

Briefing to the Legislative Education Study Committee

December 15, 2016

**Submitted by: Dr. Gene Schmidt, Ms. Emily Foose, Ms. Nancy Olivarez, and Mr. Nate Pierantoni
Farmington Municipal Schools**

Legislative Education Study Committee Chairman Roch and Members of the Committee.

My name is Gene Schmidt Superintendent of Farmington Municipal Schools. With me today are Emily Foose Principal of Animas Elementary, Nancy Olivarez, Second grade teacher Animas Elementary, and Nate Pierantoni, Principal Heights Middle School. We are here today to speak on behalf of the educational partnership Farmington Municipal Schools shares with the New Mexico Public Education Department, inclusive of the Priority Schools Bureau. We are also here today to speak with you and answer questions as to how Farmington Municipal Schools benefitted from “below the line” funding. It would be our hope the positive message we bring reinforces the belief that public education is an economic driver in our state and a state that values education, even in time of financial hardship, positions itself for a better future through an educated workforce. As such, we call upon the Legislative Education Study Committee to find ways to increase rather than cut financial support to schools and the Public Education Department.

Let us begin by stating we understand the State’s financial predicament. To position schools across the state for a better tomorrow we encourage the Legislative Education Study Committee to consider developing a 3-5 year strategic plan that positions the state in a way that economic swings in state revenues are less detrimental than the one we are currently experiencing. Mid-year corrections in SY17 disrupted the educational process and forced Farmington to downsize through attrition as well as shift funds to compensate for the \$1.1m reduction in state equalization guarantee. Short-term solutions employed this year disrupted the educational process and created collateral damage to Farmington’s infrastructure through such things as delayed maintenance.

For Farmington, the 1-1/2% cut in SEG represents \$1.1 million in unanticipated cuts. Additionally detrimental was the claw back of \$392,000 from the Transportation Fund and \$94,000 from the Instructional Materials Fund.

Serious consideration must be made by the Legislature to not cut funding from schools and the Public Education Department. As we look to the “now” and future, budget cuts should not be burdened on the shoulders of education, this includes cuts to “below the line.”

Emily, Nancy, Nate and I here to bare witness and tell the stories of how “below the line funding” made a difference as a purposeful and targeted investment in the future of our students and staff. Three years ago nine schools were rated “D” or “F”. In contrast, this past year 14 Farmington schools, were rated and “A” or “B”. Two schools were rated “D” with no “F” schools.

Importantly, much of our improvement can be directly connected to the partnership with Priority Schools Bureau's Principals Pursuing Excellence, Teachers Pursuing Excellence, and Reads to Lead – all of which were funded “below the line.”

The Public Education Department leadership and their strong belief in bettering the lives of students is deserving of our praise. Similarly the efforts of Priority Schools Bureau should be supported through continued funding. Rather than dismantle this important friend of struggling schools by budget cuts “below the line,” the work of Priority Schools Bureau should be applauded.

As the Legislative Education Study Committee and Legislature tackles the important issues of budget cuts, Farmington encourages the Legislative Education Study Committee to do the right thing by seeking ways to invest more rather than less in public education. We ask the Legislative Education Study Committee to appreciate and value the importance of “below the line” funding, whose intent is to encourage innovation in schools. Through targeted investment in schools, the Public Education Department encourages districts to try new ideas. Investing in schools creates an environment, which allows schools across the state to change outcomes in positive ways.

No community wants to have or be known for failing schools. “Below the line” funding creates the means for Districts to have the methods to change. “Below the line” funds provide much needed educational support when school districts stand ready to benefit. As you review the School District Report Card for SY16, Farmington recognizes there is much work yet to be done before all students are future ready. To help sustain our momentum it is important that “below the line” funding be continued for schools, like Farmington as they seek a pathway to *“Raise the Bar on Excellence”*.

In closing, “below the line” funding has value and becomes a catalyst for turning around failing schools. There are many stories Farmington could tell about “below the line” funding. For example:

1. San Juan College High School opened with an incoming class of 80 freshmen this year in a unique partnership of school districts Aztec, Bloomfield, Central Consolidated and San Juan College.
2. Northeast Elementary School – An “F” grade five years ago, Northeast is now an “A” School thanks in part to participation in the UVa turnaround school model. We are proud to share that Northeast serves as an example of how a previously struggling school can become recognized as a 2017 National Title I School Distinguished School.
3. With me today are Emily Foose, Nancy Olivarez, Nate Pierantoni. I have asked each to take a few minutes to share the importance of “below the line” funding which played a pivotal role in turning their schools around.

School	2014	2015	2016	3yr Average	PPE/UVA
Animas	D	A	B	B	PPE Cohort 2 and TPE
Apache	F	A	D	C	UVA
Bluffview	F	B	C	C	PPE Cohort 3
Country Club	C	A	A	B	PPE Cohort 3
Esperanza	F	A	B	C	PPE Cohort 2
Farmington High	B	C	B	B	PPE Cohort 4
Heights	D	C	A	B	PPE Cohort 2 and TPE
Hermosa	C	B	B	B	PPE Cohort 3
Ladera	B	A	B	A	
McCormick	F	A	B	C	PPE Cohort 3
McKinley	C	A	B	B	PPE Cohort 3
Mesa Verde	D	A	A	B	PPE Cohort 3
Mesa View	F	D	B	D	PPE Cohort 3
NMVA	B	C	D	C	
Northeast	B	A	A	A	UVA/UVAS
Piedra Vista	A	A	A	A	PPE Cohort 4
Rocinante	B	B	C	B	PPE Cohort 4
Tibbetts	D	A	A	B	UVA/UVAS

3 Year TOTALS	2014	2015	2016	3 yr Ave
	1 - A	11 - A's	6 - A's	3 - A's
	5 - B's	3 - B's	8 - B's	9 - B's
	3 - C's	3 - C's	2 - C's	5 - C's
	4 - D's	1 - D	2 - D's	1 - D
	5 - F's			

MAINTAINED 2015 GRADE	DROPPED 1 LETTER GRADE	
	DROPPED MORE THAN 1 LETTER GRADE	
IMPROVED 1 LETTER GRADE		
IMPROVED 2 OR MORE LETTER GRADES		

PPE Cohort 2- Participated in 2014-15 and 2015-16 SY's
PPE Cohort 3- Participated in 2015-16 and 2016-17 SY's
PPE Cohort 4- Will Participate n 2016-17 and 2017-18 SY's
UVA PLE - Participated in 2013-14 and 2014-15 SY's
UVAS - Will Participate in 2016-17 & 2017-18 SY's



School Grading Summary

The district grade is determined by the average of school grades in the district. For a description of status, see page 2.

District Grade B

	Total Number	Percent
Schools Rated in District	18	100.0
Schools in Priority Status	1	5.6
Schools in Focus Status	0	0.0
Schools in Strategic Status	2	11.1
Schools in Reward Status	0	0.0

Source: PED Accountability Bureau

Definitions and Abbreviations

LEA Local Educational Authority is a broad term that encompasses districts with multiple schools or independent state-authorized charter schools. Locally authorized charter schools are not LEAs and are reported with their parent district.

Subgroups

- Asian: Asian or Pacific Islander
- Afr Am: African American
- Amer Indian: American Indian
- Cauc: Caucasian
- ELL: English Language Learners
- ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Price Lunch Program
- SWD: Students with disabilities; does not include special education students who are gifted
- Q1: The lowest performing 25% (one quarter) of students in reading or mathematics
- Q3: The higher performing 75% (three quarters) of students in reading or mathematics

What are school grades?

School Grading is part of state and federal law that mandates accountability for all public schools. The Elementary and Secondary Education Act (ESEA) enacted in 1965 requires schools to show annual improvement in mathematics and reading. New Mexico statute specifies additional requirements that schools demonstrate progress through an A-F letter grade for each school. Individual school report cards can be found online at <http://aae.ped.state.nm.us/>.

What are School District Report Cards?

Each LEA under the jurisdiction of the Public Education Department (PED) annually receives a comprehensive report of their achievement, accountability, teacher qualifications, and post-secondary success. This report is compiled for 89 districts that include regular and locally authorized charter schools, and all state-authorized charter schools. Non-PED schools are exempt from both school grading and School District Report Cards and include private, home, and Bureau of Indian Education schools.

What is contained in this report?

This report provides a concise summary of the LEA and its schools:

- LEA Demographic Profile
- Accountability
 - Summaries of School Grades
 - Cohort Graduation Rates (4, 5, and 6 Year)
 - Status of Non-Graduates
- Achievement
 - Proficiencies in Reading, Mathematics, and Science
 - NAEP Statewide Summary for Grades 4 and 8
- School Board Member Training
- Budgeted Expenditures
- Teacher Credentials
- Post-Secondary Achievement (College Going, Credit Accumulation)
- Parent Survey on the Quality of Education

High/Low Poverty Schools Schools with students most economically disadvantaged (top 25%) and least disadvantaged (bottom 25%).

Recently Arrived These are ELL students new to U.S. schools who qualify for exemption from the reading assessment.

Student Demographics

	LEA		State	
	Number	%	Number	%
All Students	11,542	100.0	335,694	100.0
Female	5,696	49.4	164,149	48.9
Male	5,846	50.6	171,545	51.1
Caucasian	4,078	35.3	82,116	24.5
African American	121	1.0	7,302	2.2
Hispanic	3,499	30.3	205,853	61.3
Asian	98	0.8	4,345	1.3
American Indian	3,733	32.3	35,543	10.6
Pacific Islander	13	0.1	535	0.2
Multiracial	0	0.0	12	0.0
ED	6,227	54.0	240,438	71.6
SWD	1,495	13.0	49,729	14.8
ELL	1,337	11.6	48,275	14.4
Migrant	0	0.0	329	0.1
Recently Arrived	546	4.7	14,844	4.4

Source: LEA 120th-day submission to the PED

Accountability - School Grading and Status

Status refers to schools that are in some form of improvement that requires increased monitoring and educational enhancement. The improvement categories are

*** Priority Status (5% of schools that are lowest performing)

** Focus Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

* Strategic Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

^ Reward Status (the top 5% of schools in the state)

A school's status is footnoted next to its overall letter grade and, where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2016 represented 654 schools.

School	Overall Grade	School	Overall Grade
Animas Elementary	B	Apache Elementary	D *
Bluffview Elementary	C	Country Club Elementary	A
Esperanza Elementary	B	Farmington High	B
Heights Middle	A	Hermosa Middle	B
Ladera Del Norte Elementary	B	McCormick Elementary	B *
McKinley Elementary	B	Mesa Verde Elementary	A
Mesa View Middle	B ***	NM Virtual Academy	D
Northeast Elementary	A	Piedra Vista High	A
Rocinante High	C	Tibbetts Middle	A

Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not. Students are assessed in reading and mathematics in grades 3-11 and in science in grades 4, 7, and 11. Note that proficiencies do not include the assessment for grades KN, 1 and 2.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Current	25	75	30	70		
3	State Prior	26	74	26	74		
3	LEA Current	33	67	38	63		
3	LEA Prior	27	73	30	70		
4	State Current	25	75	23	77	43	57
4	State Prior	24	76	19	81	43	57
4	LEA Current	36	64	31	69	47	53
4	LEA Prior	28	72	27	73	46	54
5	State Current	25	75	26	75		
5	State Prior	24	76	21	79		
5	LEA Current	39	61	39	61		
5	LEA Prior	24	76	29	71		
6	State Current	24	76	20	80		
6	State Prior	22	78	19	81		
6	LEA Current	28	72	21	79		
6	LEA Prior	24	76	16	84		
7	State Current	23	77	18	82	45	55
7	State Prior	21	79	15	85	40	60
7	LEA Current	34	66	23	77	52	48
7	LEA Prior	25	75	16	84	46	54
8	State Current	26	74	20	81		
8	State Prior	23	77	17	83		
8	LEA Current	34	66	21	79		
8	LEA Prior	25	75	17	83		
9	State Current	27	73	18	82		
9	State Prior	27	73	16	84		
9	LEA Current	38	62	23	77		
9	LEA Prior	26	74	10	90		
10	State Current	32	68	14	87		

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
10	State Prior	31	69	12	88		
10	LEA Current	38	62	10	90		
10	LEA Prior	33	67	13	87		
11	State Current	45	55	10	90	39	61
11	State Prior	44	56	10	90	36	64
11	LEA Current	49	51	9	91	41	59
11	LEA Prior	43	57	18	82	40	60

Blanks or missing rows indicate too few students to report (N<10)

Achievement - Proficiency Summaries by Subgroup							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	LEA Current	36	64	24	76	47	53
All Students	State Current	28	72	20	80	43	57
Female	State Current	34	66	20	80	41	59
Female	LEA Current	43	57	24	76	45	55
Male	LEA Current	30	70	25	75	50	50
Male	State Current	22	78	20	80	44	56
Caucasian	LEA Current	49	51	34	66	63	37
Caucasian	State Current	43	57	33	67	64	36
African American	State Current	24	76	15	85	38	62
African American	LEA Current	29	71	16	84	36	64
Hispanic	State Current	23	77	16	84	37	63
Hispanic	LEA Current	33	67	21	79	44	56
Asian	State Current	55	45	48	52	65	35
Asian	LEA Current	57	43	49	51	68	32
American Indian	State Current	17	83	11	89	22	78
American Indian	LEA Current	26	74	17	83	31	69
Economically Disadvantaged	State Current	21	79	15	85	34	66
Economically Disadvantaged	LEA Current	26	74	18	82	37	63
Students w Disabilities	LEA Current	8	92	9	91	20	80
Students w Disabilities	State Current	7	93	7	93	16	84
English Language Learners	State Current	8	92	7	93	11	89
English Language Learners	LEA Current	9	91	10	90	15	85

Achievement - Proficiency Summaries by School							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Animas Elementary		29	71	31	69	41	59
Apache Elementary		25	75	21	79	26	74
Bluffview Elementary		29	71	26	74	46	54
Country Club Elementary		51	49	52	48	66	34
Esperanza Elementary		28	72	32	68	46	54
Farmington High		40	60	12	88	39	61
Heights Middle		42	58	25	75	57	43
Hermosa Middle		33	67	25	75	57	43
Ladera Del Norte Elementary		40	60	50	50	61	39
McCormick Elementary		19	81	20	80	27	73
McKinley Elementary		46	54	37	63	52	48
Mesa Verde Elementary		36	64	33	67	40	60
Mesa View Middle		23	77	14	86	48	52
NM Virtual Academy		30	70	12	88	45	55

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Northeast Elementary	49	51	48	52	55	45
Piedra Vista High	46	54	20	80	48	52
Rocinante High	14	86	<2	>98	16	84
Tibbetts Middle	29	71	25	75	47	53

Blanks indicate too few students to report (N<10). Schools without tested grades 3 through 11 will not have data. Source: PED Accountability Bureau

Budgeted Expenditures

Locally authorized charter schools manage their budgets independently of their parent district. For detailed information please contact either the individual school or the PED Budget and Finance Office for the budget analyst assigned to that school. The district summary includes its locally authorized charter schools.

	Amount \$	Percent %
Capital Outlay	\$22,159,744	16.7
Central Services	\$1,369,232	1.0
Community Services	\$8,402	0.0
Debt Service	\$10,480,108	7.9
Food Services	\$4,343,121	3.3
General Administration	\$1,445,838	1.1
Instruction	\$61,566,619	46.3
Instructional Support Services	\$1,772,840	1.3
Operations & Maintenance	\$9,416,954	7.1
Other Support Services	\$25,774	0.0
School Administration	\$5,889,324	4.4
Student Support Services	\$11,668,604	8.8
Student Transportation	\$2,932,499	2.2

Source: PED School Budget and Financial Analysis Bureau

School Board Training

School board members must accumulate five points during the year by attending specific training. These figures do not reflect additional training that board members may have received.

Board Member	Number of Points
Bill Young	16
Kyle Rhodes	16
Mike Isaacson	20
Robyn Hoffman	37
Sherry Galloway	24

Source: NM School Board Association

Graduation - 4-Year Cohort of 2015

These figures represent students who were expected to graduate on time by August 1, 2015, and graduated on time. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	68.6	73.6	61.0	67.2	78.9	62.9	63.5	59.3	64.0
LEA Current	71.7	78.1		65.6	80.7	67.1	59.2	54.4	64.3
Farmington High	73.6	82.2		70.2	79.7	64.4	62.2	63.6	67.5
NM Virtual Academy	38.6	39.9		37.5			16.5		
Piedra Vista High	80.2	86.1		69.9		79.2	65.3	61.1	67.8
Rocinante High	35.1	43.2		47.6		19.1	34.4	26.5	39.7
San Juan County Juvenile Service Center	3.9	5.1				5	4.8	4	

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

Graduation - 5-Year Cohort of 2014

These figures represent students who were expected to graduate on time by August 1, 2014, and either graduated on time or required one additional year. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	70.5	76.4	65.8	69.0	86.1	62.9	64.6	59.5	66.3
LEA Current	69.8	78.8	64.3	66.0		60.6	55.7	47.7	55.9
Farmington High	74.4	83.3		66.1		70.7	62.3	47.4	58.7
NM Virtual Academy	43.6	56.6		20.1			43.9		
Piedra Vista High	76.3	81.2		77.2		66.3	61.4	54.0	64.7
Rocinante High	25.6	41.0		33.9		10.8	22.4	12.0	17.5

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

Graduation - 6-Year Cohort of 2013

These figures represent students who were expected to graduate on time by August 1, 2013, and either graduated on time or required up to two additional years. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	71.8	78.7	69.5	69.5	87.4	65.7	66.6	62.3	67.2
LEA Current	67.6	75.4		66.7	82.0	57.4	53.5	39.3	50.9
Farmington Day Reporting	<2.0								
Farmington High	64.6	73.8		64.5		55.0	50.7	34.0	47.6
Piedra Vista High	78.9	81.1		79.0		73.1	66.0	55.1	66.8
Rocinante High	36.1	45.6		35.4		27.4	34.1		31.8
San Juan County Juvenile Service Center	4.2					2.6	4.0	3.6	3.9

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

Graduation - 4-Year Cohort of 2015, Status of Non-Graduates

These figures represent students who were expected to graduate on time by August 1, 2015, but did not graduate. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students. Percentages do not use the Shared Accountability method of calculation. For details see the Cohort Graduation Rate Technical Manual on the PED website: http://ped.state.nm.us/ped/Graduation_guides.html.

	Certificate Completed coursework but did not pass exit exam %	Status Unknown Dropped out or whereabouts unknown %	Exit Out Exited with intent to get GED or vocational credential %	Still Enrolled Continued high school enrollment past 4th year %
State Current	<2	29	6	3
LEA Current		19	12	7
Farmington High		14	8	7
NM Virtual Academy		32	27	10
Piedra Vista High		11	10	4
Rocinante High		35	17	16
San Juan County Juvenile Service Center		72		

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

College Going and College Credit Accumulation

These figures represent students who graduated in 2014 (College Going) and 2012 (Credits Earned) and were tracked for post-secondary education both inside and outside the state.

- Eligible** Students earning a regular high school diploma.
- Enrolled** Students who enrolled in an institution of higher education within 16 months of earning a regular high school diploma.
- Credits Earned** Students who enrolled and earned one year of college credit within two years of enrollment.

		All Students N	Cauc N	Afr Amer N	Hisp N	Asian N	Amer Indian N	ED N	SWD N	ELL N
LEA Current	Eligible	541	250		138		146	176	33	10
LEA Current	Enrolled in state	344	154		90		95	115	16	
LEA Current	Enrolled out of state	50	30				11	13		
LEA Current	Credits Earned	273	120		59		90	96	17	
Farmington High	Eligible	251	112		62		73	79	15	
Farmington High	Enrolled in state	160	66		38		53	50		
Farmington High	Enrolled out of state	21	13							
Farmington High	Credits Earned	137	49		30		57	50	10	
Piedra Vista High	Eligible	228	116		58		51	70	16	
Piedra Vista High	Enrolled in state	155	79		43		31	51		
Piedra Vista High	Enrolled out of state	28	16							
Piedra Vista High	Credits Earned	122	69		26		24	41		
Rocinante High	Eligible	62	22		18		22	27		
Rocinante High	Enrolled in state	29					11	14		
Rocinante High	Enrolled out of state									
Rocinante High	Credits Earned	14								

Blanks indicate too few students to report (N<10). Source: National Student Clearinghouse

Teacher Credentials

		Statewide %	LEA %
Teachers with Emergency or Provisional Credentials		.3	.1
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	NA	NA
	Low Poverty Schools	2.2	2.9

NA= Not applicable; LEA did not have schools that qualified as high or low poverty.

School	Count	Percentage	Statewide %	LEA %
Animas Elementary	32	65.6	34.4	4.5
Apache Elementary	40	60.0	40.0	0.0
Bluffview Elementary	35	77.1	22.9	0.0
Country Club Elementary	33	66.7	33.3	0.0
Esperanza Elementary	42	73.8	26.2	0.7
Farmington High	84	54.8	42.9	3.8
Heights Middle	43	51.2	48.8	2.6
Hermosa Middle	39	61.5	38.5	3.1
Ladera Del Norte Elementary	38	60.5	39.5	3.2
McCormick Elementary	40	72.5	27.5	0.0
McKinley Elementary	40	67.5	32.5	0.0
Mesa Verde Elementary	37	56.8	43.2	0.0
Mesa View Middle	44	59.1	40.9	6.0
NM Virtual Academy	11	45.5	54.5	15.5
Northeast Elementary	37	67.6	32.4	5.6
Piedra Vista High	81	53.1	44.4	1.6
Rocinante High	16	50.0	50.0	0.0
Tibbetts Middle	42	59.5	40.5	7.0

* Does not include Below Bachelors

Blank=no data available or not applicable

Source: LEA 120th-day submission to PED

Parent Survey on the Quality of Education

- Q1 My child is safe at school.
- Q2 My child's school building is in good repair and has sufficient space to support quality education.
- Q3 My child's school holds high expectations for academic achievement.
- Q4 School personnel encourage me to participate in my child's education.
- Q5 The school offers adequate access to up-to-date computers and technologies.
- Q6 School staff maintain consistent discipline, which is conducive to learning.
- Q7 My child has an adequate choice of school-sponsored extracurricular activities.
- Q8 My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9 The school staff employ various instructional methods and strategies to meet my child's needs.
- Q10 My child takes responsibility for his or her learning.

	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
LEA Current	1,657	91	82	92	90	81	84	75	93	87	93
Animas Elementary	224	91	86	91	90	72	83	69	95	80	95
Apache Elementary	143	84	76	86	85	83	79	74	94	86	90
Bluffview Elementary	98	95	86	90	89	86	82	69	94	89	87
Country Club Elementary	0	No Data Available									
Esperanza Elementary	4	100	100	100	100	75	100	75	100	100	75
Farmington High	35	80	71	91	80	62	80	94	91	88	94
Heights Middle	5	60	60	40	60	100	40	100	40	80	40
Hermosa Middle	5	80	100	40	40	100	60	100	40	60	100
Ladera Del Norte Elementary	459	96	76	94	95	72	88	79	97	93	96
McCormick Elementary	39	89	38	92	87	79	76	51	87	94	66

- Q1 My child is safe at school.
- Q2 My child's school building is in good repair and has sufficient space to support quality education.
- Q3 My child's school holds high expectations for academic achievement.
- Q4 School personnel encourage me to participate in my child's education.
- Q5 The school offers adequate access to up-to-date computers and technologies.
- Q6 School staff maintain consistent discipline, which is conducive to learning.
- Q7 My child has an adequate choice of school-sponsored extracurricular activities.
- Q8 My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9 The school staff employ various instructional methods and strategies to meet my child's needs.
- Q10 My child takes responsibility for his or her learning.

	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
McKinley Elementary	17	94	94	94	100	88	94	88	94	100	100
Mesa Verde Elementary	164	93	80	92	91	85	83	65	97	88	95
Mesa View Middle	0	No Data Available									
NM Virtual Academy	143	86	73	93	88	90	81	75	88	81	92
Northeast Elementary	4	100	100	75	75	100	75	25	75	75	100
Piedra Vista High	32	81	93	87	56	90	50	81	62	59	93
Rocinante High	45	95	100	97	91	95	91	62	91	100	97
Tibbetts Middle	197	88	98	92	89	95	86	85	88	86	97

Source: PED anonymous survey collected from parents annually

National Assessment of Educational Progress Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student achievement across states and for the nation as a whole. The sampling method does not allow for reporting results by district or by school. For further information please visit <http://NCES.ED.Gov/NationsReportCard>.

NAEP does not replace assessments that annually measure student performance according to New Mexico curriculum standards. All students are required to take the standards-based assessments, whereas the NAEP selects representative samples of students and districts. Because not all subject areas or grade levels are tested every year, these statewide results are for the most recent year assessed in that subject area and grade.

Statewide Participation 2015			
	Reading	Math	Science
	%	%	%
4th Grade ELL	91	95	95
4th Grade SWD*	93	88	93
8th Grade ELL	92	95	96
8th Grade SWD*	89	90	92

* NAEP does not accommodate students with severe disabilities.

4th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	4	19	31	46	3	24	47	27	#	24	40	37
Nation	8	27	33	32	7	32	42	19	1	36	39	25

8th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	1	19	45	35	3	17	41	39	1	20	35	45
Nation	3	29	42	25	8	24	38	30	2	31	34	33

Rounds to zero

For Immediate Release: LOCAL SCHOOL NATIONALLY RECOGNIZED FOR ACHIEVEMENT IN 2016

For more information

About the National Title I Association: Bob Harmon, CEO, bob.harmon@titlei.org, www.titlei.org

About the school: Candace Young, 505-599-8609, cyoung@fms.k12.nm.us

December 7th, 2016: The National Title I Association is pleased to announce that Northeast Elementary School from Farmington, New Mexico has been named a National Title I Distinguished School by the New Mexico state department of education. Northeast Elementary School is one of up to 100 schools throughout the country that is being nationally recognized for exceptional student achievement in 2016.

A project of the National Title I Association, the National Title I Distinguished Schools Program publicly recognizes qualifying Title I schools for the outstanding academic achievements of their students. It highlights the efforts of schools across the country making significant improvements for their students. The program has been in place since 1996, showcasing the success of hundreds of schools in one of three categories:

- Category 1: Exceptional student performance for two consecutive years
- Category 2: Closing the achievement gap between student groups
- Category 3: Excellence in serving special populations of students

Title I is the cornerstone of the Elementary and Secondary Education Act. It is the largest federally funded pre-college education program in the United States and provides funding to school districts across the country to aid in the education of economically disadvantaged students.

The National Title I Association is a membership organization made up of the Title I Directors from each of the states and territories, who are charged with managing their state Title I program to ensure compliance with federal regulations and to ensure that all children - especially those living in economically disadvantaged conditions - have the opportunity to receive a high quality education.

The National Title I Association implemented the National Title I Distinguished Schools Program to highlight selected schools that have successfully used their Title I federal funds to improve the education for economically disadvantaged students. More information about all National Title I Distinguished Schools is available on the National Title I Association website: www.titlei.org.

Aragon, Amanda, PED

From: Duran, Alicia, PED
Sent: Wednesday, December 07, 2016 1:13 PM
To: Aragon, Amanda, PED
Subject: FW: Below the line funding request
Attachments: NMPress Blog RBellah.pdf

FYI

Alicia Duran

Teacher Liaison
NM Public Education Department
300 Don Gaspar Santa Fe, NM 87501
505.467.9985 ~ 505.827.6603
EQUIP. EMPOWER. CHAMPION.

For more information, check out the Teach Reach Blog!
<https://teachreachnm.wordpress.com/>

From: Robin Bellah [<mailto:rbellah@fms.k12.nm.us>]
Sent: Wednesday, December 07, 2016 10:22 AM
To: Neville, Steven P.; bandy, paul
Subject: Below the line funding request

Hello,

I am a teacher at Heights Middle School. I am also on the STA (Secretary's Teacher Advisory) for Secretary Skandera. I would like to share with you my experiences with the STA, TPE (Teacher's Pursuing Excellence program) and PPE (Principal's Pursuing Excellence program). All of these programs are funded by the Below Line Funding you are both voting on tomorrow.

I am not sure how much you know about these programs so here's a quick rundown. I was nominated by my Principal in August 2015 for the STA committee. I am one of approximately fifteen teachers from across the state who work directly with Secretary Skandera on building teacher morale, forming a better understanding of NMTEACH, and passing important information from the state level back down to my Superintendent, Principal

9/14/2016

Heights Middle School-Rising to the Challenge of Educational Excellence

Hello! My name is Robin Bellah and I teach 6th & 7th grade science at Heights Middle School. I have been teaching for 17 years; the last 5 years at the middle school level.

Here at Heights Middle School, located in the Farmington Municipal School District, we are striving towards a common goal: to provide our students with the best education possible.

How is this being accomplished? Through collaborative teaching, assessment, planning and striving to form relationships with our students to help meet their individual needs.

Our school's Principal is a recent graduate of the Principal's Pursuing Excellence (PPE) program. Principals Pursuing Excellence is a two-year program aimed at leveraging the expertise of New Mexico's educational leaders to support and empower New Mexico's principals as they work to dramatically improve student achievement in their schools. PPE is focused on building leadership capacity in New Mexico's schools and districts. The program utilizes multilayered professional development and mentorship for principals who are selected to participate in the program.

Our principal utilizes all the skills he's learned through PPE to motivate our students and staff to meet the goals in our 90 day plan while creating a positive climate. Aside from creating a positive climate' he also takes the time to coach us on a professional level and give us meaningful feedback on our instruction.

After our principal began PPE, our entire teaching staff began the Teachers Pursuing Excellence Program. Our staff is entering the 2nd year of the TPE program. This program has helped us refine our teaching practices to help better lead our students in the right direction. We are now applying these skills in our classrooms: "working towards the end result" in our lesson planning, considering cultural impacts on student learning, using questioning and discussion techniques in lessons, and evaluating and improving lesson objectives to satisfy the four M's (Manageable, Measurable, Made first, and Most important).

Heights has been using district provided quarterly interim assessments in math and language arts for the past two years and we are using them in science and social studies beginning this year. We use the data from these

Email received from a New Mexico teacher:

To whom it may concern: I'm wondering who is responsible for this VISA debit card program. I'd like to thank them, from the bottom of my heart. I teach hands-on science in 8th grade at El Camino Real Academy in Santa Fe. For many years, I've wanted something like this, and this year, for the first time, it is working. So often what I need to make a lab work is a few neodymium magnets from Hobby Lobby (which doesn't take purchase orders), or a bit of hardware from Ace (where the clerks don't know how to handle purchase orders), or a few tools from Harbor Freight (where last year's card didn't work but this year's does), or some lumber from Home Depot (where the person who knows how to help me isn't there and I stand around in the store for an hour waiting), or a few electronic components—motors, propellers, and LEDs—from Amazon to replace the ones I didn't realize got burned out last year. Again, thank you. This card program is a civilized way to support hands-on teachers. I've long wondered why the state would pay \$50,000 a year for a teacher's salary, but not trust them to spend a few hundred dollars of supply money, and figured it would be possible to figure out a better way. Now you have.

Katherine Bueler, 8th Grade Science, Dual Language

ESTANCIA MUNICIPAL SCHOOLS

P.O. Box 68 / Estancia, NM 87016

NM
LEA 80

Mr. Audie Brown
Superintendent

(505) 384-2006
Fax: (505) 384-2015

December 6, 2016

To Whom It May Concern:

This letter is written in support of Principals Pursuing Excellence (PPE). As superintendent of Estancia Municipal Schools, I was thankful for this opportunity offered by the NM Public Education Department. Our elementary schools were selected to be part of the initial cohort. Prior to being chosen to participate in PPE, our elementary schools were struggling to make the necessary progress to meet the needs of our students. Our principal was doing her best to address the many and varied issues, but lacked the time and support to effectively do so.

With some restructuring of our administrative team, together with the PPE trainings attended by our principal, our elementary schools have seen tremendous growth. She instantly implemented the necessities she learned at the PPE trainings. The benefits were immediate. Our principal's confidence was not only restored, but her enthusiasm and excitement were clearly obvious and seen by staff, parents, community and Board members.

There many reasons for the success of Principals Pursuing Excellence. First and foremost, I believe it started with the director, Debbie Montoya. I had the distinct pleasure of working with her in the Albuquerque Public Schools. I know firsthand of her passion and dedication in education to benefit the children of New Mexico.

Secondly, PED members of the PPE staff genuinely view and work with districts as partners. The program allows Board members, superintendents and principals to work directly with each other to forge a plan of moving forward together...a rare opportunity!

Third, New Mexico has strong professionals in the field of education. PPE capitalizes on this asset and allows these individuals to support their colleagues by sharing their experience of working within our great state, to meet the unique needs of those we work for in our local communities. By serving on a Superintendents Panel, I, too, was able to learn of new ideas and strategies by hearing how some of my colleagues address various situations.

In closing, I have nothing but positive comments about how beneficial the PPE program has been to our district. I would not hesitate to recommend that any district apply for this outstanding opportunity. Principals Pursuing Excellence is truly a worthwhile venture, the results should speak for themselves.

Sincerely,



Audie Brown
Superintendent

Estancia Municipal Schools Board of Education:
Randol Riley - President, Kenneth Lujan - Vice President, Jesus Lucero - Secretary,
Kendra Oils - Member, Elaine Darnell - Member
"Good Schools Make Fine Communities Better"



Estancia Elementary Schools

P.O. Box 68 / Estancia, NM 87016

Glenda Noblitt
Instructional Principal

Denise Smythe
Operational Principal

Upper Elementary – (505) 384-2004
Lower Elementary and Van Stone
(505) 384-2005
Fax: (505) 384-2015 or 384-2027

December 6, 2016

To Whom It May Concern,

I would like to commend the Priority Schools Bureau at the New Mexico Public Education for implementing the Principals Pursuing Excellence Program. I had the privilege of participating in Cohort 1 of the program. I applied for the program in the summer of 2013 after being a principal for two years.

The job of principal is one of the most demanding in education today. There are operational duties that come up daily that must be handled, and today's principals must be instructional leaders for their schools. Some of the daily duties of a principal include: facilities, discipline, community and parent involvement, teacher observations, evaluations, and feedback, textbook adoptions, test coordinator, data analysis, response to intervention, budget and finance, school safety, and legal issues. As you can see the list includes a wide variety of skills and duties that a principal is responsible for.

The Principals Pursuing Excellence Program is the first program in New Mexico built to support principals and the daily demands that we face. During my two years in Cohort 1, I attended quarterly trainings with other principals in which I was trained in the areas of leading a data driven school, school turnaround leadership, improving school culture, great teaching strategies, the use of 90 day plans, teacher observation and feedback, and time management. I was also assigned a turnaround leader and a mentor to support me in becoming a better principal and improving our school. At the trainings, I was able to talk to my turnaround leader, my mentor, and other principals about my school and how our turnaround journey was progressing.

The principalship is an extremely challenging job in which many principals work alone. The Principals Pursuing Excellence program is a valuable resource for principals to network with other educational leaders and receive the support we need and deserve.

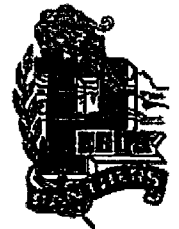
Sincerely,

Glenda Noblitt
Instructional Principal
Estancia Elementary School



Pecos Independent School District

North Hwy 63 P.O.Box 368 Pecos, NM 87552 505-757-4700 Fax: 505-757-8721




School Board

David Ortiz, President
Patrick Sandoval, Vice-President
Michael Flores Sr., Secretary
Victor Ortiz, Member
Paul C de Baca, Member

Administration

Fred Trujillo,
Superintendent
Brenda Gallegos,
Director of Finance

TO: Members of the LESC

FROM: Mr. Fred Trujillo, Superintendent Pecos ISD 

DATE: December 6, 2016

RE: Truancy and Dropout Prevention Coach Initiative

The Pecos ISD was awarded the Truancy and Dropout Prevention Coach award for the 2016-17 school year. Pecos has been plagued with a higher than normal absentee rate and dropout rate. The district has a very high mobility rate with the students because of proximity to Santa Fe and Las Vegas. Our truancy and basic absentee rates are also affected because of many negative influences and some legitimate reasons. The district has brainstormed on ways of approaching this matter because we want our students to be in school.

The resources (funding) have never been available until now to actually have an individual assigned to deal specifically with truancy and dropouts in our district. These duties have fallen on the shoulders of the principals and counselors—along with all of their other duties. When this RFA was announced, I made sure that our district applied. Our district has really focused on the following:

- **Community Involvement/Awareness**—Making the community aware of our focus and the importance of our students being in school and graduating
- **Family Involvement**—surveying our parents for ways to meet their needs to keeping our students in school, informing our parents of low grades and absences, and keeping them informed of school initiatives
- **Prevention/Intervention/Retrieval**—We have partnered with the Pecos Valley Medical Center to offer services in our school so that students don't have to miss school to attend medical/dental appointments. We have also implemented a weekly grade check of all K-12 students—also sending parents grade checks of students with D's and F's every 3 weeks. We have also reached out to students who did not graduate on time. We have them working on credit recovery so that they can graduate.
- **Incentives/Sanctions**—We are keeping track of absences and pushing for better attendance by offering incentives for perfect attendance and good grades. We have over 30 students with perfect attendance through December 1st—the most in my 7 years in the district.



Dora A. Solis

7524 Vistain de Oeste PL., Las Cruces, NM 88012

Monday, December 5, 2016

Dear New Mexico State Legislature:

My name is Dora A. Solis. I am a school principal for Las Cruces Public Schools. In 2013, I had the privilege of being accepted into Principals Pursuing Excellence, a leadership development program sponsored by NMPED's Priority Schools Bureau.

Although it was a privilege to be part of Cohort 1, the reason for my acceptance into the program and participation was not one to boast about. At the time, I was the assistant principal of a failing school. In 2013, when our school received the "F" grade, my principal and I knew that we had to change the status quo for the sake of our teachers and students. However, we did not know where to begin. We talked to our district leadership and developed a plan. We observed schools that were having success and implemented some practices. Then one day, both he and I received information about our acceptance into the first cohort of Principals Pursuing Excellence. I knew that we had to try everything because there was a lot of stake. I soon came to find out that this was the most powerful step that I could have taken to help the students and teachers of that school succeed.

In a university's educational administration program you learn about supervision, evaluation, and the management of a school. Theories learned are beneficial if a school ran like they tell you it does in a textbook. However, schools don't run that way. Real people with real needs attend our public schools. These real people are students, teachers, educational assistants, custodians, etc. As an administrator, you have to ensure that students and staff are learning and that the school is thriving effectively and efficiently. When your students are failing, you are failing. I did not find the answers in a textbook.

I started discovering the answers I needed in the Principals Pursuing Excellence conferences and trainings. Through my experiences with PPE, I have learned about the importance of tailoring instruction for students AND teachers using relevant data. I have discovered the importance in developing teachers and instructional staff through coaching, observation, and feedback. I have learned the importance of student and staff culture, collaboration between teachers and administrators, and effective communication around common goals. PPE has taught me that as a school leader, I have to build the capacity of teachers in order to improve the development of kids.

In 2013 I was the assistant principal of an "F" school in LCPS. After a year participating in PPE, I was the assistant principal of a "B" school. My last year in PPE, I helped the school maintain a "B". In August of 2016, this school is now an "A" school. PPE is unique in that it believes in the capacity of school leaders. I will always be grateful for NMPED's Priority Schools Bureau Staff for believing and developing New Mexico's school leaders.

Sincerely,

Dora A. Solis



RUBEN S. TORRES ELEMENTARY

1910 8th St. NW
Deming, NM 88030
<http://rst.demingps.org>



Phone: 575-544-2723

Fax: 575-544-2726

Ms. Connie Maag, Principal
Mrs. Sylvia Martinez, Secretary

Mrs. Charlotte Sandoval, Admin Intern
Maria Majalca, Secretary

Monday, December 5, 2016

Re: Principals Pursuing Excellence

Dear New Mexico Legislators,

It is with deep pride that I write this letter and share with you the power of the program - Principals Pursuing Excellence. To express to you the gratitude I feel for the program how it has helped me become a better leader and our school to succeed in showing growth. This story is not unique but replicates the countless difficulties that many new administrators face in our state, when they don't have to. Principals Pursuing Excellence is an amazing way to support them and the New Mexico Education System.

Like many new administrators I was hired, given my keys and sent off to tackle the world. It was 2 years later that I realized one thing was missing - support. During the first year I didn't realize I was missing support because I was working 12 to 14 hour days to succeed and doing everything possible I could for teachers and students. At the end of the first year I was exhausted but felt I had diagnosed what was broken and was determined to fix all the issues the following year.

The second year we integrated our dual language students with transitioning and switching classes, implemented common planning to build reading units aligned to the common core standards, and integrated small group instruction. This is something that should have taken 2 to 4 years to complete, but being a new administrator I didn't know that. Many teachers were now working the same 12 to 14 hours as me, complaining loudly, transferring out of my school and I received a minimally effective in communication on my evaluation. The superintendent gave me the opportunity to fix the culture in our building. I knew that if I was unable to I would be replaced. I was devastated. Failure was not an option. It was then I realized I need support and help to learn how to be an administrator that makes a positive impact. Administrators across the state need this same opportunity of support to help increase the success of New Mexico's Education System.

It is astounding how one email can have such a powerful impact on your life. I received an email to apply for Principals Pursuing Excellence and jumped at the opportunity. I love my job as a principal, I love my students and teachers, I want to be amazing at what I do and help facilitate success at our school. I applied and passionately tell you that had I not been accepted I would not be the principal I am today at a school that went from showing no growth for over 5 years to one that is showing consistent growth over time with our students. In fact I would most likely not be a principal at all.

Principals Pursuing Excellence program provided me with more support than I could have imagined at the darkest time in my career. They gave me a mentor, turnaround leader, a network of principals, an amazing staff at priority school bureau that I could turn to for support, and the tools to create a positive culture and plan for RST. As I began year three of my principalship I realized this program offered me the training, assistance and tools that I needed to be effective when I first entered administration. The training that many others still need to increase their effectiveness.

*Making Every Minute Count on Our Path to Success!
¡Hagamos que cada minuto cuente en nuestro camino hacia el éxito!*

Sent from my iPhone

Begin forwarded message:

From: "HelpDesk, PED, PED" <PED.HelpDesk@state.nm.us>
Date: September 29, 2016 at 2:49:18 PM MDT
To: Katherine Bueler <kbueler@sfps.k12.nm.us>
Cc: "Marrujo-Gallegos, Eileen, DVR" <Eileen.Marrujo-Gallegos@state.nm.us>
Subject: Teacher Debit Card

Ms. Bueler,

Thank you for your inquiry. I have forwarded your email to Eileen Marrujo-Gallegos so she can see your wonderful comments on the Teacher Debit Card that you have provided.

Best Wishes.

Thank you,
Melissa M. Sanchez
Constituent Services and Strategic Initiatives
505.827.5800 or 505.827.4296

The information provided is not intended as legal advice and should not serve as the basis for decision-making in specific situations. In addition, this response does not create an attorney-client relationship.

From: Katherine Bueler <kbueler@sfps.k12.nm.us>
Sent: Thursday, September 29, 2016 2:46 PM
To: HelpDesk, PED, PED; Barton, Marcia, PED
Subject: NM Teacher's Supply Program VISA

Teacher
Debit
Card ✕

I'm wondering who is responsible for this VISA debit card program. I'd like to thank them, from the bottom of my heart. I teach hands-on science in 8th grade at El Camino Real Academy in Santa Fe. For many years, I've wanted something like this, and this year, for the first time, it is working. So often what I need to make a lab work is a few neodymium magnets from Hobby Lobby (which doesn't take purchase orders), or a bit of hardware from Ace (where the clerks don't know how to handle purchase orders), or a few tools from Harbor Freight (where last year's card didn't work but this year's does), or some lumber from Home Depot (where the person who knows how to help me isn't there and I stand around in the store for an hour waiting), or a few electronic components--motors, propellers, and LEDs--from Amazon to replace the ones I didn't realize got burned out last year. Again, thank you. This card program is a civilized way to support hands-on teachers. I've long wondered why the state would pay \$50,000 a year for a

teacher's salary, but not trust them to spend a few hundred dollars of supply money, and figured it would be possible to figure out a better way. Now you have.

--

Katherine Bueler, 8th Grade Science, Dual Language
Room 3015, ECRA, 467-1355

****Disclaimer: This message and any attachments are intended for the use of the addresses(s) only and may be confidential and/or legally privileged. If the reader is not the intended recipient, DO NOT READ, notify sender and delete this message. In addition, be aware that any disclosure, copying, distribution or use of the contents of this message is strictly prohibited. The contents of this message, while possibly falling under the exceptions of the Inspection of Public Records ACT [NMSA Chapter 14, Article2] may be subject to inspection by the public**

Duran, Alicia, PED

From: Jenifer Hooten <jenifer.hooten@atcschool.org>
Sent: Wednesday, July 20, 2016 6:45 PM
To: Duran, Alicia, PED
Subject: Empowering NM Teachers

Good evening, Ms. Duran.

First, I want to say thank you for insisting that the NM Teachers Summit take place. The conversations have started, and thanks to your work, the doors of communication are now open. I also wanted to thank you for Brooke Haycock's performance. As I watched it, something my mother says came to mind: before you make any decisions about a person, listen to their back story because everyone's got one.

Second, I wanted to offer ideas based on a conversation I had with Secretary Skandera on Tuesday. We briefly discussed ways to support new teachers, and she mentioned wanting to have the three of us (you, Sec. Skandera, and myself) talk about these ideas today. It was a busy day, and I honestly got wrapped up in the sessions so I wanted to share my ideas with you before I forget. As I told Secretary Skandera, I am happy to offer time and energy to assist in any way that I can.

Below is a link to an article regarding supports for new teachers. Results from a recent study show that pre-made lesson plans are much more beneficial for new teachers, and have a much greater impact on improving student achievement, than sending them to professional development. Clearly these lessons would have to be exemplars, created by master teachers, and we would want to highlight specific pedagogy that demonstrates quality teaching for new teachers. Rhonda Gardner and I, along with other math teachers, started working towards something like this for our district until funding was directed elsewhere. However, the research shows that providing 'off the shelf' lessons is much more cost-effective and significantly more beneficial for deep student understanding than professional development.

http://blogs.edweek.org/edweek/curriculum/2016/07/study_give_teachers_lesson_plans_not_professional_development.html

Please let me know if you would like to continue this conversation and what I can do to help you in your efforts.

Thank you,

Jenifer Hooten
Mathematics
Geometry, AP Calculus
The Academy for Technology and the Classics

Duran, Alicia, PED

From: Sandra Roney <sandra.roney@k12espanola.org>
Sent: Thursday, July 21, 2016 9:31 AM
To: Duran, Alicia, PED
Subject: Teacher Summit

?Hi Alicia,

Thank you so much for your work on the summit. I'm looking forward to applying for the leadership team. In the meantime, could you direct me to the proper person to get my certificate of participation at the conference?

I was told that one would be emailed last night but it wasn't in my inbox. Your assistance is appreciated.

Sandra Roney
Social Studies Teacher
Espanola Valley High School

Duran, Alicia, PED

From: Michele Baber <mbaber@fms.k12.nm.us>
Sent: Thursday, July 21, 2016 1:46 PM
To: Duran, Alicia, PED
Subject: Teachers Summit 16

Ms. Duran,

Thank you so much for putting together this event. I learned so much and I feel empowered to move forward this next year.

I was hoping to download many of the documents that were used in the breakout sessions, but I can't seem to find many of them. I went to sessions that I hadn't "scheduled" before hand, and I heard some great things about other sessions.

Will there be a place where all of these documents can be downloaded? Do you have tips for me to get them off the scheduling site?

Thanks,

Michele Baber
Tibbetts Middle School
8th Grade English Language Arts
mbaber@fms.k12.nm.us
505-599-8613 ext. 5455

Duran, Alicia, PED

From: Skandera, Hanna, PED
Sent: Thursday, July 21, 2016 2:33 PM
To: Aragon, Amanda, PED; McEntyre, Robert, PED; Duran, Alicia, PED
Subject: Fwd: Teacher Summit

Sent from my iPhone

Begin forwarded message:

From: Kim Mizell <kmizell@bsin.k12.nm.us>
Date: July 21, 2016 at 1:14:16 PM MDT
To: "Skandera, Hanna, Ped" <hanna.skandera@state.nm.us>
Subject: Fwd: Teacher Summit

Secretary Skandera, I thought you might like a positive note for the work you are doing with teachers.



Sent from my iPhone

Begin forwarded message:

From: Tina Hudson <thudson@bsin.k12.nm.us>
Date: July 21, 2016 at 8:42:04 AM MDT
To: Patricia Marquez <pmarquez@bsin.k12.nm.us>, Kim Mizell <kmizell@bsin.k12.nm.us>
Subject: Teacher Summit

I just wanted to thank you both for the opportunity to attend this first (of hopefully many) New Mexico Teacher Summit's. Everyone there agreed that as a whole the teachers finally felt like we had a voice and were being heard. Secretary Skandera was there and I have to give her credit she took some very harsh criticism but stuck it out with us the whole time. She knows how frustrated we all are and she's trying...and that's something. We all left with a sense of hope for the profession that we love so dearly. There are some amazing things happening for teachers in this state and I'm so excited to be a part of it all. So thank you again for thinking of me when you sent out the invitations.

Tina Hudson
6th Grade Teacher
Naaba Ani Elementary School
(505)634-3500

"I can't teach anybody, I can only make them think." Socrates

Duran, Alicia, PED

From: ROXANNE MITCHELL <roxanne.mitchell@clovis-schools.org>
Sent: Thursday, July 21, 2016 3:52 PM
To: Duran, Alicia, PED
Subject: Summit - Teacher Leader Program

Alicia,

I wanted to thank you for your vision and effort to put on this week's summit. So many wonderful things came from it, and I can't imagine the effort it took. I am very interested in the leadership program you presented. I did have a concern I wanted to share with you. I realize there are always exceptions to every rule, but including teachers that are not scoring effective or higher raises red flags to me. Many teachers who have not performed well on the evaluation do not like it, however often they are not leaders in their school. I feel that this selection has to be so careful in order to create the buy-in needed for success. The information shared by this group, and the PD taught needs to be done by our most effective teacher leaders. I do think principal input would be valuable as well. I may or may not be qualified to be part of your team, but either way, I look forward to learning from this fellowship.

Again, thank you for the effort and concern you are applying to your new position.

--

Roxanne Mitchell
Sandia Elementary

Disclaimer: Privileged/confidential information may be contained in this message and may be subject to legal privilege. Access to this email by anyone other than the intended is unauthorized. If you are not the intended recipient (or responsible for delivery of this message to such person), you may not use, copy, distribute, or deliver this message to anyone this message (or any part of its contents) or take any action in reliance on it. In such case, you should destroy this message immediately.

Duran, Alicia, PED

From: Gretchen Venkatesh <gvenkatesh@sfps.k12.nm.us>
Sent: Monday, July 25, 2016 4:24 PM
To: Fred Romero
Cc: Duran, Alicia, PED; Myrna Van Orden; April Stirman
Subject: Re: NM TEACHER SUMMIT - ATTENDANCE CERTIFICATES

To all the amazing people who made this Summit possible,
Thank you for the Summit!

I feel so energized and excited by all the connections I made there and all the GREAT workshops. One thought I heard many times for the summit next year is to have a workshop on best practices for co-teaching to promote collaborative conversation between the general education teachers and the special education teachers.

Just an idea!

Sincerely,
Gretchen Venkatesh
Special Education Teacher
Capshaw Middle School
Santa Fe Public Schools

On Fri, Jul 22, 2016 at 6:48 PM, Fred Romero <fred.romero@regionix.org> wrote:
Greetings,

Our registration data confirms your attendance at the NM Teacher Summit on July 19-20, 2016.

Per **Alicia Duran** your **Teacher Liaison** at NMPED, I am emailing your New Mexico Teacher Summit Certificate of Attendance.

If needed, this email can also be attached to your certificate as an additional documentation.

Thank you, once again, for attending the NEW MEXICO TEACHER SUMMIT.

Hope you have great year with your students and your team of administrators and teachers...!!!

Fred Romero/Personnel Services Manager
/Event Coordinator
Region IX Education Cooperative
237 Service Road
Ruidoso, NM 88345

Phone: 575.257.2368 Ext: 105
Fax: 575.257.2141

Duran, Alicia, PED

From: KEVIN A BALDER <K_BALDER@msn.com>
Sent: Friday, July 29, 2016 2:53 PM
To: Duran, Alicia, PED
Subject: Teacher Summit

I just wanted to let you know how great I felt about the success of the teacher summit. As a teacher advisory member, I was super impressed that our vision of getting teachers to start the school year off on a positive, energizing way seemed to work! Secretary Skandera has really tried to listen to us as an advisory, and I, personally, feel valued as a member. It's too bad that, because of time and venue constraints, we had to keep the summit smaller than we would like. I felt the sessions offered were good, and leave us room to expand to fulfill the needs of the teachers in NM. Thanks again.

Kevin Balder
APS
Member, STA



Lucinda Sanchez
ASSOCIATE SUPERINTENDENT

Senator John Arthur Smith, Chair
Honorable Members of the Legislative Finance Committee

December 7, 2016

Dear Senator Smith and Honorable Members of the LFC:

My name is Lucinda Sanchez; I am the Associate Superintendent of Special Education for Albuquerque Public Schools. I am writing to support the efforts of the New Mexico Public Education Department Policy Division's regarding their project, *The Next Generation School Teacher and School Leader Preparation Program*, funded through the efforts of the NM Legislature. I am pleased to note that New Mexico Highlands University is a recipient of one of the awards offered through this project. The award is entitled the NMHU PREP Program.

I am cognizant of the budget shortfall the State of New Mexico is experiencing and understand the economic challenges you are facing in the upcoming legislative session. As you begin to sift through the many requests submitted to you for funding, I urge you to support the funding for the continued success that has been demonstrated by NMHU PREP.

The Taos News and the Santa Fe New Mexican reported more than 440 teacher positions are vacant in New Mexico public schools, which means long-term substitutes (many lacking appropriate certification) and teachers on "I" licenses are leading hundreds of classrooms across the state.

New Mexico Highlands University's Department of Special Education in conjunction with an approved NMPED partner, Albuquerque Public Schools has developed a, pilot, fast-track practice-based Special Education Teacher Preparation Program. The program is entitled New Mexico Highlands University Prep (NMHUP). Reiterating, its intent is to expedite the preparation of non-traditional Special Education teachers on an "I" license by using a rigorous, practice-based approach. Additionally, a report by New Mexico State University has indicated all teacher preparation programs in New Mexico have experienced a drop in enrollment. *The Next Generation School Teacher and School Leader Preparation Program* is an avenue to help this teacher shortage in NM. The NMHU PREP program with the support added 65 certified individuals to New Mexico's teacher roles. I believe we have found a way to expedite the preparation process through a fast-track practice-based program.

Therefore, I urge you to take note the success of this innovative program as you deliberate NMPED's budget. If you have any questions or would like to discuss this further, please feel free to call me at (505) 855-9902 or email me at sanchez_lu@aps.edu.

Sincerely,

Lucinda Sanchez
Associate Superintendent of Special Education Albuquerque Public Schools



HEIGHTS ELEMENTARY
2410 10th Street
Alamogordo, NM 88310

Office: (575) 812-5200
Fax: (575) 812-5203

December 6, 2016

Secretary of Education Hannah Skandera
NM Public Education Department
Santa Fe, NM

Dear Secretary Skandera,

I am writing to you regarding two programs that are close to my heart. With your support, Debbie Montoya and her team have given Principals Pursuing Excellence and Teachers Pursuing Excellence the impetus to make a difference in the lives of our students across NM.

I was one of the lucky members of cohort 1 of PPE and the only principal from the Alamogordo Public School District. I was part of a great group of administrators who were intent on learning how best to make a difference in the lives of our students. I'm sure many of us thought we knew how to do this, but it became clear after the very first convening that there was much work to do. My mentor and I met and or talked on the phone throughout my first year. We looked at the areas that would make the biggest impacts on our schools, staffs, and students. I was in my first year at Heights Elementary School when I started PPE, and my teachers stepped up to the plate and were willing to walk with me on this journey. Together we looked at data, and made changes in what math concepts were taught without following the scope and sequence of the program. We saw student scores improve in this area and district personnel asked what we were doing. This eventually led to our district looking at the scope and sequence and making changes across all grade levels in the district. Before completing PPE, I was privileged to see Paul Bambrick Santoyo in person and as you know his book was the basis of PPE.

Soon after, a small group of people met with Debbie Montoya and she asked us about a similar project for teachers. Thus, Teachers Pursuing Excellence became a reality and because of my participation in PPE, we were asked to become part of cohort 1 of TPE. We completed year one and my teachers again stepped up to the plate. They have and continue to work hard on the areas that have been brought forth that influences their teaching and transfers to student learning.

Our school report grade went up to a "B" after my first year with PPE and then dropped to a "C" but this last year our school grade was a "B" and we were four tenths of a point from an A. While Heights Elementary started out with a "D" grade when I first got there, we are a strong "B" and see our students learning. I believe this is a direct result of my training with PPE and that of my teachers with TPE. I hope to see both of these programs continue as they are an investment in the future of our students, teachers, and administrators.

Thank you for your support,

Cathy Jackson





Val R. Panteah Sr.
Governor

Birdena Sanchez
Lt. Governor

Wilfred Eriacho Sr.
Head Councilman

Virginia R. Chavez
Councilwoman

PUEBLO OF ZUNI

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Phone: (505) 782-7022
Fax: (505) 782-7202
www.ashiwi.org

505-782-7000 MAIN

Carleton R. Bowekaty
Councilman

Audrey A. Simplicio
Councilwoman

Eric Bobelu
Councilman

Arlen Quetawki Sr.
Councilman

Officially known as the Zuni Tribe of the Zuni Indian Reservation

December 1, 2016

To Whom It May Concern:

It is my pleasure to write this letter in support of a community organization that has been in our state for the last 15 years. *Teach For America* – New Mexico is a valuable partner to the Pueblo of Zuni and the Navajo Nation. I have seen firsthand the caliber of their programming and the impact their teachers have made in classrooms across the region. As Governor of the Zuni Pueblo and Vice Chairman of the All Pueblo Council of Governors, I know that TFA continues to engage tribal leaders and have hosted community meetings to hear directly from elders, students, and parents about their ideas to improve education in Zuni.

Since launching in 2001, *Teach For America* has brought over 200+ corps members to teach in low-income areas across New Mexico. Over the last year, the program has been working with 58 schools, impacting over 2,900 students. I believe that a high quality teacher is the driving force behind student achievement. Schools must have effective educators and leaders who can radically alter the life path of their young people. TFA goes above and beyond to empower the academic excellence of students. It is clear these teachers work far beyond a six hour school day to ensure they are having a transformational impact.

Teach For America – New Mexico is working with communities to provide a crucial pipeline of strong, diverse leadership to our schools. This is why I support their effort to recruit more local and indigenous teachers to our school districts. I know TFA provides talented, highly effective, and qualified teachers who provide our children the education and opportunities they deserve. This letter of support is a testament to the meaningful relationship I have with a community-led organization that believes in strengthening and honoring the sovereignty of the Zuni Pueblo. We have much work to get done to eliminate educational inequity and I am honored to have TFA as a partner in that endeavor.

Warmest Regards,

Val R. Panteah, Sr.
Governor



23rd Navajo Nation Council

November 15, 2016

To Whom It May Concern:

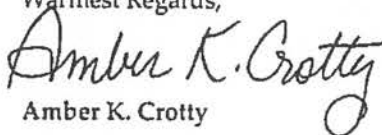
It is my pleasure to write this letter in support of a community organization that has been in our state for the last 15 years. Teach For America – New Mexico is a valuable partner to the surrounding Pueblos and the Navajo Nation. I have seen firsthand the caliber of their programming and the impact their teachers have made in classrooms across the region. As Council Delegate to the Navajo Nation Council and member of the Health, Education, & Human Services Committee, I know that TFA continues to engage parents, inspire students, and build lasting relationships with communities across the Navajo Nation.

Since launching in 2001, TFA-New Mexico has brought over 200+ corps members to teach in low-income classrooms. From 2015 to 2016, the program has been working with 58 schools throughout New Mexico, impacting over 2,900 students. These corps members work tirelessly to improve educational inequity while honoring the sovereignty of tribal nations in our state.

I believe that a high quality teacher is the driving force behind student achievement. Schools must have effective educators and leaders who can radically alter the life path of their young people. Teach For America corps members go above and beyond to empower the academic excellence of students. Their training and ongoing support equips them to have an immediate, positive impact on the lives and achievements of their students. It is clear these teachers work far beyond a six hour school day to ensure they are having a transformational impact.

Teach For America is working with communities to provide a crucial pipeline of strong, diverse leadership to our schools. This is why I support their effort to recruit more local and indigenous classroom leaders to Navajo school districts. TFA provides talented, highly effective, and qualified teachers who I know provide our children the education and opportunities they deserve. This letter of support is a testament to the meaningful relationship I have with a community-focused organization that believes in strengthening and honoring the sovereignty of our tribal nations.

Warmest Regards,



Amber K. Crotty

Councilwomen

Navajo Nation Council



23rd Navajo Nation Council

November 15, 2016

Re : Supporting Teach for America - New Mexico

To Whom It May Concern:

It is my pleasure to write this letter in support of a community organization that has been in our state for the last 15 years. *Teach For America (TFA) – New Mexico* is a valuable partner to the surrounding Pueblos and the Navajo Nation. I have seen firsthand the caliber of their programming and the impact their teachers have made in classrooms across the region. As Navajo Nation Council Delegate and Chairperson of the Health, Education, & Human Services Committee, I know that TFA continues to engage parents, work alongside community leaders, and are actively recruiting more Native Americans to return home to teach our young people.

Since launching in 2001, TFA-New Mexico has brought over 200 corps members to teach in low-income classrooms. From 2015 to 2016, the program has been working with 58 schools throughout New Mexico, impacting over 2,900 students. These corps members work tirelessly to improve educational inequity while honoring the sovereignty of tribal nations in our state.

I believe that a high quality teacher is the driving force behind student achievement. Schools must have effective educators and leaders who can radically alter the life path of their young people. *Teach For America* corps members go above and beyond to empower the academic excellence of students. Their training and ongoing support equips them to have an immediate, positive impact on the lives and achievements of their students. It is clear these teachers work far beyond a six hour school day to ensure they are having a transformational impact.

Teach For America is working with communities to provide a crucial pipeline of strong, diverse leadership to our schools. This is why I support their effort to recruit more local and indigenous classroom leaders to Navajo school districts. TFA provides talented, highly effective, and qualified teachers who I know provide our children the education and opportunities they deserve. This letter of support is a testament to the meaningful relationship I have with a community-focused organization that believes in strengthening and honoring the sovereignty of the Navajo Nation.

Warmest Regards,

A handwritten signature in black ink that reads "Jonathan L. Hale". The signature is written in a cursive style with a large, prominent initial "J".

Jonathan Hale
Council Delegate & Chairperson
Health & Human Services Committee
23rd Navajo Nation Council



Thoreau Community Center

October 14, 2016

To Whom It May Concern:

It is my pleasure to write this letter in support of a community organization that has been in our state for the last 15 years. Teach For America – New Mexico is a valuable partner to the surrounding Pueblos and the Navajo Nation. I have seen firsthand the caliber of their programming and the impact their teachers have made in classrooms across the region. As the Executive Director for Thoreau Community Center, I know that TFA continues to engage parents, inspire students, and build lasting relationships with community leaders like myself.

Since launching in 2001, TFA-New Mexico has brought over 200+ corps members to teach in low-income classrooms. From 2015 to 2016, the program has been working with 58 schools throughout New Mexico, impacting over 2,900 students. These corps members work tirelessly to improve educational inequity while honoring the sovereignty of tribal nations in our state.

I believe that a high quality teacher is the driving force behind student achievement. Schools must have effective educators and leaders who can radically alter the life path of their young people. Teach For America corps members go above and beyond to empower the academic excellence of students. Their training and ongoing support equips them to have an immediate, positive impact on the lives and achievements of their students. It is clear these teachers work far beyond a six hour school day to ensure they are having a transformational impact.

Teach For America is working with communities to provide a crucial pipeline of strong, diverse leadership to our schools. This is why I support their effort to recruit more local and indigenous classroom leaders to our district. TFA provides talented, highly effective, and qualified teachers who I know provide our children the education and opportunities they deserve. This letter of support is a testament to the meaningful relationship I have with a community-focused organization that acts on the belief that our students have the power to change the narrative.

Warmest Regards,

Priscilla Manuelito
Executive Director



THE NAVAJO NATION

RUSSELL BEGAYE
JONATHAN NEZ

December 2, 2016

New Mexico State Legislators
490 Old Santa Fe Trail
Santa Fe, NM 87501

To Whom It May Concern:

It is my pleasure to write this letter in support of a community organization that has been in New Mexico for the last 15 years. *Teach For America* is a valuable partner to tribes in the Four Corners area and the Navajo Nation. I have seen firsthand the caliber of their programming and the impact their teachers have made in classrooms across the region. As President of the Navajo Nation, I know that TFA continues to engage tribal leaders and have hosted public meetings to hear directly from young people, parents, elders, and community leaders about how we can improve education for Dine' students.

Since launching in 2001, *Teach For America* has brought over 200+ corps members to teach in low-income areas across New Mexico. Over the last year, the program has been working with 58 schools, impacting over 2,900 students. I believe that a high quality teacher is the driving force behind student achievement. Schools must have effective educators and leaders who can radically alter the life path of their young people. TFA goes above and beyond to empower the academic excellence of students. It is clear these teachers work far beyond a six hour school day to ensure they are having a transformational impact. It is my hope that one day every Dine' student graduate from college or technical schools and return home to help our people. I believe this organization shares in that vision as well.

Teach For America – New Mexico is working with communities to provide a crucial pipeline of strong, diverse leadership to our schools. This is why I support their effort to recruit more local and native teachers to our school districts. I know TFA provides talented, highly effective, and qualified teachers who provide our children the education and opportunities they deserve. This letter of support is a testament to the meaningful relationship I have with a community-led organization that believes in strengthening and honoring the sovereignty of the Navajo Nation. We have much work to get done to eliminate educational inequity and I am honored to be a partner alongside TFA in that endeavor.

Respectfully,

THE NAVAJO NATION

A handwritten signature in black ink, appearing to read "Russell Begaye".

Russell Begaye, President

NEW MEXICO
HIGHLANDS
UNIVERSITY

December 7, 2016

Senator John Arthur Smith, Chair
Honorable Members of the Legislative Finance Committee

Dear Senator Smith and Honorable Members of the LFC:

Allow me to introduce myself; my name is Dr. Carol C. Linder. I am Interim Provost and Vice-President for Academic Affairs at New Mexico Highlands University. I am writing to support the efforts of the New Mexico Public Education Department, Policy Division, regarding their project, *The Next Generation School Teacher and School Leader Preparation Program*, funded through the efforts of the New Mexico Legislature. I am pleased to note that New Mexico Highlands University is a recipient of one of the awards offered through this project. The award is entitled the NMHU PREP Program.

I am cognizant of the budget shortfall New Mexico is experiencing, and according to newspaper accounts, the shortfall apparently is not going to get any better in the near future. However, as you and your Committee sift through and deliberate the budget requests, I urge you to support the success demonstrated by NMHU PREP.

The TAOS NEWS and the SANTA FE NEW MEXICAN reported that more than 440 teacher positions are vacant in New Mexico public schools, which means long-term substitutes (many lacking appropriate certification) and teachers on "I" licenses are leading hundreds of classrooms across the State.

New Mexico Highlands University's Department of Special Education, in conjunction with an approved NMPED partner, Albuquerque Public Schools, has developed a pilot, fast-track practice-based Special Education Teacher Preparation Program. The program is entitled New Mexico Highlands University Prep (NMHUP). Reiterating, its intent is to expedite the preparation of non-traditional Special Education teachers on an "I" license by using a rigorous, practice-based approach. Additionally, a report by New Mexico State University has indicated that all teacher preparation programs in New Mexico have experienced a drop in enrollment. *The Next Generation School Teacher and School Leader Preparation Program* is an avenue to help this teacher shortage in NM. The NMHU PREP program with the support added 65 certified individuals to New Mexico's teacher roles. I believe we have found a way to expedite the preparation process through a fast-track, practice-based program.

Therefore, I urge you to take note of the success of this innovative program as you deliberate NMPED's budget. If you have any questions or would like to discuss this further, please feel free to call me at (505) 454-3267 or e-mail me at cinder@nmhu.edu.

Sincerely,



Carol C. Linder, Ph.D.
Interim Provost/VPAA

Office of Academic Affairs
P.O. Box 9000, Las Vegas, New Mexico 87701
Phone: 505.454.3311 505.426.2250 Fax: 505.454.3558

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December 6, 2016

Secretary of Education Hannah Skandera
NM Public Education Department
Santa Fe, NM

Dear Secretary Skandera,

I am writing to you regarding two programs that are close to my heart. With your support, Debbie Montoya and her team have given Principals Pursuing Excellence and Teachers Pursuing Excellence the impetus to make a difference in the lives of our students across NM.

I was one of the lucky members of cohort 1 of PPE and the only principal from the Alamogordo Public School District. I was part of a great group of administrators who were intent on learning how best to make a difference in the lives of our students. I'm sure many of us thought we knew how to do this, but it became clear after the very first convening that there was much work to do. My mentor and I met and or talked on the phone throughout my first year. We looked at the areas that would make the biggest impacts on our schools, staffs, and students. I was in my first year at Heights Elementary School when I started PPE, and my teachers stepped up to the plate and were willing to walk with me on this journey. Together we looked at data, and made changes in what math concepts were taught without following the scope and sequence of the program. We saw student scores improve in this area and district personnel asked what we were doing. This eventually led to our district looking at the scope and sequence and making changes across all grade levels in the district. Before completing PPE, I was privileged to see Paul Bambrick Santoyo in person and as you know his book was the basis of PPE.

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Thank you for your support,

Cathy Jackson

Cathy Jackson

