



ESSA Plan Section

Positive Plan Action

Additional Opportunities

Outstanding Questions/Support

<p>Section 1: Long Term Goals By the year 2020:</p> <ul style="list-style-type: none"> • More than 50% of students proficient in ELA and Math • More than 80% of students graduating • No more than 25% of college enrollees requiring remediation 	<ul style="list-style-type: none"> • Strong goals that continue the focus on increased student achievement for our students (pg. 6) • Alignment with Route 66 goals so higher education and public education institutions work together to achieve the p-20 continuum (pg. 6) • Clear understanding of growth trajectory for English language learners and consideration to not exit students from services prematurely (pg. 12-14) 	<ul style="list-style-type: none"> • PARCC cut scores for high school competency graduation will continue to be 3/4/5 for 2017, 2018 and 2019 → competency scores increase to 4/5 in 2020 which is the same year as an 80% graduation rate goal (pg.7) • Alternate demonstration of competency standardization and rigor work group results to ensure the ADC is truly based on alternative/portfolio learning (pg. 7) • 2022 long term proficiency & graduation goals mirror NCLB triggers for a certain percentage proficient at a certain time without considerations of specific increased support and resources for certain populations (pg. 17-18) 	<ul style="list-style-type: none"> • English language proficiency targets to be reset based on 2017 school year results after WIDA reset standards for the ACCESS → Supportive of resetting standards but there will be wide ranging impact of the new growth targets for school accountability, bilingual program funding and overall SEG funding for the at-risk index (pg. 15)
<p>Section 2: Consultation and Performance</p>	<ul style="list-style-type: none"> • Strong engagement process through NM First and New Mexico Learning Alliance • Strong response process through PED follow-up documents that outline “What PED Heard” • APS adopted process for LEA ESSA plans to include meaningful stakeholder engagement 	<ul style="list-style-type: none"> • Most noticeably is the disconnect between the two reports regarding social and emotional well-being of students and the need for more individualized learning experiences for both teachers and students in the NM ESSA plan. APS believes stakeholder 	<ul style="list-style-type: none"> • Consolidated application process for Title I, Part A; Title II, Part A; Title III, Part A → PED needs to deliver training and technical support as soon as possible so school districts and stakeholders may engage in conversations during the entire 2017-2018 school year about coordination of



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	<ul style="list-style-type: none"> Peer review of LEA ESSA plans is a fantastic way to share information across the state between practitioners and instill trust and confidence that districts may support one another for collective educational gains (pg. 46) 	<p>input received from all organizations urge the ESSA plan to highlight these themes and seize the opportunity to work on new innovative models to shift the paradigm in our schools.</p>	<p>efforts between the Title programs → fear Spring Budget Workshop is too late to focus on application process (pg. 45 & 49)</p> <ul style="list-style-type: none"> Tribal consultation process and expectations → appreciate the timeline for a year-long process for tribal consultation but need to strategize about best practices for engagement with Tribal Leaders to ensure the affirmation documents may be signed in good faith (pg. 46) Real-time data submissions is an important opportunity for districts, the PED and policymakers but districts will need additional resources and support to perform nightly data submissions (pg. 48)
<p>Section 3: Academic Assessments</p>	<ul style="list-style-type: none"> Strong agreement that 8th graders enrolled in advanced math (Algebra I) should be assessed using the appropriate PARCC test (pg. 54) Applaud efforts to explore assessments in Spanish language due to the 17% of students who speak Spanish as their first language (pg. 54) 	<ul style="list-style-type: none"> Stakeholder input received particularly from Albuquerque focused on how assessments should look and feel different in our schools → individualized learning experiences demand individualized assessment styles, a shift in focus from standardized tests and more focus on interim/progress monitoring assessments 	<ul style="list-style-type: none"> Would like to explore interactions of SJM1 regarding alternate assessments and how they may impact future modifications to the NM ESSA plan



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<p>Section 4: Accountability, Support and Improvement for Schools</p>	<ul style="list-style-type: none"> • Appreciate the breakout of Q1 – Q2&Q3 – Q4 and STEM in school grading model so there may be increased focus on different performance levels → there are concerns about majority of other components of the school grade (pg. 69) • Vast improvement to include chronic absenteeism in the school grading matrix in lieu of truancy → continue to have questions about what constitutes “chronic absenteeism” because there is no statutory definition (pg. 74) • Continued support and expertise from Priority Schools Bureau as outlined in the ESSA plan for CSI and TSI schools is a positive support for districts but the capacity of PED must be able to support schools in the ways outline 	<ul style="list-style-type: none"> • Supplemental Accountability Measures are going to be reviewed and made more rigorous so less than 3% of NM schools qualify → schools serving unique and at-risk populations should have access to more alternative accountability measures, not less, so there can be focused conversations on unique resources and supports those students require → question if traditional school districts that operate alternative schools were included in conversations regarding SAM changes (pg. 60 & 82) • School grade changes fail to recognize most stakeholder feedback that demands school accountability measures significantly consider school quality indicators → believe stakeholder input is more closely aligned with SB62 which failed to pass the legislature → appreciate the delay in implementation so School Grades working group created by SM 145 may recommend 	<ul style="list-style-type: none"> • Particular questions regarding English language proficiency targets, the English language learner accountability measures and how those will be reset based on 2017 school year results after WIDA reset standards for the ACCESS → Supportive of resetting standards but there will be wide ranging impact of the new growth targets for school accountability, bilingual program funding and overall SEG funding for the at-risk index (pg. 72-73) • Comprehensive Support and Improvement (CSI) school identification should happen as soon as possible so districts may use the 2017-2018 school year as a planning year for transformation plans and have grass roots buy in from school communities and staff → to achieve that buy in, especially if the plan is to last for 3 years, there must be local flexibility to implement plans that are responsive to community needs (pg. 83)
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		<p>changes to the school grade (pg. 69)</p> <ul style="list-style-type: none"> Concerns about “mapping” school choice options → though healthy competition between traditional and charter schools has had some positive impacts, APS strongly believes there must <i>collaboration</i> between the traditional schools and the charters which mapping may not achieve (pg. 68) Stakeholders have been clear for a number of years that there should be increased value placed on students graduating in 5 or 6 years even if the primary focus should continue to be on the 4-year graduation rate (pg. 71) Continued disagreement regarding 95% participation and lowering of a letter grade if a school fails to meet the participation requirements particularly due to ESSA provisions that no one accountability measure should significantly alter the result of a school grade (pg. 80) 	<ul style="list-style-type: none"> CSI plans will be created in one of four ways: (1) NMDASH; (2) State-Sponsored School-Based Interventions; (3) Competitive School Improvement Grants (7% set-aside); and (4) High School Transformation (only 10 high schools per year) → appreciate more flexibility for local partnerships in NMDASH that are aligned with tiers of evidence as outlined in stakeholder feedback but continued questions about SIG grants and requirements to participate in state-sponsored programs in order to receive funding (pg. 87-89) Targeted Support and Improvement (TSI) schools will be identified annually and must make improvement or become a CSI school → LEAs are responsible for plans for improvement and monitoring but request additional technical assistance from Priority Schools Bureau to understand expectations related to TSI plans (pg. 84 & 90) More rigorous intervention will be implemented for schools who
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			<p>fail to improve from CSI status and schools PED has pre-determined as those that fall under a “legacy policy” → districts will have limited options for those schools that echo policies from NCLB: (1) closure; (2) charter restart; (3) Champion of Choice; (4) Significant redesign with particular focus on highly effective and exemplary teacher placement → identification of these legacy schools must occur as quickly as possible so districts may appropriate plan for school turnaround during the 2017-2018 school year (pg. 91)</p> <ul style="list-style-type: none"> • Stakeholders believe school turnaround should be inclusive of voice of community and programs based on strengths and potentials of communities; community schools models and other research based options → agree that there need to be different tiers of evidence for a program but ESSA is clear that all tiers of evidence based rigor may be used • Direct Student Services Opportunities is an additional,
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Section 5: Supporting Excellent Educators	<ul style="list-style-type: none"> Stakeholder engagement did reflect the need for less focus on student achievement scores in a teacher’s evaluation which APS administration believes the PED made a positive first step toward achieving → more work must be done to find a common agreement about appropriate student achievement measures → there continue to be overarching questions regarding the validity of value added measures which will hopefully be resolved by pending litigation in the state (pg. 97 & 103) Positive focuses on enhancing school and principals leadership programs to create more school leaders that can focus on turnaround (pg. 96) Also agree with increased focus on teacher preparation programs so 	<ul style="list-style-type: none"> Overall, Albuquerque response groups felt strongly that accountability of teachers should be a collaborative process where teachers, supervisors and peers all play a role in not only observing teachers to rank their performance, and to support teachers who struggle. A significant portion of participants believed peer observations needed to occur in schools, not just observations from supervisors. Participants also believed more individual reflection was necessary as part of the conversation teachers have with supervisors. These overarching themes are not 	<p>optional 3% Title I set aside the PED plans to use to implement additional school supports → this will be less Title I dollars distributed overall to districts so a clear process for competitive grants must be given early and decisions will have to be made regarding direct student services supports (pg. 92)</p> <ul style="list-style-type: none"> Question the College of Education report cards and defer to the expertise of the Higher Education Department, the university presidents and the Deans of Colleges of Education to most appropriately engage in that conversation (pg. 98) PED will implement regulations to require year-long clinical residency for teachers, which will be a positive step for teacher preparedness, but questions remain regarding support for statutorily required mentorship programs that districts must provide first year teachers → stakeholders also believe mentorship is necessary for support to struggling students but that is not contemplated in



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	<p>teachers are ready to teach on day one → PED has also recognized there is a teacher shortage in the state regardless of licensure renewal data discussions in recent years → this recognition is critical to stakeholder, district and higher education’s ability to partner for innovative programming to recruit more potential teachers (Pg. 96-97)</p>	<p>completely recognized in the ESSA plan.</p> <ul style="list-style-type: none"> • The ESSA plan continues to contemplate expansion of differentiated compensation systems for each level of effectiveness of teachers → stakeholders have warned against “merit pay” as it leads to competition amongst teachers and there is skepticism about validity of value added measures → stakeholders prefer a focus on collaboration, mentorship, peer review and support as a way to encourage all teachers to succeed (pg. 102) • Stakeholders continue to believe there is tension between collective bargaining agreements that recognize certain number of days of protected sick leave and ties those absences have on a teacher’s evaluation (pg. 103) 	<p>the plan → Teacher Pursuing Excellence has had some positive impacts in districts participating in targeted investments and programs from the PED but there is no contemplation of how to embed those opportunities in district structures for long term success (pg. 98-99)</p> <ul style="list-style-type: none"> • The ESSA plan states that every school will have an identified teacher leader with strong student achievement results that will have direct access to the PED → strengthening teacher training is important but there must be careful alignment between both PED and local initiatives so these teachers may be used as effectively as possible (pg. 106) • Teacher Equity Plan attempts to leverage Title II, Part A to ensure there is greater equity of effective teachers serving minority and at-risk students → There is overall support to ensure great teachers are in classrooms with struggling teachers but the Teacher Equity Plan and human capital strategy of PED must ensure appropriate collective
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<p>Section 6: Supporting all Students</p>	<ul style="list-style-type: none"> • Plan acknowledges that stakeholders demand greater access to Pre-K services for all students in the state but does little to articulate strategies for expanding those opportunities beyond technical assistance on available funding for pre-K programs (pg. 114) • Agreement that there must be a renewed focus on student next step plans and a continued commitment to AP test fee waivers and dual credit (pg. 117) • Believe the NMTEACH observation rubric has made positive steps to integrate culturally responsive indicators in observations so there is authentic conversations about what occurs in the classroom setting (pg. 119) • Positive feedback regarding revamp of IDEAL-NM and commitment to state partnerships to support rural districts in offering courses to all students (pg. 120 & 122) • Appreciate renewed focus on Title I, Part D to help students transition 	<ul style="list-style-type: none"> • APS believes the ESSA plan falls short in its contemplation of support for students. Though the plan does a good job at outlining the initiatives PED has pursued since 2010, it does little push the envelope for a new focus on student social and emotional wellbeing → The ESSA plan focuses on transitions but mainly uses programs and requirements already existing in state statute as examples of supports for students → there is little innovation and planning for how the state can turn the page on support for the wellbeing of the child (pg. 111) • Overwhelmingly, stakeholders and districts have asked for, but struggle to provide, expansive opportunities for career and technical education → even state lawmakers have included CTE as part of their economic development strategy after tours in the Fall of 2016 but 	<p>bargaining processes can be followed and that collective bargaining agreements are not broken (pg. 95 & 108)</p> <ul style="list-style-type: none"> • Title IV, Part A is a new opportunity to focus on well-rounded education for students → encouraged by the additional information integrated in the ESSA plan regarding application and programs districts may participate in to provide additional supports for students (pg. 121 & 154)



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from correctional institutions and into the schools (pg. 141)

there are no incentives provided in the plan to provide more CTE → plan stops after it offers technical assistance and ways to build relationships with industry leaders → funding formula changes can incentivize these programs but have not been pursued (pg. 116)

- USDE specifically asks the ESSA plan to contemplate how it will support LEAS to provide equitable access to a well-rounded education and rigorous coursework to traditionally underrepresented populations → this continues to be an explanation of current supports from PED as related to bilingual programs. NMTEACH rubric, ACCESS testing and Title III support but there is little new information to serve these students → there is hope that these conversations and strategies will occur in CSI and TSI structure (pg. 118)
- The ESSA plan fails to address discipline and truancy in meaningful ways → discipline is mentioned only in reference to



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		homeless students in the McKinney Vento Act sections and there are few references to truancy social workers as part of targeted investments → stakeholders have agreed that there must be attention on discipline issues to ensure equity and instructional soundness for students (pg. 149)	
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