATIONS, & CLOSE

Appreciations and Closing



Reminder:
Progress not
perfection



<i>Frequently Asked Questions</i>	Folder/Document/Form
<i>How can I see the materials my districts or charter schools has submitted?</i>	<u>SharePoint</u>
<i>How do I log into SharePoint?</i>	<u>Equity SharePoint</u>
<i>How do Equity Council Leads request SharePoint access?</i>	<u>EC Lead SharePoint Access</u>
<i>How do the Equity Council Leads change contact information for their district/charter?</i>	<u>EC Lead Contact Info Update</u>
<i>How do Equity Council Leads access/create a STARS account?</i>	<u>STARS Account Instructions</u>

