

ALTERNATE DEMONSTRATION OF COMPETENCY FOR HIGH SCHOOL STUDENTS AND THE EVERY STUDENT SUCCEEDS ACT

AGENCY: The College Board

DATE: October 14, 2016

PURPOSE OF HEARING: To provide information on alternate demonstration of competency for high school students and the Every Student Succeeds Act (ESSA).

WITNESS: Michele Cruz Arnold, Executive Director of State Government Relations, College Board; Julia Fox, Director of K-12 Policy, College Board

PREPARED BY: Marit Rogne

EXPECTED OUTCOME: Increased understanding of alternate demonstration of competency requirements for high school graduation and changes under ESSA.

Prior to pursuing an alternate demonstration of competency, students in the 2017 cohort must make the following number of attempts:

Mathematics: PARCC a minimum of two times*

English Language Arts: PARCC a minimum of two times

Science: SBA Science two times

Social Studies: One state-developed end of course exam one time

**Note on Integrated Mathematics II and III exams:* Because Integrated II and III exams are not available for retests in the fall, students needing to demonstrate competency in these areas are permitted to progress directly to alternative demonstration of competency.

New Mexico's high school graduation rate is among the lowest in the country. The Public Education Department (PED) reported a statewide four-year cohort graduation rate of 68.6 percent for 2015, well below the 82.3 percent national average. This brief addresses three key elements of high school graduation: high school graduation requirements, alternate demonstration of competency for high school graduation, and assessment changes under the federal Every Student Succeeds Act (ESSA).

High School Graduation Requirements. Students must successfully complete required coursework and demonstrate competency on standardized assessments to graduate from high school. Since the 2009-2010 school year, students must also take at least one advanced placement, dual-credit, distance learning, or online course to graduate. High school students must demonstrate competency on statewide standards-based assessments in mathematics, reading and language arts, writing, social studies, and science to receive a New Mexico diploma of excellence. There are three primary methods for students to demonstrate competency in these five subject areas: the standard option, the career option, and the ability option. A complete list of required assessments and passing scores for each graduation option can be found on Attachment 1. The career and ability pathways are only available to certain students based on their individualized education programs (IEPs). Students are allowed multiple attempts to demonstrate competency for each subject area. Students who are unable to achieve a passing score after exhausting the allowable attempts may meet the graduation requirement through an alternate demonstration of competency. If students do not demonstrate competency, they will receive a certificate of completion indicating the number of credits earned and grade level completed. Students have five years after they exit the school system to demonstrate competency and receive a New Mexico diploma of excellence.

Students have been required to demonstrate competency to graduate since at least 1986, though the rigor of the high school competency assessment was fairly low as it only tested skills at the eighth grade level. In 2011, PED began using the Standards Based Assessment (SBA) for competency purposes and currently also uses the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment to determine competency, eliminating the need of the duplicative New Mexico high school competency exam. Also in 2011, pathways for students to demonstrate competency through alternative means were established, providing added flexibility.

PED issued multiple memos beginning in August 2012 to clarify the new requirements. However, several superintendents found the memos confusing, and requested LESC hold a hearing on the topic. The hearing in November 2013 included testimony from the New Mexico Coalition of Educational Leaders, the New Mexico School Superintendents' Association, PED, and a high school senior with uncertain graduation status.

LESC-endorsed legislation passed in 2011 permitting students in the 2011-2012 school year to graduate without demonstrating competency on standard-based assessments required by Subsection N of 22-13-1.1 NMSA 1978. As a result, the requirement did not go into effect until the 2012-2013 school year.

PARCC Performance Levels

- **Level 1:** Did not yet meet expectations
- **Level 2:** Partially met expectations
- **Level 3:** Approached expectations
- **Level 4:** Met expectations
- **Level 5:** Exceeded expectations

Students must demonstrate competency on the PARCC assessment in mathematics, reading, and writing to meet graduation requirements through the standard option. However, the level 3 score required to demonstrate competency for graduation purposes is lower than the level 4 score required to demonstrate proficiency on the PARCC assessment.

The testimony raised several concerns. Although most welcomed the flexibility, many were confused by the process. An informal survey by school superintendents found that just over 50 percent of high school seniors were uncertain about their graduation status. One superintendent testified some seniors were considering dropping out or taking the General Educational Development (GED) tests. Some expressed concern the cut scores for college- and career-readiness assessments were too high. Testimony also revealed confusion and lack of knowledge at school districts of options to demonstrate competency through alternative means.

Alternate Demonstration of Competency. Students who are unable to achieve proficiency through the state’s standard assessment option are required to demonstrate competency through college- and career-readiness assessments, state-developed end of course (EoC) exams, school-based projects established at the local level, or through a combination of these options.

College and Career Readiness Assessments. There are a number of college- and career-readiness assessments PED allows to be used to demonstrate competency for graduation purposes. PED established a minimum score that must be achieved to demonstrate competency for each assessment. Not all tests can be used for all subject areas. For example, the ACT does not fulfill the social studies requirement. A complete list of assessments and the minimum required score to pass can be found on Attachment 2.

The majority of college and career readiness assessments accepted by PED for alternate demonstration of competency for graduation purposes are developed by the College Board, such as the SAT. A new version of the SAT was released in March 2016. The new SAT still has reading, writing and language, and math components, but the essay portion is now optional. Scoring has also changed. There is now a scale ranging from 400 to 1,600 instead of the old scale ranging from 600 to 2,400. As a result, PED recently reset the minimum required scores to meet alternate demonstration of competency requirements.

End of Course (EoC) Exams. EoC exams are standardized course-based assessments developed by teachers selected by PED. The EoC process is undergoing several changes. In response to feedback from stakeholders regarding challenges with the implementation and quality of EoCs, an EoC Advisory Committee was formed in June 2016. A memo from PED listing advisory committee members can be found on Attachment 3. The educational leaders serving on the EoC Advisory Committee are working with PED to resolve EoC issues such as question development and alignment, scoring, and assessment delivery. PED also announced several improvements in September 2016, such as a new digital assessment delivery system and the release of practice questions. PED is also recruiting New Mexico educators to write and review exam items for the 2017-2018 school year.

State-developed EoC Exams

If a student fails to achieve proficiency on the primary demonstration of competency, one way the student may demonstrate competency is by passing an EoC examination. Students may retake EoCs a specific number of times per subject to meet graduation competencies, as shown in the table below. The table only reflects the number of allowable retests for students on the standard and career options because students on the ability option do not take EoC tests. The ability option is for special education students with the most severe cognitive disabilities, and these students take the New Mexico Alternate Performance Assessment.

Number of Allowable Retests for EoC Exams

Subject	Standard Option	Career Option
Mathematics	2	3
Reading	2	3
Writing	3	4
Science	2	3
Social Studies	3	4

Source: PED

There are currently 24 EoC assessments that may be used to demonstrate competency for graduation purposes. There are at least three EoC assessments for each of the five academic areas in which students must demonstrate competency. Each EoC has a different passing score to meet graduation requirements. A complete list of assessments and the minimum passing score can be found on Attachment 4.

Local-Level Alternate Demonstration of Competency.

Demonstration of competency through alternative means may be accomplished in a variety of ways at the local level. Once students have exhausted the attempt requirement for the state assessment students can achieve competency through school-based projects such as portfolios, research papers, works of art, or community-based projects. Student work must be submitted to school authorities electronically, use uniform templates, and follow procedures established by PED as required by 6.19.7 NMAC. It is the responsibility of local school authorities to establish procedures, including whether the alternate demonstration of competency is complete and measurable, addresses appropriate academic content standards, and adequately shows competency. It is the responsibility of the school district to store electronic documentation of alternate demonstrations of competency for five years. PED does not maintain a list of school districts that have utilized the local alternate demonstration of competency options. Currently, school districts and charter schools are not required to obtain PED approval of locally-developed alternate demonstration of competency.

Aztec Municipal Schools and Hobbs Public Schools are examples of school districts that have established local-level alternate demonstration of competency procedures. Both school districts have developed frameworks for alternate demonstration of competency via district approved portfolios. A graduation review committee of stakeholders evaluates a student’s portfolio indicators in the five subject areas. The committee must describe how each competency was met and individually determine if the student has demonstrated competency in each area. Aztec Municipal School District’s framework can be found as an example on Attachment 5.

The Federal Every Student Succeeds Act (ESSA).

Research indicates evidence-based college and career instructional programs can reduce student dropouts. ESSA provides opportunities to develop rigorous college and career oriented high schools through increased assessment flexibility. New Mexico has the opportunity to change or continue its current system of assessment under ESSA, including the use of advanced placement exams within the accountability framework. However, changes to federal funding require New Mexico to act to maintain funding to pay for low-income students’ advanced placement exams.

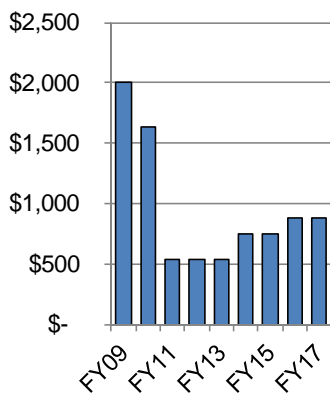
Although ESSA maintains many of the testing requirements of the No Child Left Behind Act (NCLB), it provides increased flexibility

Approval Requirements

If school districts or charter schools decide to choose a nationally recognized assessment for their school district or state-chartered charter school, ESSA requires the state to review and approve the selection to ensure the assessment meets ESSA's requirements. To receive approval, a locally selected assessment must:

- Provide equivalent content coverage, difficulty, and quality to state-selected assessments;
- Align to state standards;
- Provide comparable and valid academic achievement data, for all students and subgroups;
- Express results in terms aligned with the state's achievement standards;
- Meet ESSA's technical criteria for assessments;
- Produce reliable and consistent differentiation between and among schools in the state.

State Appropriations for Advanced Placement (in thousands)



Source: LESC Files

around the type of assessments states and school districts may use. ESSA includes provisions that allow school districts and charter schools to administer nationally recognized assessments of their choice, such as the SAT or ACT, instead of state-determined assessments. If a school district or charter school wants to pursue this option, they must submit their selection to PED for approval. District-selected assessments must meet a list of requirements under ESSA to obtain approval.

ESSA also provides flexibility around assessment selection and approval. Either PED can provide a list of approved alternate assessments or schools can submit assessments for review. PED is required to submit proposed alternate assessments to the U.S. Department of Education (ED) for federal peer review before approval. Once an assessment is approved, the test may be used by any other in-state school district or charter school that would like to use it. Schools are required to notify parents of high school students of both their request for a replacement assessment as well as the assessment in use at the beginning of each school year.

Computer-Adaptive Assessments. In contrast to NCLB, states are allowed to use computer-adaptive assessments under ESSA. Previously, computer-adaptive assessments were only allowed under federal waivers and approval by ED. Computer-adaptive assessments are different from traditional assessments in that they adjust the difficulty of questions based on individual student performance. This means that even though the same test may be administered to all students in each grade, different students will encounter different test questions of varying difficulty depending on individual proficiency.

Federal Funding. Changes under ESSA impact federal funding to states to supplement the cost of advanced placement (AP) exam fees for low-income students. New Mexico previously received funding through the federal AP Test Fee Program, which expired after the 2015-2016 school year. However, funding to cover all or part of the cost of exam fees for low-income students is now available under Part A of Title IV along with other student support and academic enrichment grants. Additional funding for AP is also available under Title I and Title II for direct student services, exam reimbursement, and professional development for AP teachers.

Since the AP Test Fee Program expired prior to full ESSA implementation in the 2017-2018 school year, New Mexico will need to use one year of federal funding to cover two years of AP exam fees. Congress included a special rule under Title IV to allow states and school districts to use funds from FY17 to cover exam fees for both 2016-2017 and 2017-2018 school years. New Mexico must create a plan to ensure funding is available for low-income student exam fees for both school years.

Conclusion. It is essential that high school graduation requirements are relevant and reflective of college and career ready expectations for

Innovation Lab Network States

- Maine
- New Hampshire
- Vermont
- Virginia
- West Virginia
- Kentucky
- Ohio
- Iowa
- Wisconsin
- Colorado
- California
- Oregon

students. New Mexico can leverage ESSA to change high school graduation assessment requirements or continue with the current system. Regardless, stakeholders must be aware of all options to demonstrate competency for graduation purposes. One way to address this issue is to make requirements more meaningful to students, for example, by allowing students to take a college entrance exam to demonstrate competency. The SAT is already administered as the federal high school accountability assessment in six states. Although this is allowed by the current system, students must first exhaust the allowable attempts of the traditional demonstration of competency.

There are many ways to leverage ESSA's flexibility. A group of 12 states are working with the Innovation Lab Network to rethink and redesign not only assessment and accountability, but the very definition of what it means for a student to be college and career ready. ESSA also provides an opportunity for seven states to be part of an innovative assessment pilot. Pilot states can use performance-based or competency-based assessments, use local tests in lieu of the state exam, use portfolios or several interim tests rather than a single summative tests, among other options. ESSA provides an opportunity for New Mexico to implement an assessment and accountability system that best serves New Mexicans.

STANDARD OPTION

Students using this graduation option must meet state-established passing scores for all regular assessments. Students with Individualized Education Programs (IEPs) or Section 504 Plans and English language learners (ELLs) may use approved accommodations on these assessments to assist them in accessing the content of the tests.

MATHEMATICS

- PARCC Algebra II with at least a score of 725 (Performance Level 3)
or
- PARCC Geometry with at least a score of 725 (Performance Level 3)
or
- PARCC Integrated Mathematics II with at least a score of 725 (Performance Level 3)
or
- PARCC Integrated Mathematics III with at least a score of 725 (Performance Level 3)

Note on Integrated Mathematics II and III exams: Because Integrated Mathematics II and III exams are not available for retests in the fall, students needing to demonstrate competency in these areas are permitted to progress directly to an ADC.

READING

- PARCC ELA Grade 11 with at least a score of 725 (Performance Level 3)
or
- PARCC ELA Grade 11 Reading subscore of at least 42 (See note on page 2.)

WRITING

- PARCC ELA Grade 11 with at least a score of 725 (Performance Level 3)
or
- PARCC ELA Grade 11 Writing subscore of at least 31

Note on ELA Grade 11 Reading and Writing subscores: Students failing to meet the passing score for PARCC ELA Grade 11 may still have met the passing score for a single component: reading *or* writing. If the student achieved a passing score in only one component, he or she may attempt to satisfy the other component by retesting with PARCC ELA Grade 11.

SCIENCE

- SBA Science Grade 11 with at least a score of 1138

SOCIAL STUDIES

- One state-developed Social Studies EOC exam with the state-established passing score

CAREER OPTION

Certain students with disabilities have alternate high school graduation options outlined in their IEPs. Students following the career option take similar assessments as those in the standard option, but their IEP teams may set passing scores for all assessments. Students using this option may retake the SBA in science and PARCC graduation assessments in fall 2016.

MATHEMATICS

- PARCC Algebra I, Geometry, or Algebra II with individualized passing scores
or
- PARCC Integrated Mathematics I, II, or III with individualized passing scores

READING

- PARCC ELA Grade 11 with individualized passing scores
or
- PARCC ELA Grade 11 Reading with individualized subscores

WRITING

- PARCC ELA Grade 11 with individualized passing scores
or
- One writing EoC with individualized passing scores
or
- PARCC ELA Grade 11 Writing with individualized subscores

SCIENCE

- SBA Science Grade 11 with individualized passing scores

SOCIAL STUDIES

- One state-developed Social Studies EoC with individualized passing scores

ABILITY OPTION

The ability option for graduation is available for students with severe cognitive impairments that affect the student in multiple settings (school, home, and community). As determined by the IEP team, students on the ability option take the alternate state assessments in the five required subjects. The Alternate Assessment for ELA, mathematics, science, and social studies is the New Mexico Alternate Assessment (NMAPA). IEP teams may set appropriate passing scores for students under this graduation option according to state statute and rule.

MATHEMATICS

- NMAPA Mathematics with 1240 or with individualized passing scores

READING

- NMAPA Reading with 1240 or with individualized passing scores

WRITING

- NMAPA Writing (Spring 2017) with 1240 or with individualized passing scores

Note on NMAPA Writing: Because Writing was not scored in spring 2015 or spring 2016, a student may proceed directly to an ADC for writing.

SCIENCE

- NMAPA Science with 501 or with individualized passing scores

SOCIAL STUDIES

- NMAPA Social Studies with 501 or with individualized passing scores.

Students pursuing the ability option who do not meet the established cut scores or their individualized passing scores on the primary demonstration of competency may use a local ADC after attempting an alternate state assessment twice per subject area.

ATTACHMENT 2

COLLEGE AND CAREER READINESS (CCR) ASSESSMENTS FOR ADC

A number of assessments that measure college entrance or career readiness can also be used by students to demonstrate competency. Table 3 provides the exams that may be used for ADC by students in the 2017 cohort and specifies the corresponding subject area competency. (These exams and passing scores also apply to the 2013, 2014, 2015, and 2016 cohorts.)

ACCUPLACER	Competency	Minimum Required Score
College-Level Mathematics	Mathematics	50
Elementary Algebra	Mathematics	80
Reading Comprehension	Reading	82
Sentence Skills	Writing	83
WritePlacer	Writing	6

ACT	Competency	Minimum Required Score
Mathematics	Mathematics	22
English Composition	Writing	18
Reading	Reading	22
Science	Science	23

ACT ASPIRE – 10 th grade	Competency	Minimum Required Score
Mathematics	Mathematics	432
English	Reading and Writing	428
Reading	Reading	428
Writing	Writing	428
Science	Science	432

ACT PLAN*	Competency	Minimum Required Score
Mathematics	Mathematics	19
English	Writing	15
Reading	Reading	18
Science	Science	20

ADVANCED PLACEMENT (AP)	Competency	Minimum Required Score
Calculus AB	Mathematics	3
Calculus BC	Mathematics	3
Statistics	Mathematics	3
English Language and Composition	Reading and Writing	3
English Literature and Composition	Reading and Writing	3
Biology	Science	3
Chemistry	Science	3
Computer Science A	Science	3
Environmental Science	Science	3
Physics B	Science	3
Physics C: Electricity and Magnetism	Science	3
Physics C: Mechanics	Science	3

ADVANCED PLACEMENT (AP)	Competency	Minimum Required Score
Art History	Social Studies	3
European History	Social Studies	3
Government and Politics: Comparative	Social Studies	3
Government and Politics: United States	Social Studies	3
Human Geography	Social Studies	3
Macroeconomics	Social Studies	3
Microeconomics	Social Studies	3
Psychology	Social Studies	3
United States History	Social Studies	3
World History	Social Studies	3

COMPASS	Competency	Minimum Required Score
Mathematics	Mathematics	52
Reading	Reading	88
Writing Essay (Scale 2-12)	Writing	9
Writing Essay (Scale 2-8)	Writing	7
Writing Skills	Writing	77

INTERNATIONAL BACCALAUREATE (IB)	Competency	Minimum Required Score
Mathematics	Mathematics	4
Experimental Sciences	Science	4
Individuals and Society	Social Studies	4
IB Diploma	All Subjects	24

PSAT – Before November 2015	Competency	Minimum Required Score
Mathematics	Mathematics	47
Critical Reading	Reading	45
Writing	Writing	45

PSAT/NMSQT- After November 2015	Competency	Minimum Required Score
Mathematics	Mathematics	480
Evidence Based Reading & Writing	Reading & Writing	430

SAT – Before March 2016	Competency	Minimum Required Score
Mathematics	Mathematics	500
Critical Reading	Reading	500
Writing	Writing	500

SAT/NEW – After March 2016	Competency	Minimum Required Score
Mathematics	Mathematics	530
Reading & Writing	Reading & Writing	480

SAT SUBJECT AREA TESTS	Competency	Minimum Required Score
Mathematics Level 1	Mathematics	587
Mathematics Level 2	Mathematics	647
Literature	Reading	574
Chemistry	Science	642
Ecological Biology	Science	593
Molecular Biology	Science	624
Physics	Science	632
U.S. History	Social Studies	610
World History	Social Studies	589

SAM AND STATE-SUPPORTED SCHOOLS: ADDITIONAL CCR ASSESSMENTS FOR ADC

In addition, students at schools that qualify for the Supplemental Accountability Model (SAM) or at state-supported schools may also use the following assessments for ADC.

ACT WORKKEYS	Competency	Minimum Required Score
Applied Mathematics	Mathematics	5
Listening for Understanding	Reading	4
Reading for Information	Reading	5
Business Writing	Writing	3
Applied Technology	Science	3
Teamwork	Social Studies	4

TABE 9&10 (Complete Battery Subtests)	Competency	Minimum Required Score
Mathematics	Mathematics	506
Reading	Reading	518

Source: PED



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HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

June 30, 2016

MEMORANDUM

TO: Superintendents and Charter School Leaders

FROM: Matt Montaña, Director of Educator Quality (signature on file)

RE: End of Course Assessment Updates

Thank you for your continued feedback, concerns and suggestions regarding the End of Course (EoC) assessments. The PED has received valued communication from superintendents, charter school directors, principals, and teachers regarding the challenges districts and state charters encounter with the administration and quality of EoCs. This memo serves as response to the feedback and includes the proactive measures the PED is taking to make improvements in the development and quality of EoCs in time for the fall of 2016 administration.

In order to ensure that the EoC improvement and development process is organized and lead by educational leaders from New Mexico, an EoC Advisory Committee was formed. The following educators, analysts, researchers, district leaders, and leaders in the fields of assessment and instruction have agreed to serve on the committee:

<u>Andrea Fletcher</u> Chief Academic Officer Las Cruces Public Schools	<u>Janet Hunter</u> Director of Secondary Curriculum and Instruction Farmington Municipal Schools
<u>Happy Miller, Ph.D.</u> Executive Director, Research, Assessment, Data & Accountability Rio Rancho Public Schools	<u>Cindy Martin</u> Deputy Superintendent of Instruction Clovis Municipal Schools

<u>Christian G. Northrup, Ph.D.</u> Assistant Superintendent of Assessment, Accountability, and Technology Roswell Independent School District	<u>Suchint Sarangarm, Ph.D.</u> Assistant Supt. for Data Analysis Hobbs Municipal Schools
<u>Arsenio Romero, Ph.D.</u> Assistant Superintendent for Instruction Roswell Independent School District	

The following improvements are currently in process: PED is building a customized online delivery system (Blackboard[®] will no longer be used), and creating stricter security measures around paper-based EoCs. The PED is also committed to resolving EoC issues related to:

- item development
- content & depth of knowledge (DoK) alignment
- scoring and reporting of items

In the near future, we will need New Mexico teacher committees focusing on writing items and conducting item reviews. If you would like to nominate knowledgeable teachers with experience to be part of this important work, please use this survey: https://www.surveymonkey.com/r/EoC_Nomination. Teachers may nominate themselves.

The PED is committed to continue developing and improving EoCs in partnership with New Mexico educators. If you have questions and/or comments regarding this memo, please contact Mark Curran, Education Administrator in the Effective Teachers and School Leaders Bureau, at mark.curran@state.nm.us.

MM/lv

cc: Sam Shumway, Chief of Staff
Daniel Hill, General Counsel
Christopher Ruskowski, Deputy Secretary for Policy and Program
Lisa Chandler, Director of Assessment and Accountability
John Kraman, Chief Information Officer, Information and Technology



2016-17 NMPED End-of Course Assessments

High School EOCs Available for Alternate Demonstration of Competency/Graduation Requirements

Content Area	EoC	Number of Items*	Possible Maximum Score	Passing Score	Supplemental Materials in addition to blank sheet of paper	Test Format*
Reading	English III: Reading	24	24	14	None	MC
	Spanish III: Reading	30	30	14	None	MC
	English IV: Reading	24	24	15	None	MC
Writing	English III: Writing	17	36	24	None	MC + Essay
	Spanish III: Writing	10	34	15	None	MC + Essay
	English IV: Writing	22	41	26	None	MC + Essay
Mathematics	Algebra I	37	37	18	PARCC HS Ref. Sheet, Calculator	MC
	Algebra II	26	26	14	PARCC HS Ref. Sheet, Calculator	MC
	Integrated Math III	36	36	17	PARCC HS Ref. Sheet, Calculator	MC
	Mathematics ADC	32	32	16	PARCC HS Ref. Sheet, Calculator	MC
	Geometry	36	36	18	PARCC/PED HS Ref. Sheet, Calculator	MC
	Pre-Calculus	30	30	16	PARCC/PED HS Ref. Sheet Calculator	MC
	Financial Literacy	29	29	12	Calculator	MC
Science	Biology	50	50	27	None	MC
	Chemistry	50	50	24	PED Periodic Table, Calculator	MC
	Physical Science	50	50	29	PED Periodic Table, Calculator	MC
	Physics	50	50	24	Calculator	MC
	Environmental Science	54	54	26	None	MC
	Anatomy and Physiology	55	55	26	None	MC
Social Studies	U.S. History	62	62	31	None	MC
	U.S. Government	50	50	24	None	MC
	Economics	44	44	23	None	MC
	N. M. History	44	44	18	None	MC
	World History and Geography	45	45	25	None	MC

*During the 2016-17 school year, forms on the New Mexico Assessment Platform may include 1-3 Technology Enhanced Items (TEI) for the purpose of field testing. Result of TEI items will NOT be calculated into student results or Educator Effectiveness System.
 ** At the request of the EOC Advisory Committee and due to difficulties districts reported with scoring and staffing for Performance Based Assessments, forms were modified to remove PBA items for the 2016-17 operational year.
 *** EOCs for Math 6, 7, 8 and Science Grade 7 are not required, as data from PARCC and SBA is used for accountability purposes.

Aztec Municipal School District
Graduation and Demonstration of Competency Framework
2016-2017

Demonstration of Competency:

FIRST, STUDENTS ***MUST*** SUCCESSFULLY COMPLETE A MINIMUM OF TWENTY FOUR (24) CREDITS ALIGNED TO THE STATE ACADEMIC CONTENT AND PERFORMANCE STANDARDS INCLUDING THE FOLLOWING:

24 units to include:

- 4 units English
- 4 units math (one unit = or > than algebra 2)
- 3 units science (2 w/lab)
- 3.5 units social science, including United States history and geography, world history and geography, and government and economics, and .5 unit New Mexico history
- 1 unit physical education
- 1 unit career cluster, workplace readiness or language other than English
- 7.5 units electives

**One of the above CREDITS must be earned in one of the following: advanced placement course; honors course, a dual credit course or a distance learning course.

To graduate, a student must meet the cut score for New Mexico High School Graduation Assessment or use a portfolio alternate demonstration of competency.

SECOND, STUDENTS MUST DEMONSTRATE COMPETENCY IN THE AREAS OF READING, WRITING, MATH, SCIENCE, AND SOCIAL STUDIES USING ***ONE*** OF THE METHODS BELOW:

- *via PARCC and SBA (Science) Assessments/EOC -Refer to the current PED ADC Manual (found here: http://www.ped.state.nm.us/ped/PEDDocs/2016-2017_ADC_%20Manual_FINAL%209-1-16.pdf) for primary demonstration of competency for standard option, career option and ability option and test attempt requirement.*
- *via Alternate Demonstration of Competency—Refer to the Current State-Approved ADC Manual*
- *via Alternate Demonstration of Competency— District Approved Portfolio*

A Graduation Review Committee will be established consisting of:

- High School Principal or Designee
- Senior Counselor
- Teacher Representatives
- District Level Administrator

- Director of Special Education as applicable

For any student who has successfully **completed the required 24 credits and who has used all opportunities provided in the NMPED plan** to demonstrate competency, but has not been able to demonstrate competency by meeting the NMPED required criteria, the Graduation Review Committee will examine a portfolio including all of the listed indicators in order to make a determination of whether or not the student has demonstrated competency in a district approved alternate manner. If the committee determines that the student has met competency, the student will be awarded a Diploma of Excellence. A student with an IEP is entitled to receive any modifications, variations, waivers, or accommodations described in the student’s IEP while demonstrating competency.

Transfer students must demonstrate competency in math and reading.

Students may not attempt any demonstration of competency more than once per month.

Students who believe they have demonstrated competency by another method than those offered may appeal to the Superintendent or Designee and shall be deemed to have met competency in that area if the appeal is successful.

Students shall have the opportunity to demonstrate competency for five years after they exit school in order to receive a New Mexico Diploma of Excellence.

Portfolio Indicators

Student Essay / Application for Alternate Demonstration of Competency
Essay should contain an explanation of need for ADC, an appeal for ADC and a narrative of future plans. While writing proficiency must be demonstrated in another way, this essay should demonstrate competency as well.

Reading	Math	Writing	Science	Social Studies
Passing scores on final exams in a Junior or Senior English course including an approved Distance Learning/Online Course	Passing scores on final exams in a Junior or Senior Math course including an approved Distance Learning/Online Course	Passing scores on final exams in a Junior or Senior English course including an approved Distance Learning/Online Course	Passing scores on final exams in a Junior or Senior Science course including an approved Distance Learning/Online Course	Passing scores on final exams in a Junior or Senior Social Studies course including an approved Distance Learning/Online Course
Performance on the PARCC which is within a reasonable range 3-5% of the cut scores established by PED	Performance on the PARCC which is within a reasonable range 3-5% of the cut scores established by PED	Performance on the PARCC which is within a reasonable range 3-5% of the cut scores established by PED	Performance on the SBA which is within a reasonable range 3-5% of the cut scores established by PED	
Attendance throughout the student’s high school career	Attendance throughout the student’s high school career	Attendance throughout the student’s high school career	Attendance throughout the student’s high school career	Attendance throughout the student’s high school career
Scores from a college placement exam	Scores from a college placement exam	Scores from a college placement exam	Scores from a college placement exam	Scores from a college placement exam
Acceptance to a 4year institute of higher learning, or an accredited 2 year post- secondary educational institute or the US Military	Acceptance to a 4year institute of higher learning, or an accredited 2 year post- secondary educational institute or the US Military	Acceptance to a 4year institute of higher learning, or an accredited 2 year post- secondary educational institute or the US Military	Acceptance to a 4year institute of higher learning, or an accredited 2 year post- secondary educational institute or the US Military	Acceptance to a 4year institute of higher learning, or an accredited 2 year post- secondary educational institute or the US Military

Aztec Municipal School District
Demonstration of Competency for Graduation via Portfolio Indicators
2016-2017

Student Name: _____

Student Date of Birth: _____

Student ID: _____

A STUDENT ***MUST*** SUCCESSFULLY COMPLETE A MINIMUM OF TWENTY FOUR CREDITS ALIGNED TO THE STATE ACADEMIC CONTENT AND PERFORMANCE STANDARDS *and* DEMONSTRATE COMPETENCY IN READING, WRITING, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES TO BE AWARDED A DIPLOMA OF EXCELLENCE.

- Describe how competency was met in Reading:

- Describe how competency was met in Writing:

- Describe how competency was met in Mathematics:

- Describe how competency was met in Science:

- Describe how competency was met in Social Studies:

The Portfolio Review Committee has made the following determination:

_____The student has demonstrated competency in the five areas of Reading, Writing, Mathematics, Science, and Social Studies.

_____The student has not demonstrated competency in one or more of the five areas of Reading, Writing, Mathematics, Science, and Social Studies as documented above.

Committee Member	Name	Signature	Date
Principal or Designee			
Counselor			
Teacher Representative			
Teacher Representative			
Director of Special Ed. (if applicable)			
District Representative			
Other Representative			

Student Acknowledgement:

I have been made aware of the determination of the Portfolio Review Committee regarding my demonstration of competency in Reading, Writing, Mathematics, Science, and Social Studies. In the event that I do not agree with the committee's decision, I am aware I may appeal to the superintendent or designee.

Student Signature

Date