



## Learning Alliance NM Reports and No Time to Lose Crosswalk

No Time to Lose Report	ESSA Stakeholder Engagement Report <sup>1</sup>	Alternate Assessment Report
<p>Reimagine the accountability systems (p.5)</p>	<p>“Stakeholders said that school and teacher accountability should redirect focus away from testing and toward student learning, with attention to student growth. There should be less testing and more time for teaching. Also, participants strongly believed that assessments should look and feel drastically different. An overwhelming majority of participants demanded assessments be personalized to meet the unique learning styles of students. Portfolios, project based learning, presentations and role reversal were discussed. It is clear that assessment is valuable for teachers, parents, and students. However, participants want policy makers to develop assessments that are reflective of real life and personalized.” (p.16)</p>	<p>“Imagine if there was broad community agreement on a local assessment worthy of being taught to; one informed by local practitioners, employers and content-area experts. Imagine if the assessments generated deep learning, in addition to scoring it. Imagine if the local assessment provided data on how well New Mexico prepared its students to be successful New Mexicans, as defined by local ‘Graduate Profiles.’ Possibilities extend as far as local imagination.” (p.20)</p>
<p>Build an inclusive team and set priorities (p.5)</p>	<p>“This report represents the voices of more than 4,000 focus group participants from well over 350 focus groups. The focus groups incorporated a wide variety of stakeholders including teachers, parents, students, school staff and administrators, community members, representatives from the business community, non-profits, funders, state agencies, labor representatives, and more.” (p.17)</p> <p>“This report has systematically presented the stakeholders’ concerns, expectations, and recommendations in key areas of the education system – challenging academic content standards; high-quality student academic assessments, and a state-wide accountability system for teachers and schools. The stakeholders have also offered their innovative ideas to improve results for the students, communities, education system, and the New Mexico economy.” (p.18)</p>	<p>“Senate Joint Memorial 1 from the 53rd Legislature Session calls for a working group of ‘educational practitioners; academic and pedagogical researchers; community, tribal and civic leaders; union members; industry representatives; higher education representatives; and others who have an interest in developing an alternative assessment model to build upon the work that is already taking place in the state and to develop recommendations for a new assessment policy” (p.20)</p>

<sup>1</sup> Retrieved from <http://learningalliancencm.org/wp-content/uploads/2017/03/ESSA-Feedback-Report-Final.pdf>





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Study and learn from top performers (p.5)	"Struggling schools should be structured after high performing schools. Look at what is working and implement it in schools that are struggling." (p.17)	"New Mexico has existing innovative assessment practices to launch from if the state chooses to apply for new demonstration authority. Following up on findings from the Learning Alliance [Stakeholder Engagement] Report, the table below lifts up a sample of examples." (p.18)
Create a shared statewide vision (p.6)	"[S]takeholders in New Mexico have an opportunity to voice their concerns, opinions, and recommendations to the legislators and the New Mexico Public Education Department (NMPED), and to impact policy. The Phase II of the CEPR-LANM project aimed to collect and analyze stakeholder feedback on New Mexico's education system and to provide input to the state legislators and policymakers for the implementation of ESSA" (p.3)	"In many other states, developing alternate assessments has required years of large teams sharing their best thinking. While many conversations, meetings and reports focused on alternate assessments in New Mexico, a substantial amount of complicated work remains to create a more complete model. Fortunately, many New Mexicans are ready for that challenge." (p.2)
Get started on one piece (p.6)	Offers recommendations in: <ul style="list-style-type: none"> <li>- Standards (pp. 5-9)</li> <li>- Assessment (pp. 9-11)</li> <li>- Teacher Accountability (pp. 11-13)</li> <li>- School Accountability (pp.14-17)</li> </ul>	Offers additional context for alternate assessment in New Mexico, as potential "one piece" - which may be a useful starting point as assessment weighs heavily into teacher evaluation and school grades
Work through messiness (p.6)	Outlines a decentralized model to invite broad and diverse input (Methods and Processes pp. 3-5)	References Senate Joint Memorial 1 that outlines membership to drive a working group
Invest the time (p.6)	Describes parallel process to the NMPED Stakeholder Engagement effort to support and supplement breadth and depth of outreach; report serves to inform an iterative discussion on the shared vision for public education in NM	Report serves to inform LESC and a working group that can invest more time, experience and creativity in the process of designing innovative assessments for NM

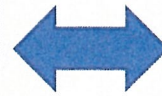


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### Other Noteworthy Links

“Teachers support well-designed instruction system that includes...high-quality assessments designed to measure complex skills demanded by standards and curriculum”

*No Time to Lose* (p. 10)



“Participants said teachers should be considered leaders of their classrooms, and in-charge of assessments and curricula. Value teachers and listen to them.”

*ESSA Stakeholder Engagement Report* (p. 13)

“Resources are also reallocated within schools to reach those most in need of extra support”

*No Time to Lose* (p. 13)

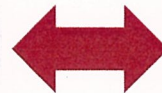


“Struggling schools need additional supports from the State and the district:...increased mentorship and collaboration opportunities for staff, more poverty awareness training, and additional staff to intervene when a student struggles with issues outside the classroom.”

*ESSA Stakeholder Engagement Report* (p. 17)

“CTE is well funded, academically challenging and aligned with real workforce needs. It is hands-on, attractive to students and parents, and can lead to university for students who may seek professional and managerial positions later”

*No Time to Lose* (p. 16)



“Three strategies teachers can use to best gauge students’ learning: limited testing, hands-on work and individualized assessment. Alternative ways students can demonstrate mastery: projects, collaboration, application to real life...”

*ESSA Stakeholder Engagement Report* (pp. 1&2)

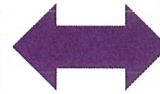


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### Other Noteworthy Links (cont.)

“The top performers also prepare assessments that are designed to find out whether students have mastered material in the syllabi. Because the syllabi specify high-level complex skills, the assessments typically contain few multiple choice, computer-scored prompts, since that type of assessment does not effectively measure high-level skills. These assessments are typically essay-based and scored by humans, so the high-performing countries spend more than states on assessments. They are not administered annually, however, but instead at key transition points in a student’s academic career. Similar to teacher pay, these countries prioritize this investment as a small fraction of the total cost of their education system, knowing that cheaper, less effective, less rigorous assessments will not lead to world-class teaching or high student achievement.”

*No Time to Lose (p.16)*



“New Mexicans seem to be asking for what other nations already use: performance-based assessments such as essays, projects and activities to evaluate students. Many other nations score higher on international exams because of their focus on performance-based approaches, instead of focusing on multiple choice and short answer tests, as the United States does.

ESSA encourages states to pursue Innovative Assessment Pilots that explore options how assessments can be used.”

*Alternate Assessment Report (p.11)*