

Date: August 25, 2020

Prepared By: Bedeaux

Purpose: Review the history of public school accountability systems in New Mexico.

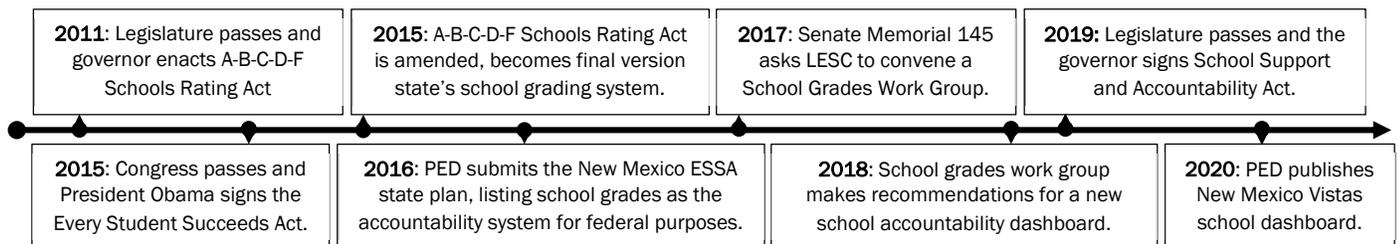
Witness: Tim Bedeaux, Senior Policy Analyst I, LESC; Timothy Hand, Ph.D., Deputy Director of Policy, Strategy, and Accountability, Public Education Department

Expected Outcome: Understand the foundations for the Public Education Department's New Mexico Vistas accountability dashboard.

History of Public School Accountability in New Mexico

Policymakers and educators generally agree schools have a responsibility to improve students' academic content knowledge, empower them to grow, and prepare them for success in college or the workforce. For decades, policymakers have grappled with questions about how to best measure schools' impacts and hold them accountable for improving student achievement. In October 2018 a national focus group of education practitioners, researchers, and policymakers found statewide accountability systems inspired states to concentrate their attention on improving student test scores in reading and math and narrow the achievement gap. However, the tight focus of some accountability systems on student test scores caused educators and administrators to focus on what was being measured, losing sight of the bigger picture of students' education. Reflecting these findings, New Mexico's school accountability system has evolved since 2011 from an A through F school grading system focused heavily on student academic achievement to a school performance dashboard that includes holistic measures of school performance.

Timeline of New Mexico School Accountability



Source: LESC Files

School Grades

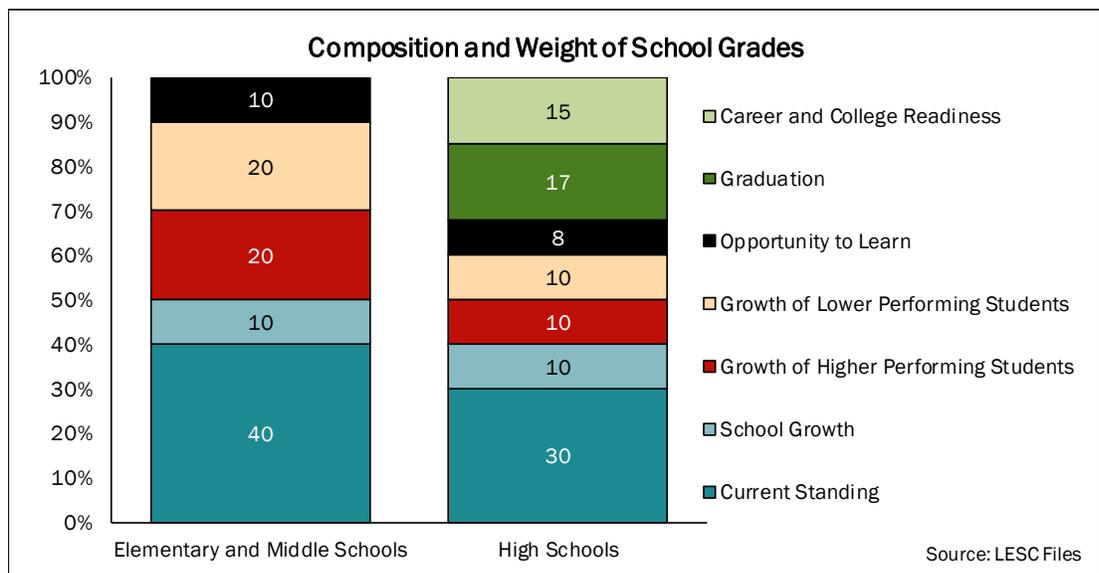
In 2011, Governor Susana Martinez enacted the A-B-C-D-F Schools Rating Act, establishing a framework for a school grading system that assigned a letter grade to schools based on several criteria. Over the next few years, the act would see piecemeal amendments to change how school grades were assigned, eventually settling on a consistent system in 2015. See **Attachment 1, A-B-C-D-F Schools Rating Act (2018)**.

New Mexico's school grading system assigned points from zero to 100 in several academic domains, most of which were based on student performance on the PARCC assessment. A school's current standing, worth 40 points for elementary and middle schools and 30 points for high schools, was composed half of static student

Schools also received points for an “opportunity to learn” survey, a 10-question survey administered to students and parents that asked questions primarily about whether students were satisfied with their teacher and their school. LESC staff analysis found little variation in opportunity to learn points among schools, with most schools earning at least 90 percent of points possible from the survey.

proficiency rates and half of growth in student proficiency rates. A school’s growth relative to other similar schools was worth 10 points. The growth of the lowest performing quartile of students and the growth of the three higher performing quartiles of students were worth more in elementary and middle school (20 points each) than in high school (10 points each).

High schools were also held accountable for graduation rates and for improving college and career readiness. College and career readiness was assessed using student participation and performance in academic readiness programs like dual credit and Advanced Placement, college admissions assessments like SAT and ACT, and other workforce readiness pathways like ACT WorkKeys, a PED-recognized career-technical education pathway, or the Armed Services Vocational Aptitude Battery.



School Grades and Federal Accountability. The federal Every Student Succeeds Act (ESSA), signed into law in December 2015, required states to create a uniform system to evaluate school performance and hold schools accountable for improving student achievement. In the New Mexico ESSA state plan, required by the federal law, PED described how the school grading system would be used to hold schools accountable.

At the time the state plan was submitted to the U.S. Department of Education (USDE), the school grading system already met many requirements of the federal law. ESSA requires states to measure academic achievement, student growth, graduation rates, progress toward English language proficiency, and “no less than one indicator of school quality or student success.” Each of the required indicators must feed into a system that makes an annual meaningful differentiation between all schools, including summative ratings, like an A to F grade, one to five stars, an index between zero and 100, or even a narrative description of school performance. ESSA also requires states to place

In a presentation to the school grades work group in late 2017, the Education Commission of the States explained 18 states pursued a descriptive rating system, 13 states used an A through F grading system, eight states used an index of zero to 100, five states used a one- to five-star system, and four states provided a data dashboard. It is unclear how accountability policies have shifted in recent years.

“much greater weight” on academic indicators, rather than on other nonacademic school quality indicators.

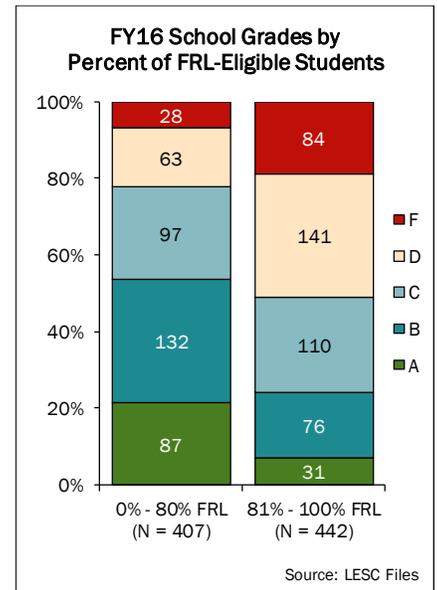
Over time, school grades grew in importance, becoming tied to federal and state funding. During the 2018 school year, school grades were the primary determinant of a school’s eligibility for federal school improvement grants. Overall points within the school grading system determined whether a school was designated for targeted support, comprehensive support, or more rigorous interventions. Each of these accountability designations resulted in federal funding tied to specific interventions, which school districts were required to describe in their local educational plans to improve student success, often referred to as NMDASH plans.

School Grades in High-Poverty Schools. LESC staff analysis consistently found that school grades were highly correlated with student poverty: schools with a large proportion of students eligible for free and reduced-fee lunch (FRL) were more likely than other schools to receive a grade of D or F. This correlation was likely due to the grading system’s heavy reliance on student proficiency on PARCC assessments, which also tends to be lower in high-FRL schools. While growth models like those used in New Mexico’s grades are designed to control for the effect of poverty, school grades assigned in FY16 show that more than 50 percent of high-poverty schools received a D or F grade, while more than 50 percent of low-poverty schools received an A or B.

School Grades Work Group

During the 2017 legislative session, the Senate passed Senate Memorial 145, which requested LESC to convene a work group to collect and analyze data on school accountability in New Mexico and nationwide. LESC staff assembled a work group based on applicants’ qualifications and representation of populations denoted in the memorial: school teachers, principals, administrators, superintendents, charter school executive directors, school board members, tribal representation, and representatives from the New Mexico Learning Alliance, Mission: Graduate, the Albuquerque Teachers Federation, and the National Education Association’s New Mexico chapter. The work group involved local and national experts in discussions about New Mexico’s school grading system, accountability systems in other states, systems of performance-based assessment, authentic measurements for social and emotional learning and school climate, and other ideas to reimagine what schools can and should be held accountable for. The school grades work group made recommendations along four separate topic areas. See **Attachment 2, School Grades Work Group Report to LESC.**

Academic Achievement. The work group recommended that the accountability system be built upon an assessment system that supports authentic assessments of student learning. ESSA allows (and even encourages through a federal pilot grant program) the adoption of innovative assessments under certain guidelines, including multiple interim assessments and performance- and competency-based assessments.



The school grades work group heard presentations from many national experts, including those from the Education Commission of the States, the National Conference of State Legislatures, the Collaborative for Social and Emotional Learning, the Center for Assessment, the American Institutes for Research, the National School Climate Center.

The work group recommended that the state’s assessment and accountability systems work hand-in-hand to allow teachers to make real-time educational decisions.

Opportunity to Learn. The workgroup recommended the school accountability system include some measurement of well-rounded curriculum and instruction, teacher resources and professional development, and the school’s physical environment to identify whether schools are providing the conditions that foster student success.

School Quality and Student Success. The work group recommended the accountability system include multiple nonacademic measurements of school quality, including measurements of chronic absenteeism, indications of whether students were “on-track” to graduate, and a rigorous survey to promote positive school climates that engage students, provide support where needed, and respect diversity.

Summative Determination. The work group recommended the accountability system shift from a focus on identifying and labeling failure to a focus on providing meaningful support, reinforcing that schools, the community, and the state share a mutual responsibility for providing adequate opportunities for school quality and student success. Much of the work group’s discussion centered around ways to prevent the negative connotations attached to letter grades like D and F, while still highlighting schools that are making strong impacts in their communities and “beating the odds.”

School Support and Accountability Act

In response to findings from the School Grades Work Group, LESC endorsed legislation to replace the A-B-C-D-F Schools Rating Act with the School Support and Accountability Act. See **Attachment 3, School Support and Accountability Act**. Consistent with ESSA and recommendations from the work group, the act built a support and accountability framework based on academic achievement and growth in math, English language arts, and science, college, career, and civic readiness; chronic absenteeism; progress toward English language proficiency; and school climate.

Designations of Support. Using the indicators listed above, the law requires PED to set a “support identification threshold” used to identify the lowest-performing 5 percent of Title I schools. Schools with a subgroup of students that score below the threshold should be identified for targeted support. Schools that score below the threshold overall, or schools with a four-year graduation rate below 67 percent, are identified for comprehensive support. Schools that fail to exit comprehensive support status after a PED-determined number of years (currently three) will be identified for a more rigorous intervention. The bill does not go into detail about how schools at each level will be supported, leaving the interventions to be offered at the discretion of PED.

The School Support and Accountability Act was designed to allow designations of excellence in some domains, while still listing designations of support overall. For instance, the system allows a school to be designated for comprehensive support while still noting the school may have an exemplary school climate.

Designations of Excellence. In addition to designations of support for all schools, the law requires designations to highlight high-achieving

schools. Schools may earn a designation of “school quality and student success” if they meet a specific standard set by PED on any indicator, or a “designation of excellence” if they score in the 90th percentile in any indicator. These designations would also be assigned for any school with American Indian or Hispanic students meeting the designation criteria.

New Mexico Vistas, a School Support and Accountability Dashboard.

The law requires PED to publish the results of each accountability indicator and any relevant designations in a transparent manner on a statewide school support and accountability dashboard. In 2020, PED released New Mexico Vistas, located at www.newmexicoschools.com. The dashboard includes baseline demographic data as well as a plethora of school performance data as required by law:

- **Academic Achievement.** A school’s overall score can be found on the dashboard on a zero to 100 scale, as well as designations of support and excellence. Achievement can be disaggregated into proficiency, growth, English learner progress toward proficiency, graduation, and college and career readiness. Though it is hidden by default, the dashboard also allows users to compare each school with the districtwide and statewide average scores.
- **Learning Environment.** Schools’ learning environments are measured using attendance and chronic absenteeism, and family and student surveys, and measurements of teacher quality, including certification rates, years of experience, and even educator attendance. This section of the dashboard is also home to information about per-pupil expenditures, which can be compared to district-level data. However, due to differences in how school districts allocate local discretionary funds, the expenditures reflected on the school dashboard are not always accurate reflections of actual expenditures.
- **Programs.** A final placeholder page on the dashboard, listed as “coming soon,” will allow schools and school districts to publish missions, visions, and narratives about programs and supports offered at individual sites.

Data on the New Mexico Vistas dashboard shows that there are 212 “spotlight” schools, 109 targeted support and improvement schools, 83 comprehensive support and improvement schools, and no schools undergoing more rigorous interventions.

Each indicator is accompanied by a short narrative description of how the indicator was calculated, but the descriptions are often geared toward the general public, leaving in-depth calculations obscured from the public. However, the accountability dashboard is accompanied by a “technical guide” that offers more specific calculations for technically savvy analysts.

There remains some concern that comparisons to averages are not painting an accurate picture of school performance. During the time that the PARCC was the statewide assessment, high schools showed higher proficiency rates than elementary schools, leading to difficulties when drawing comparisons statewide. For this reason, academic performance comparisons should be edited to compare each elementary school to the average among elementary schools, and likewise with middle and high schools.

While it appears PED is no longer using the outdated opportunity to learn survey, the department has not shared data on statewide survey results for its new parent and student surveys. Without the ability to analyze survey results, LESC staff have no information about whether school climate surveys are providing meaningful, robust information about student opportunities.

Continued Policy Implications

New Mexico’s school accountability journey is marred with controversy about data transparency. An often-quoted news article from 2013 explained that a group of statisticians from Los Alamos National Laboratory, after some amount of deliberation, was unable to make sense of the school grading system. After manipulating the data in accordance with an accompanying technical guide, the statisticians were unable to replicate the results. For this reason, members of the education community were often skeptical of school grades, resistant to the negative connotations they carried, and disapproved of the way they were tied to funding and interventions.

LESC staff requested access to data from the new accountability system, but were only given access to financial data and denied access to student performance data. While PED has at its disposal a diverse and varied set of student- and school-level outcomes, LESL staff continues to have few resources available, outside of school-level proficiency rates on statewide standards based assessments, to track the effectiveness of legislative funding and initiatives like extended learning time and K-5 Plus. PED is the only agency that tracks school performance data on this scale, and cooperation between the executive and legislative branches is paramount to ensure investments in education are making a positive impact on closing the achievement gap.

ARTICLE 2E

A-B-C-D-F Schools Rating

22-2E-1. Short title.

Sections 1 through 4 [22-2E-1 to 22-2E-4 NMSA 1978] of this act may be cited as the "A-B-C-D-F Schools Rating Act".

History: [Laws 2011, ch. 10, § 1.](#)

ANNOTATIONS

Effective dates. — Laws 2011, ch. 10 contained no effective date provision, but, pursuant to [N.M. Const., art. IV, § 23](#), was effective June 17, 2011, 90 days after the adjournment of the legislature.

Severability. — [Laws 2011, ch. 10, § 7](#) provided that if any part of application of this act is held invalid, the remainder or its application to other situations or persons shall not be affected.

22-2E-2. Definitions.

As used in the A-B-C-D-F Schools Rating Act:

A. "growth" means learning a year's worth of knowledge in one year's time, which is demonstrated by a student's performance on New Mexico standards-based assessments that shows the student:

- (1) moving from one performance level to a higher performance level;
- (2) maintaining a proficient or advanced proficient performance level as provided by department rule; or
- (3) remaining in beginning step or nearing proficient performance level but improving a number of scale score points as specified by department rule; and

B. "school options" means a right to transfer to any public school not rated an F in the state or have children continue their schooling through distance learning offered through the statewide or a local cyber academy.

History: [Laws 2011, ch. 10, § 2.](#)

ANNOTATIONS

Effective dates. — Laws 2011, ch. 10 contained no effective date provision, but, pursuant to [N.M. Const., art. IV, § 23](#), was effective June 17, 2011, 90 days after the adjournment of the legislature.

Severability. — [Laws 2011, ch. 10, § 7](#) provided that if any part of application of this act is held invalid, the remainder or its application to other situations or persons shall not be affected.

22-2E-3. Rating certain schools.

Commencing with the 2011-2012 school year, public schools shall be subject to being rated annually by the department as provided in the A-B-C-D-F Schools Rating Act.

History: [Laws 2011, ch. 10, § 3](#).

ANNOTATIONS

Effective dates. — Laws 2011, ch. 10 contained no effective date provision, but, pursuant to [N.M. Const., art. IV, § 23](#), was effective June 17, 2011, 90 days after the adjournment of the legislature.

Severability. — [Laws 2011, ch. 10, § 7](#) provided that if any part of application of this act is held invalid, the remainder or its application to other situations or persons shall not be affected.

22-2E-4. Annual ratings; letter grades; ratings based on standards-based assessments; right to school choice; distance learning; responsibility for cost; use of funds; additional remedy.

A. All public schools shall be graded annually by the department.

B. The department shall assign a letter grade of A, B, C, D or F to each public school pursuant to criteria established by department rules, after input from the secretary's superintendents' council, that include as a minimum a combination of the following factors in a public school's grade:

(1) for elementary and middle schools:

(a) student proficiency, including achievement on the New Mexico standards-based assessments;

(b) student growth in reading and mathematics; and

(c) growth of the lowest twenty-fifth percentile of students in the public school in reading and mathematics; and

(2) for high schools:

(a) student proficiency, including achievement on the New Mexico standards-based assessments;

(b) student growth in reading and mathematics;

(c) growth of the lowest twenty-fifth percentile of students in the high school in reading and mathematics; and

(d) additional academic indicators such as high school graduation rates, growth in high school graduation rates, advanced placement and international baccalaureate courses, dual enrollment courses and SAT and ACT scores.

C. The New Mexico standards-based assessments used for rating a school are those administered annually to students in grades three, four, five, six, seven, eight, nine and eleven pursuant to Section 22-2C-4 NMSA 1978.

D. In addition to any rights a parent may have pursuant to federal law, the parent of a student enrolled in a public school rated F for two of the last four years has the right to transfer the student in the same grade to any public school in the state not rated F or the right to have the student continue schooling by means of distance learning offered through the statewide or a local cyber academy. The school district or charter school in which the student is enrolled is responsible for the cost of distance learning.

E. The department shall ensure that a local school board or, for a charter school, the governing body of the charter school is prioritizing resources of a public school rated D or F toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

F. The school options available pursuant to the A-B-C-D-F Schools Rating Act are in addition to any remedies provided for in the Assessment and Accountability Act [Chapter 22, Article 2C NMSA 1978] for students in schools in need of improvement or any other interventions prescribed by the federal No Child Left Behind Act of 2001.

G. When reporting a school's grade, the department shall include student data disaggregated by ethnicity, race, limited English proficiency, students with disabilities, poverty and gender; provided that ethnicity and race shall be reported using the following categories:

- (1) Caucasian, non-Hispanic;
- (2) Hispanic;
- (3) African American;
- (4) American Indian or Alaska Native;
- (5) Native Hawaiian or other Pacific Islander;
- (6) Asian;
- (7) two or more races; and

(8) other; provided that if the sample of students in any category enumerated in Paragraphs (1) through (7) of this subsection is so small that a student in the sample may be personally identifiable in violation of the federal Family Educational Rights and Privacy Act of 1974, the report may combine that sample into the "other" category.

History: [Laws 2011, ch. 10, § 4](#); [2013, ch. 196, § 3](#); [2015, ch. 108, § 3](#).

ANNOTATIONS

Cross references. — For the federal Family Educational Rights and Privacy Act of 1974, see 20 U.S.C. § 1232g.

For the federal No Child Left Behind Act of 2001, see Title 20 of the U.S.C., P.L. 107-110.

The 2015 amendment, effective July 1, 2015, required the public education department to ensure that each governing body of a charter school with a D or F rating is prioritizing resources toward proven programs and methods linked to improved student achievement until the school earns a grade of C or better for two consecutive years; in Subsection E, after "local school board or", added "for a charter school, the", and after "governing body of", deleted "a" and added "the"; and in Paragraph (8) of Subsection G, after "Privacy Act", added "of 1974".

The 2013 amendment, effective June 14, 2013, provided for the content of school-grade reports; in the title, after "standards-based", deleted "tests" and added "assessments"; and added Subsection G.

Senate Memorial 145 – School Grades Work Group**Report to the Legislative Education Study Committee****November 14, 2018**

Senate Memorial 145 from the 2017 legislative session recommended the Legislative Education Study Committee study, collect, and analyze data and comments from education stakeholders, including school personnel, parents and community, and civic organizations regarding the state’s school grading system. Chair Stewart led a workgroup over the 2017 and 2018 interims to provide recommendations for an improved school accountability and support system. The group met with national experts from Education Commission of the States, American Institutes for Research, the National School Climate Center, and the Center for Assessment as well as local stakeholders and organizations such as the Interfaith and Industrial Areas Foundation, two previous New Mexico teachers of the year, charter school representatives, Native American education representatives, local superintendents, local school principals, labor union representatives, parents, and community organizations. The following individuals participated directly in the work and made recommendations around four specific topics:

School Grades Workgroup - Report Topic Areas

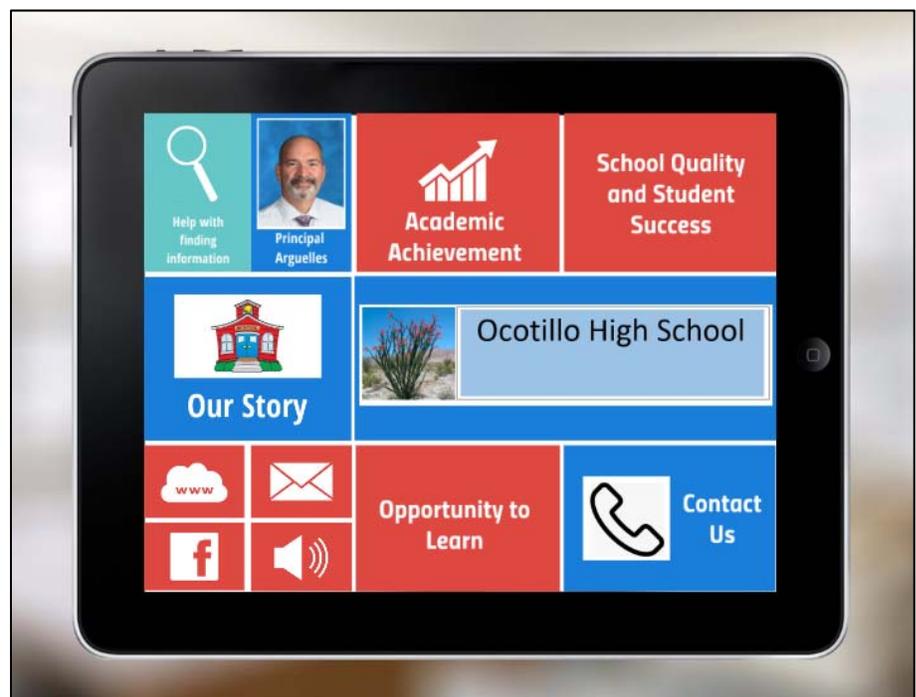
Academic Achievement	
Matt Pahl	Charter School Representative
Beata Thorstensen	Parent Representative
Arsenio Romero	Local Superintendent Representative
Suchint Sarangarm	Public Education Department Representative
Kim Lanoy-Sandoval	Parent Representative
Stephanie Gurule-Leyba	Public School Teacher Representative
Opportunity to Learn	
Ellen Bernstein	Labor Union Representative
Glenn Wilcox	School Principal Representative
Jeff Tuttle	Public School Teacher Representative
David Morales	Public School Teacher Representative
Cindy Nava	Community Organization Representative
School Quality / Student Success	
Angelo Gonzales	Community Organization Representative
Betty Patterson	Labor Union Representative
Renatta Witte	Community Organization Representative
TJ Parks	Local Superintendent Representative
Mona Kirk	Local School Board Representative
Robyn Hoffman	Local School Board Representative
Summative Determination	
Kara Bobroff	Native American Education Representative
Armando Chavez	School Principal Representative
Patrick Arguelles	School Principal Representative
Erik Bose	Charter School Representative
Katarina Sandoval	Native American Education Representative
Cindy Montoya	School Principal Representative
Senator Mimi Stewart	Chair - LESC

The workgroup recommended four primary changes to the school support and accountability system in New Mexico.

1. The New Mexico school support and accountability system should provide a paradigm shift in philosophy from a focus on identifying and labeling failure to a focus on providing support. This shift to more of a reciprocal accountability framework reinforces that schools, the community, and the state share a mutual responsibility for providing adequate opportunities for school quality and student success. The pathway to school improvement is through meaningful, differentiated support - rather than labels.
2. The New Mexico school support and accountability system should provide an opportunity for schools to share their story with their community, and the story of a school is much more than reporting test scores. Academic achievement is a valuable outcome of public school systems but the conditions for teaching and learning impact improved academic achievement. The system should address both conditions and outcomes when contemplating school support and improvement.
3. The New Mexico school support and accountability system should rest upon an assessment system that supports assessment for student learning. Guidelines provided by the US Department of Education for state applications under federal Every Student Succeeds Act (ESSA) open the door for new, innovative assessment practices. New Mexico should take advantage of this opportunity to build an assessment system with the primary purpose of informing teaching and learning.
4. The New Mexico school support and accountability system should expand information available to families, policy makers and the community to include disaggregated information on: college, career, and civic readiness, on-track for graduation indicators, and more comprehensive information on school climate. Each of these indicators should be a part of New Mexico's plan to comply with ESSA. The school support and accountability system should also provide information on opportunity to learn indicators such as a school's curriculum and instruction, educational resources, and school staff competency.

Our Story: The School Spotlight Dashboard

To provide a platform for the paradigm shift in philosophy from a focus on identifying and labeling failure to a focus on providing support, the New Mexico school support and accountability system should build a user-friendly and easy to navigate dashboard where students and families can easily access both basic and detailed information about the school. For instance, the landing page should contain information about the principal, how to contact the school and links to more in depth information about the school, including academic achievement, school quality and student success, and opportunity to learn indicators.





The heart of the dashboard should be a link to the school's story. This page would allow teachers and administrators to spotlight their school's successes as well as their school's challenges. This page would also identify the level of support a school receives in compliance with ESSA, as well as the demographics of the students and staff at the school.

A System that Supports Assessment for Student Learning

Since the implementation of the federal No Child Left Behind Act, New Mexico has utilized end-of-year summative assessments to assess students in third through eighth grade and high school. These tests were designed and implemented in response to federal accountability requirements, and the primary aim of these tests has been to identify the percentage of students who are proficient on state standards. In short, the primary purpose of these tests has been to meaningfully differentiate schools.

The tests that New Mexico has adopted have accomplished this purpose. However, the nature of these assessments have made it a challenge for educators to use the data to improve instruction. The assessments are given in spring, and data have not been available until after the end of the school year. This means that any data produced cannot be utilized by teachers to improve instruction until the *following* school year. To provide data to teachers to inform teaching in the current school year, school districts must select and pay for their own interim assessments that are typically given two to three times a year. These assessments vary in their alignment to standards, language accessibility, and overall quality.

However, guidelines provided by the U.S. Department of Education for state applications under ESSA open the door for new, innovative assessment practices. States are offered choices pertaining to the types of assessment systems they wish to deploy that are different from the traditional model described above. Specifically, states can choose to build assessment systems that will “be administered through multiple statewide interim assessments during the course of the academic year that result in a single summative score that provides valid, reliable, and transparent information on student achievement or growth.”

This option provides an opportunity to re-design as system that effectively balances assessment for improving teaching and learning and accountability for the first time.

Proposal

New Mexico should engage with school district and tribal representatives and linguistic and content experts to build a new, criterion-based assessment that would consist of a series of shorter, computer-adaptive interim assessments (given at the beginning, middle, and end of year) in English language arts and mathematics that yield a summative score for elementary, middle, and high school specifically tailored to the cultural and linguistic needs of students in New Mexico's schools.

This type of system:

- Would be designed to provide immediate, relevant information to teachers to inform current instructional practice and improve outcomes for students.
- Would identify opportunities for school support from school districts and the state.
- Would provide both growth and proficiency data across the learning continuum – elementary, middle and high school, allowing for the meaningful differentiation of schools.
- Would not require a separate, stand-alone test at the end of the school year.
- Would provide common data across districts.

New Mexico should consider applying for an Innovative Assessment grant from the U.S. Department of Education to facilitate this work, particularly in the arena of ensuring that these assessments effectively balance the measurement of student learning relative to the Common Core State Standards, being culturally and linguistically relevant to New Mexico’s diverse student population, and providing comprehensive information relevant for the demonstration of college- and career-readiness at the end of high school to assist in the funding of this work.

Opportunity To Learn

The opportunity to learn section of the school support and accountability system provides a comprehensive view of the context in which learning takes place. It asks us to consider whether or not each student in every school and school district in the state has equitable and adequate learning opportunities. This section embodies a significant paradigm shift away from decades of accountability measures focused exclusively on outputs with little to no attention on inputs. Opportunity to learn indicators create a balance between oversight and support with an emphasis on mutual responsibility between school districts and the state. Importantly, when the opportunity to learn indicators receive low scores, this triggers supports, not sanctions, from the state. Our goal is to ensure access for all students to high-quality resources, including appropriate instructional materials and well-supported and prepared teachers.

<p><u>Overarching Questions:</u></p> <ol style="list-style-type: none"> 1. Does the school have adequate resources? 2. Are resources distributed and used effectively? 3. Is there equitable educational access? 	<p><u>Input Categories on a School’s Dashboard:</u></p> <ol style="list-style-type: none"> 1. Curriculum and Instruction 2. Resources 3. School Staff Competency 4. School Environment
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Examples of Opportunity to Learn Standards

The following questions were paraphrased from *Opportunity to Learn Standards: Their Impact on Urban Students*, ERIC Clearinghouse on Urban Education New York NY.

- 1. Curriculum and Instruction: Does every student have access to curriculum that**
 - a. Meets the content standards for the subject?
 - b. Is logically integrated with other coursework?
 - c. Reflects the challenges of real-life problems?
 - d. Presents materials in a context that is relevant to them and appropriate to learning needs?
 - e. Is linguistically and culturally relevant?
 - f. Informs and provides “well-roundedness?”
- 2. Resources: Does every teacher have**
 - a. Adequate time to teach in depth?
 - b. The expertise, techniques, and support to teach meaningfully in a way that leads to mastery of course content and concepts?
 - c. Time and support to develop as a professional?
 - d. Access to supports for the well-being of themselves and the students?
 - e. Sufficient technology, textbooks, educational resources, and facilities?

3. **School Staff Competency: Does every student have access to teachers and support staff that**
 - a. Are fully licensed in the grade or subject they are assigned to teach?
 - b. Utilize diverse strategies and student engagement techniques?
 - c. Foster learning and demonstrate concern for students' well-being?
 - d. Continue to develop professionally?

4. **School Environment: Do the school district and school**
 - a. Expect staff and students to behave respectfully and caring toward each other and feel protected from potential violence?
 - b. Support and respect all staff and students?
 - c. Promote respect for diversity and protect student populations from discrimination?
 - d. Have enough physical space to accommodate all their students safely?
 - e. Have an adequate number of teachers, support staff, and classrooms?
 - f. Keep buildings clean, secure, and safe from hazards, in good repair, and equipped with adequate heating and cooling?
 - g. Have sufficient ancillary services and support staff to meet the needs of the students?

Expenditures funded with State and Local Funds	Number of FTE	Total School Expenditure	School-level per pupil spending	District-level per pupil spending
Teachers	139.40	\$5,878,226.52	\$2,324.33	\$2,760.59
Instructional Aides	23.90	\$244,435.60	\$96.65	\$291.16
Support Services Staff (for Pupils and for Instructional Staff)	18.10	\$761,758.20	\$301.21	\$381.72
School Administration Staff	6.00	\$355,481.63	\$140.56	\$182.94
Non-personnel expenditures		\$328,024.11	\$129.71	\$107.13
Total Personnel (Instructional, support services, and school administration)		\$7,239,901.95	\$2,862.75	\$3,616.40

Expenditures funded with Federal, State, and Local Funds	Number of FTE	Total School Expenditure	School-level per pupil spending	District-level per pupil spending
Teachers	139.40	\$6,124,429.09	\$2,421.68	\$2,922.08
Instructional Aides	24.90	\$255,071.40	\$100.86	\$311.40
Support Services Staff (for Pupils and for Instructional Staff)	22.10	\$898,599.03	\$355.32	\$424.00
School Administration Staff	7.00	\$425,101.86	\$168.09	\$195.68
Non-personnel expenditures		\$64,100.95	\$25.35	\$54.99
Total Personnel (Instructional, support services, and school administration)		\$7,703,201.38	\$3,045.95	\$3,853.16

School Information	Yes	No
Title I Classification	✓	
Special Education School	✓	
Magnet Program	✓	
Charter School	✓	
Alternative School	✓	
Offers Preschool	✓	
Offers Kindergarten	✓	
Offers Gifted/Talented Program	✓	
Offers AP Courses	✓	
Offers Dual Enrollment	✓	
Offers IB Diploma Programme	✓	
Offers Single-sex Classes	✓	
Offers Interscholastic Athletics	✓	
Justice Facility	✓	
All Students in Magnet Program	✓	

Staffing Characteristics	School	District
Total Teachers (FTE)	139.4	5,665.8
Total Counselors (FTE)	7.0	207.7
Teachers Meeting all State Licensing and Certification Requirements (FTE)	97.1%	95.3%
Teachers in 1st Year of Teaching (FTE)	11.3%	5.7%
Teachers in 2nd Year of Teaching (FTE)	4.5%	6.2%
Teachers Absent > 10 Days of the School Year (FTE)	73.7	2,679.1
Students to Teachers (FTE) Ratio	18.14 : 1	15.19 : 1
Teachers employed during current school year	116	4,951
Teachers employed during both the current and previous school years	128	5,530
Number of FTE sworn law enforcement officers	0.0	0.0
Number of FTE security guards	0.0	13.0
Number of FTE nurses	1.0	90.0
Number of FTE psychologists	0.0	0.0
Number of FTE social workers	3.0	89.6

Teacher Salary Expenditures	All Schools	School
Average Teacher Salary Expenditures	\$41,783.10	\$42,168.05

School Expenditures	School Amount	School Per Pupil
Personnel Salary Expenditures - Teachers	\$5,878,226.52	\$2,324.33
Personnel Salary Expenditures - Instructional Aides	\$244,435.60	\$96.65
Non-Personnel Expenditures	\$328,024.11	\$129.71

Information on:

- * Educational Resources
- * School Staff Competency
- * Curriculum and Instruction

School Quality and Student Success

Student success is broader than academic preparedness. It also means students are engaged in their learning and holistically well prepared for life after high school. School quality means four things:

First, school quality starts with the **caring and committed adults** who work in schools and who support children at home and in the community. These adults include parents and family members, teachers, school staff, and other community partners.

Second, school quality involves **communication and collaboration**. It means stakeholders who support children in a school community are regularly communicating in a culturally and linguistically appropriate manner and sharing

responsibility for helping all students succeed. It also means schools are highly responsive to students, families, and community partners, creating the conditions for trust and authentic relationship building.

Third, school quality means **high-quality curriculum and instruction**, with curriculum relevant to students’ lived experiences, modern facilities and technology, and a diverse set of opportunities available to students – in school and out of school – to help prepare them for college, career, and life.

Fourth, school quality means the **environment** in which children learn is safe, engaging, and fun. At the same time, this environment should be a safe and welcoming space for teachers, school staff, families, and other community partners.

Primary School Quality and Student Success Indicator: Chronic Absenteeism

Defined as the percentage of students missing 10 percent or more of the school year for any reason, including excused absences, unexcused absences, and out-of-school suspensions. This definition is research-informed and in line with the recommendations from the national organization Attendance Works.

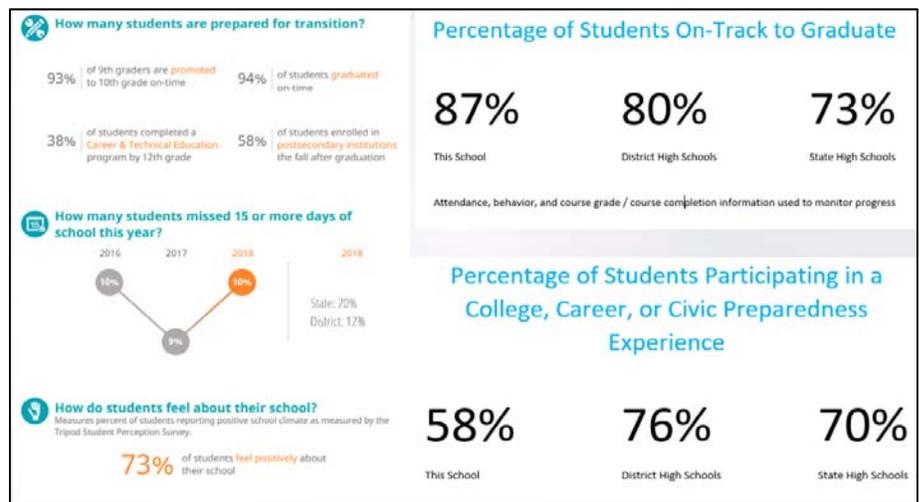
Other Considerations.

- This indicator meets all of the criteria under ESSA, including the ability to be disaggregated by ESSA subgroups. It is also already included in New Mexico’s ESSA state plan, though state law may need to be updated to provide guidance to districts and a framework for districts to regularly gather these data.
- Research has shown that chronic absence is linked to lower academic achievement and a reduced likelihood of graduation from high school. It is also an indirect measure of both student engagement and school quality.
- Focusing attention on this indicator will draw attention to the importance of school attendance as a predictor of academic achievement and graduation, while incentivizing schools to be more targeted in their approach to helping students show up to school and engage more deeply in their learning.

Secondary School Quality and Student Success Indicator: College, Career, and Civic Readiness

Sub-Indicator 1: “On-track” to Graduate.

Defined as the percentage of students who are on-track to graduate from high school. The workgroup recommends using a research-informed model of early warning indicators that includes attendance, behavior (or disciplinary referrals), and course grades or completion. The indicator should also be customized for each school level (elementary, middle, and high).



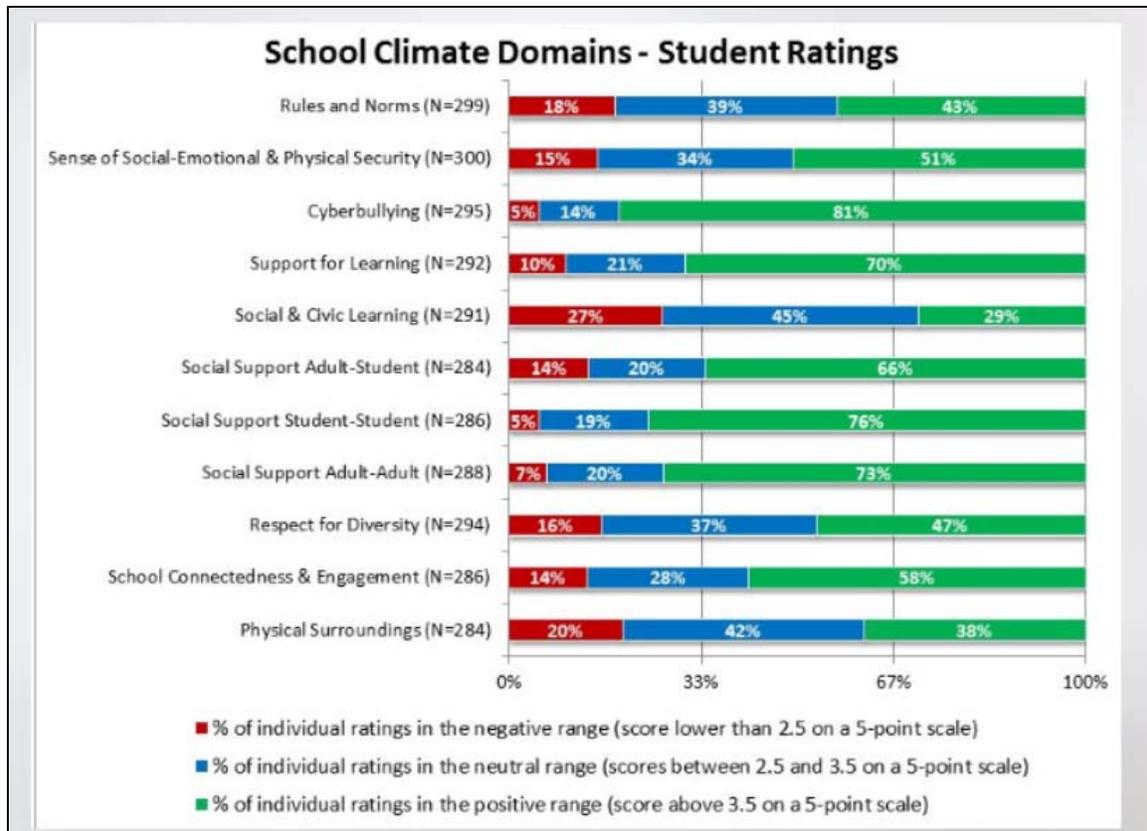
Sub-Indicator 2: Participation in a College, Career, and Civic Preparedness Experience.

Defined as the percentage of students who participate in at least one college, career, and civic experience per year. Relevant experiences are culturally and linguistically appropriate and help students build the knowledge, skills, and attitudes associated with college, career, and civic readiness. Examples include service learning, project-based learning, capstone projects, internships, and other community-based learning experiences.

Other Considerations. Although the workgroup would like to go beyond measuring participation to assessing actual skill development in these experiences, there is little evidence suggesting a suitable measurement instrument exists at this time. Instead, the workgroup recommends the development of a guiding framework, such as a profile of the graduate, which would be used by schools to ensure that the experiences they are creating for students are developing a broad range of knowledge, skills, and attitudes beyond academic achievement.

Tertiary School Quality and Student Success Indicator: School Climate and Responsiveness

Defined as the percentage of school stakeholders who report the school provides an appropriate climate for learning, as measured by the three domains of school climate recommended by the U.S. Department of Education: engagement, safety, and environment. School stakeholders include students, parents and families, teachers, school staff, and other community partners who are part of a school's immediate environment.



Other Considerations.

- The school quality and student success indicator is rooted in the principle that we need to value and promote student, parent, and family voice at every opportunity. Students should be part of the development of solutions when possible, and the state should strive to make decisions *with* students, not just for students. Likewise, family engagement is about effective two-way communication and collaboration that is authentic and culturally and linguistically appropriate.
- In designing surveys, the workgroup recommends the state explore options, such as the U.S. Department of Education's school climate pilot surveys, and adopt a single instrument that could be implemented statewide, provided that the chosen instrument is culturally and linguistically appropriate, and provides information that can be used for school improvement.
- Finally, the state should consider options for eliciting additional information from schools to describe how they are using the information gleaned from these surveys to improve student success and school quality. The workgroup envisions such information could be displayed on the school's dashboard to demonstrate whether schools are being responsive to their communities.

1 AN ACT
2 RELATING TO PUBLIC SCHOOLS; ENACTING THE SCHOOL SUPPORT AND
3 ACCOUNTABILITY ACT; REPEALING THE A-B-C-D-F SCHOOLS RATING
4 ACT.

5
6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

7 SECTION 1. A new section of the Public School Code is
8 enacted to read:

9 "SHORT TITLE.--This act may be cited as the "School
10 Support and Accountability Act"."

11 SECTION 2. A new section of the Public School Code is
12 enacted to read:

13 "DEFINITIONS.--As used in the School Support and
14 Accountability Act:

15 A. "adjusted cohort graduation rate" means the
16 graduation rate of first-time ninth grade students with a
17 diploma of excellence in a particular school year adjusted by
18 adding any students who transfer into the cohort after the
19 ninth grade and subtracting any students who transfer out,
20 emigrate to another country or die;

21 B. "chronic absenteeism" means the percentage of
22 students missing ten percent or more of the school year for
23 any reason, including excused absences, unexcused absences
24 and out-of-school suspensions;

25 C. "college, career and civic readiness" includes

SB 229
Page 1

1 the completion of a college-ready course of study; the
2 completion of a high-quality career technical education
3 program; the completion of advanced courses such as advanced
4 placement, international baccalaureate or dual credit; a seal
5 of bilingualism-biliteracy on the student's diploma of
6 excellence; demonstrating competency for college readiness or
7 career certification; or the completion of a work-based
8 learning experience; and for all students, includes the
9 completion of a service-based learning experience,
10 participation in a civic engagement experience or
11 participation in a college or career exploration experience;

12 D. "comprehensive support" means support for a
13 school that performs at or below the support identification
14 threshold, or has an adjusted cohort graduation rate of less
15 than sixty-six and two-thirds percent, or fails to exit
16 targeted support status after a number of years determined by
17 the department;

18 E. "educational climate" means the percentage of
19 school stakeholders who report that the school provides an
20 appropriate climate for learning in the domains of student
21 and staff engagement, social-emotional and physical safety
22 and a school environment conducive to teaching and learning;

23 F. "English language proficiency" means the
24 ability of students to use academic English to make and
25 communicate meaning in spoken and written contexts in an

1 assessment determined by the department;

2 G. "local school board" includes the governing
3 body of a charter school;

4 H. "more rigorous intervention" means an
5 intervention plan for a school that fails to exit
6 comprehensive support status after a number of years
7 determined by the department;

8 I. "on track to graduate" means data on each
9 individual student that show the student's graduation status
10 and potential predictors of dropout, such as student
11 attendance, behavior, grades and test scores;

12 J. "opportunity to learn standards" means a
13 comprehensive view of the context in which learning takes
14 place, including curriculum and instruction, educational
15 resources and school staff competency;

16 K. "school stakeholders" means students, parents,
17 other family members, teachers, school staff and community
18 partners who are part of a school's immediate environment;

19 L. "student growth" means a measure, either norm-
20 referenced to students with similar prior test scores or
21 criterion-referenced to a specific standard, of students'
22 academic progress within a specified time period;

23 M. "student proficiency" means a measure
24 demonstrating students' grade level mastery of the knowledge
25 and skills determined by the New Mexico standards-based

1 assessments;

2 N. "support identification threshold" means a
3 threshold set by the department using the metrics in the
4 school support and accountability system to identify the
5 lowest performing five percent of schools in the state
6 receiving Title 1 funds;

7 O. "system" means the school support and
8 accountability system;

9 P. "targeted support" means support for a school
10 in which at least one subgroup of students, but not the
11 entire school, performs at or below the support
12 identification threshold; and

13 Q. "traditional support" means a school that is
14 not designated for targeted support or comprehensive support
15 or has exited more rigorous intervention status by surpassing
16 the support identification threshold."

17 SECTION 3. A new section of the Public School Code is
18 enacted to read:

19 "SCHOOL SUPPORT AND ACCOUNTABILITY SYSTEM--CREATED--
20 ESTABLISHING A SCHOOL DASHBOARD--PRIORITIZING RESOURCES FOR
21 SCHOOLS RECEIVING ADDITIONAL SUPPORT.--

22 A. The "school support and accountability system"
23 is created in the department. The department, in
24 consultation with school districts, charter schools, school
25 personnel, tribal nations and the legislative education study

1 committee, shall promulgate rules to carry out the provisions
2 of the School Support and Accountability Act through the
3 system.

4 B. The system shall:

5 (1) differentiate Title 1 support to public
6 schools in the state using the metrics identified in
7 Paragraphs (2) and (3) of this subsection to assign, for each
8 public school, a designation of targeted support,
9 comprehensive support or more rigorous intervention to comply
10 with the federal Elementary and Secondary Education Act of
11 1965;

12 (2) include indicators of academic
13 achievement that shall be afforded substantial weight and, in
14 the aggregate, much greater weight than the indicators
15 described in Paragraph (3) of this subsection, including:

16 (a) student proficiency on the New
17 Mexico standards-based assessments pursuant to Subsection B
18 of Section 22-2C-4 NMSA 1978;

19 (b) student growth, which will comprise
20 a substantial part of the weighting of academic achievement
21 indicators both for all students at the public school and
22 disaggregated by quartile on the New Mexico standards-based
23 assessments;

24 (c) progress of English language
25 learners toward English language proficiency as measured by

1 an assessment determined by the department; and

2 (d) for high schools, the four-year,
3 five-year and six-year adjusted cohort graduation rates; and

4 (3) include indicators of school quality and
5 student success that are valid, reliable, comparable and
6 statewide, including:

7 (a) chronic absenteeism;

8 (b) college, career and civic
9 readiness; and

10 (c) the educational climate of the
11 school.

12 C. The department shall include in the system
13 student data disaggregated by each major racial and ethnic
14 group, economically disadvantaged students, English learner
15 status, children with disabilities, gender and migrant
16 status; provided that ethnicity and race shall be reported
17 using the following categories:

18 (1) Caucasian, non-Hispanic;

19 (2) Hispanic;

20 (3) African American;

21 (4) American Indian or Alaska Native;

22 (5) Native Hawaiian or other Pacific
23 Islander;

24 (6) Asian;

25 (7) two or more races; and

1 (8) other; provided that if the sample of
2 students in any category enumerated in Paragraphs (1) through
3 (7) of this subsection is so small that a student in the
4 sample may be personally identifiable in violation of the
5 federal Family Educational Rights and Privacy Act of 1974,
6 the report may combine that sample into the "other" category.

7 D. The department shall provide the technological
8 platform for a dashboard for each public school. The
9 dashboard shall provide school and student information to
10 school stakeholders and policymakers in a transparent manner,
11 including the following indicators:

12 (1) the results of each indicator included
13 in Paragraphs (2) and (3) of Subsection B and in Subsection C
14 of this section;

15 (2) designations of school quality and
16 student success for any school meeting a specific standard
17 set by the department for any indicator included in
18 Paragraphs (2) and (3) of Subsection B of this section;

19 (3) designations of excellence for any
20 school scoring in the ninetieth percentile for any indicator
21 included in Paragraphs (2) and (3) of Subsection B of this
22 section;

23 (4) designations of school quality and
24 student success for any school meeting a specific standard
25 set by the department for American Indian or Hispanic

1 students for any indicator included in Paragraphs (2) and (3)
2 of Subsection B of this section;

3 (5) designations of excellence for any
4 school scoring in the ninetieth percentile for American
5 Indian or Hispanic students for any indicator included in
6 Paragraphs (2) and (3) of Subsection B of this section;

7 (6) the designation of support for schools
8 that meet the criteria for traditional support, targeted
9 support, comprehensive support or more rigorous intervention;

10 (7) the demographics of the students and
11 staff of the school; and

12 (8) indicators of opportunity to learn
13 standards, including:

14 (a) a survey of relevant and engaging
15 curriculum and instruction;

16 (b) educational resources, including
17 total school-level expenditures and total instructional
18 expenditures per student; and

19 (c) qualified and competent school
20 staff, including the percentage of teachers with three or
21 more years of experience, the percentage of teachers who are
22 fully licensed and endorsed in the field they teach, the
23 types of degrees held by staff, information from the highly
24 objective, uniform state standards of evaluation for teachers
25 and the percentage of national board-certified teachers.

1 E. The dashboard shall include each school's
2 mission, vision and goals and provide for optional comments
3 from the local school board about the strengths,
4 opportunities for improvement and programmatic offerings
5 corresponding to any of the reported indicators in the
6 dashboard. For local school boards that do not provide this
7 information, the department shall populate this section of
8 the dashboard with information from the public school's
9 educational plan for student success.

10 F. The department shall ensure that a local school
11 board prioritizes the resources of a public school that has
12 received a designation of targeted support, comprehensive
13 support or more rigorous intervention toward improving
14 student performance using evidence-based programs and a
15 continuous improvement plan based on the indicators in
16 Paragraphs (2) and (3) of Subsection B of this section
17 identified through a school-level needs assessment until the
18 public school no longer holds that designation."

19 SECTION 4. REPEAL.--Sections 22-2E-1 through 22-2E-4
20 NMSA 1978 (being Laws 2011, Chapter 10, Sections 1 through 4,
21 as amended) are repealed.

22 SECTION 5. APPLICABILITY.--This act applies to the
23 2019-2020 and succeeding school years. _____