

NM Rising Together  
Developing New Mexico's Plan for the  
Every Student Succeeds Act (ESSA)

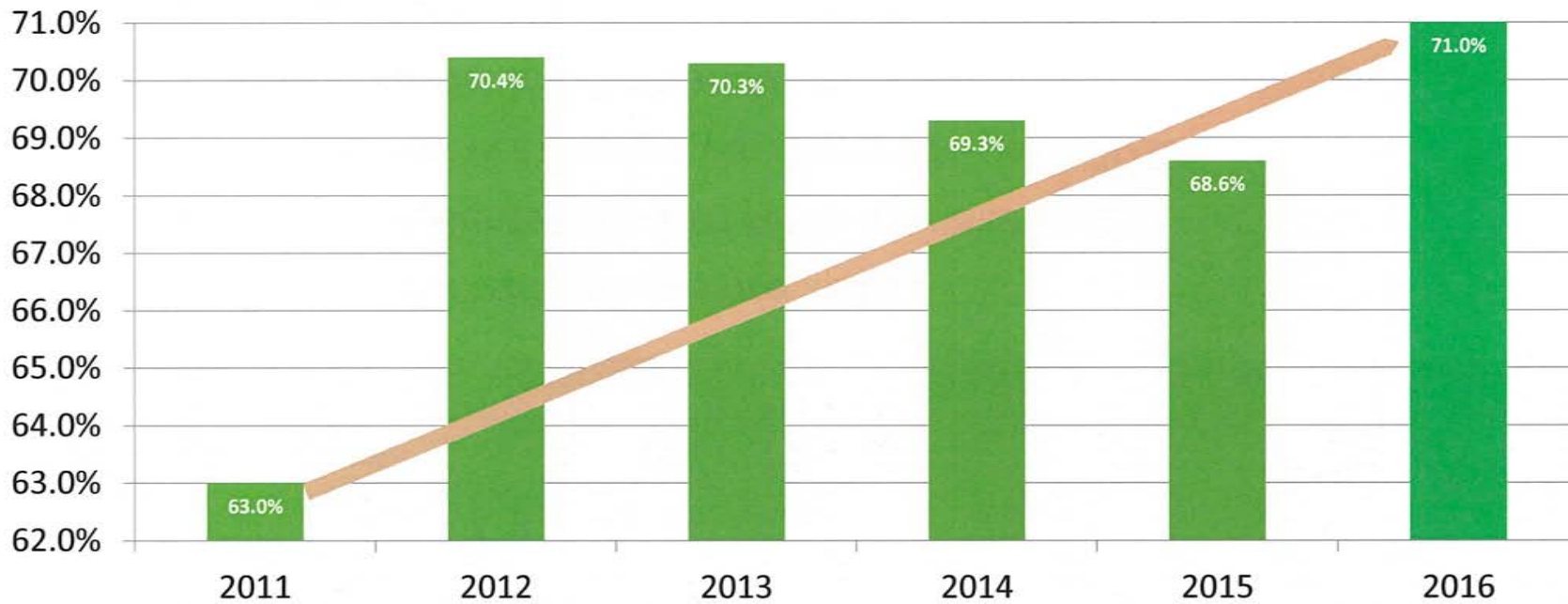
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# New Mexico Rising Together

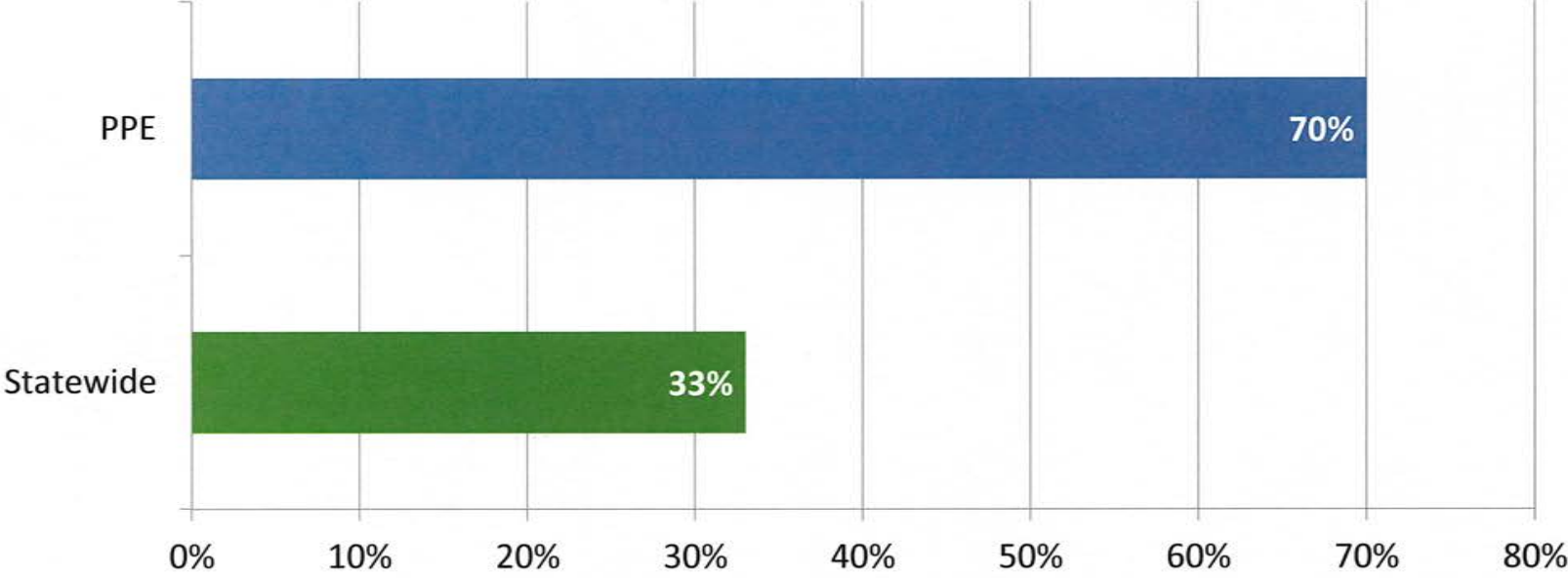
Our students' results are up in many metrics

## NM GRADUATION RATE HITS ALL-TIME HIGH



*Since 2011, graduation rates have increased by 8 percentage points, and up 2.4 percentage points since last year.*

# SCHOOL GRADES INCREASE COMPARISON



*PPE schools, historically earning D or F grades are now taking advantage of opportunities to improve, more than double statewide growth.*

# New Mexico Rising

Engaging our Communities for Excellence in Education

The PED partnered with New Mexico First to reach new levels of stakeholder engagement. Here's what was accomplished:

- 1,827 people engaged
- 25 community events hosted
- 21 schools visited
- 50 Tribal Leaders engaged
- 4 working groups completed
- 414 completed surveys
- 10 cities visited
- 1,681 miles covered
- 8 reports written
- 1 State Plan



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# New Mexico Rising Together Return Tour

Revisiting our communities to share our response to input

## Dates

- Farmington– April 17
- Albuquerque– April 18
- Roswell– May 8
- Deming– May 9
- Pojoaque– May 10
- Santa Rosa– May 15
- Gallup– May 25



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# New Mexico Rising, Engagement

- Email and webpage updates regarding the ESSA state plan
- Statewide New Mexico Rising Tour: Engaging our Communities for Excellence
- Online ESSA survey
- Bi-weekly calls with local Superintendents; Monthly calls with Charter School Leaders
- NM First published 8 reports summarizing stakeholder feedback
- Regular consultation with the Governor's Office



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# Stability and Continuity

The Overall Picture

**NM is in a great position** because our educators will have stability and continuity to continue their hard work.

**ESSA has created the opportunity for us to re-engage** with our students, educators, district leaders, families, policymakers and other key constituents on major initiatives while considering how we can continuously refine our systems and best support our educators.



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# Section 1: Long Term Goals

Building on the progress our students and teachers have made

## Highlights from Section 1

- Ambitious goals for the next six academic years that accelerate the speed at which the achievement gap is closed. This includes a higher standard for high school graduation and an ambitious trajectory for 4th, 5th, and 6th year graduation rates. It also includes academic goals for English Language Learners
- Increased alignment of expected student outcomes of K-12 and higher education in New Mexico
- A commitment to build upon the feedback from ESSA stakeholder engagement throughout the implementation of the state's plan.



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# Section 2: Consultation & Performance Management

Engaging our community in the creation of New Mexico's ESSA plan

## Highlights from Section 2

- A full overview of the PED's partnership with New Mexico First for the *New Mexico Rising Tour*
- A preview of the state's proposed approach to a consolidated funding plan for LEAs which will ensure that districts are spending more time and effort on the education of students and less time on burdensome or redundant administrative processes
- An announcement of the *New Mexico Rising Together Return Tour*
- The PED is moving forward with guidance and requirements around tribal consultation at the LEA level.



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# Section 3: Academic Assessments

Building upon a foundation of high quality assessments to meet federal requirements

## Highlights from Section 3

- A commitment to optimize student assessment and reduce testing time where possible
- Continued use of high quality, rigorous assessments that provide transparent information to teachers and parents allowing them to make informed decisions for students
- Bringing the English Language Proficiency assessment forward, with an expectation that students gain proficiency in English within 5 years



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# Section 4: Accountability, Support & Improvement for Schools

Establishing rigorous and transparent school accountability systems

## Highlights from Section 4

- Updated and improved supports & interventions for struggling schools including:
  - A roll-out of the state's new NM-DASH progress monitoring system
  - More rigorous interventions for schools that do not exit low-performing status
  - A unique opportunity for struggling schools and districts to access additional resources through Direct Student Services.
- Enhancements to School Grades beginning in 2018-19, including:
  - Incorporating science performance
  - Adding a growth to proficiency measure for English Learners
  - A new indicator considering how a school's historically high-performing students are performing, and the
  - Removal of "bonus points"



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# Section 5: Supporting Excellent Educators

Our commitment to equip, empower and champion our educators

## Highlights from Section 5

- Sustained and optimized efforts and investments to equip, empower and champion educators
- In response to stakeholder feedback regarding the weight of student growth, observations, and teacher attendance PED announced changes to all of these measures in NMTeach
- A commitment to unveil the first-ever Educator Preparation Program Report cards in 2017
- A plan to grow the state's teacher-leadership opportunities, including an expansion of the New Mexico Teacher-Leader Network
- An ongoing commitment to multiple educator professional development and support systems, from Teachers Pursuing Excellence to Pay for Performance, both of which had record-high demand from the state's districts and charters this year.



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# Section 6: Supporting All Students

Our commitment to support the unique needs of every child

## Highlights from Section 6

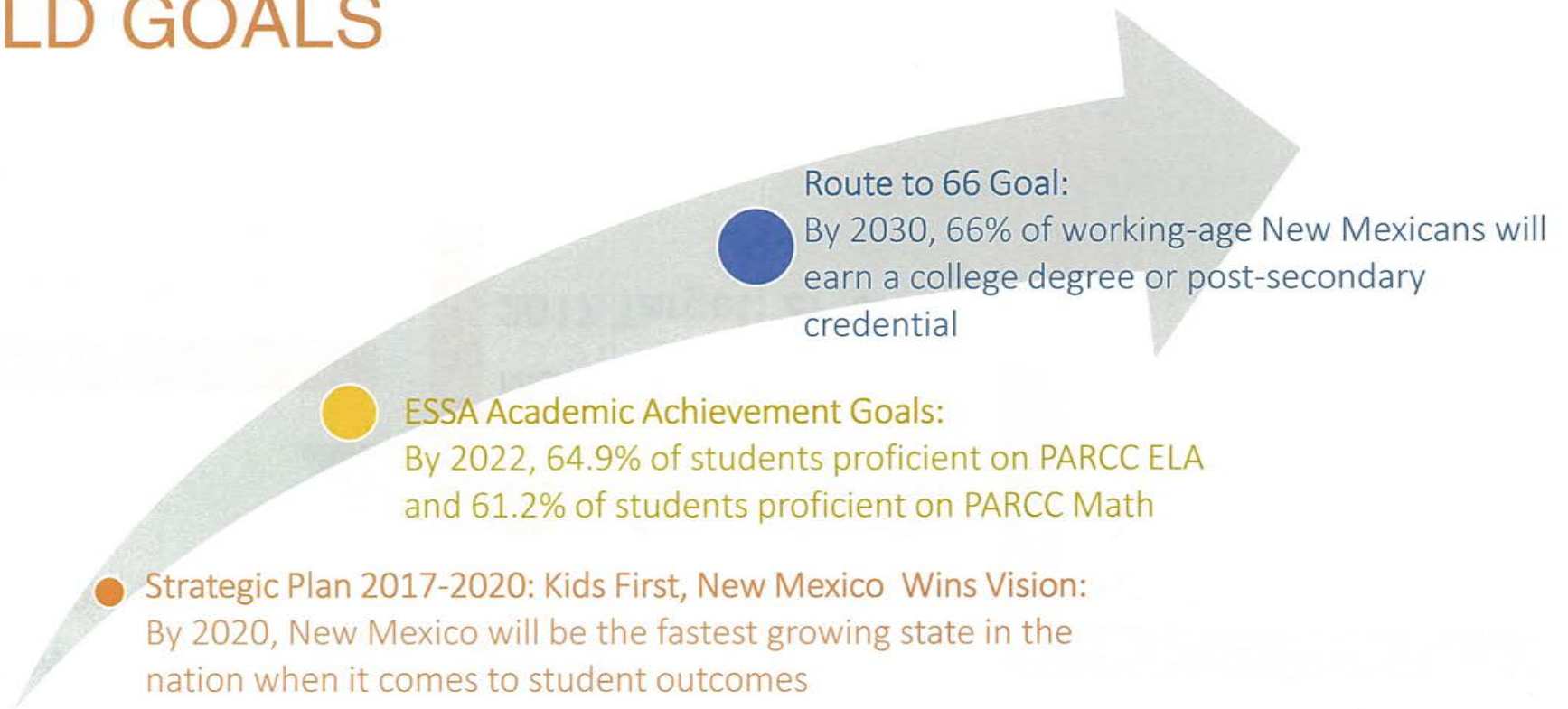
- Innovative tools and engagement opportunities for parents and families, including Academic Parent Teacher Teams and a recently-launched Secretary's Family Cabinet;
- A continuation of the Results Driven Accountability program, which will serve over 100 schools via Title I and IDEA funding over the next three years;
- A restatement of the state's commitment to fully fund opportunities to prepare high school students for college and career, including ongoing AP fee waivers for students from low-income communities; and
- An overview of the state's services for English Language Learners with accompanying resources and tools provided by the PED.



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# BOLD GOALS



# Route to 66

What we hope to accomplish by 2030

**New Mexico will be on track to meet the ambitious  
“Route to 66” goal of 66 percent of working-age New  
Mexicans having a degree or post-high-school  
credential by 2030**



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**Bold Goals | New Mexico Rising, Together**



## We Heard

Let's support licensure of teachers whose native language is not English as well as those who teach English language learners.

## We Responded

The PED has embarked upon several strategies for supporting our educators serving English Learners, including TESOL waiver flexibility, investments in educator preparation programs, and ongoing professional development opportunities through the state's Educator Quality Division and Priority Schools Bureau. The PED has also worked to increase awareness around the TESOL endorsement—it is not a state or federal requirement for serving ELs but rather a requirement for eligibility for state-funding for bilingual multicultural education programs.



We Heard, We Responded | New Mexico Rising, Together

## We Heard

Let's hold schools accountable and report on how well they recruit and retain high-performing teachers. School Grades should include more information on the teacher workforce and student placement.

## We Responded

The PED will include several such metrics in its 2017-18 School Grade report cards. While not for formal accountability, this reporting will further the important work of the New Mexico's Excellent Educators for All Plan ("Equity Plan"). The state's reporting will include information about teacher experience, recruitment, placement, and retention—with a focus on how the school works with its highest-performers. Additional educator equity metrics may also be included in response to feedback from teachers and other stakeholders.



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## We Heard

Let's leverage federal funds to develop wrap-around services and partnerships with organizations that help support community schools, notably perennially struggling schools under ESSA.

## We Responded

The PED will ensure that districts interested in funding community school models will receive guidance to leverage Title I funds, notably for those schools that have been identified in the bottom 5% of performers (Comprehensive Schools). As part of the state's suite of supports, applying for additional Title I funding is a starting point for those schools seeking to transform culture, climate, and student outcomes.



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## We Heard

Let's eliminate some End-of-Course exams (EOCs).

## We Responded

The PED has already identified EOCs that will not be required beginning in the 2017-2018 school year, such as ELA 6-8 and Math 6-8. Districts will still be allowed to use them as desired for final exams, but they will not be required by the PED. Moving forward, the PED will provide enhanced guidance to districts regarding required End of Course exams.



We Heard, We Responded | New Mexico Rising, Together

## We Heard

Let's give our schools time to respond to new federal requirements and state priorities as it pertains to school and district accountability.

## We Responded

The PED plans to incorporate new federal requirements, such as English Language Proficiency in School Grades, in the 2018-19 school year. The PED will advocate for this approach with federal officials in response to stakeholder input. The vast majority of stakeholders advocated for stability and continuity for as many years as possible under the current School Grades system.



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## We Heard

Let's involve our students in developing the state's plan for their success.

## We Responded

The PED plans to create the Secretary's Student Advisory Council later in 2017. This idea will be developed in partnership with the Secretary's Teacher Advisory and Family Cabinet in the months ahead.



We Heard, We Responded | New Mexico Rising, Together