

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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June 22, 2009

MEMORANDUM

TO: Legislative Education Study Committee

FR: Ms. Pamela Herman

**RE: STAFF REPORT: COLLEGE AND CAREER-READY POLICY INSTITUTE:
STATE PARTICIPATION**

Significantly improving a high school, and ensuring that its students are well-prepared, requires a whole lot of effort from a whole lot of people pulling in the same direction. It requires agreement on the goal, a clear sense of the primary means for getting there (such as high quality instruction, respectful relationships, and serious student effort), and honest yardsticks for benchmarking progress along the way.

- Achieve and The Education Trust, *Measures That Matter*

In September 2008, in a continuing effort to align high school standards, curricula, and assessments with the demands of college and the workplace, New Mexico joined seven other states and five national non-profit partners (see pages 3-4) to launch the College and Career-Ready Policy Institute (CCRPI), sponsored by the Bill and Melinda Gates Foundation. At the launch, the Institute was described as a way to help states "tackle the difficult, but essential, task of ensuring that their assessment and accountability systems are anchored in college- and career-readiness, and that state education policies cohesively support this critical goal."

According to CCRPI guidance, the Institute is designed to provide a structure by which state policymakers can explore critical questions in order to create a reasoned and thoughtful plan that:

- articulates the state's vision for a college- and career-ready education;

- identifies a coherent framework and clear policy priorities for college and career readiness, and describes how pursuing those priorities will lead to achieving the state’s vision;
- presents the state’s chosen approach for each priority area; and
- identifies the processes and resources necessary to implement the policies.

The New Mexico team is using its participation in the Institute to discuss policy questions and identify action steps (see page 5) that it judges necessary to advance the education policy created by the Legislature.

The Legislative Context for College and Career-Ready Policy Planning in New Mexico

New Mexico’s participation in the Institute both occurs in the context of and results from initiatives established by the Legislature in recent years to increase the value of the New Mexico high school diploma. From 2006 onward, reports from the Office of Education Accountability (OEA) have shown that approximately half of recent New Mexico high school graduates who attend state public postsecondary institutions require at least one remedial course in mathematics or literacy. Prompted by these reports, the Legislative Education Study Committee (LESC) endorsed a series of measures that were enacted to improve graduates’ readiness for college and careers. The legislation was also a response to testimony that the LESL heard regarding efforts to implement a 2003 state law requiring high school curricula and end-of-course tests to be aligned with placement tests administered by two- and four-year state public postsecondary institutions. These initiatives include the following:

- **Longitudinal data system:** In 2003, to make student longitudinal tracking and research possible, the Legislature required the Public Education Department (PED) to issue a unique ID number for each public school student; and since 2005, the *General Appropriation Act* has included language as well as nearly \$14.0 million in appropriations to PED to create a comprehensive Student Teacher Accountability Reporting System (STARS) to hold and report data for grades K-12. More recently, in 2007, legislation was enacted to require the Higher Education Department (HED) to use that same ID number for students enrolling in higher education.
- **American Diploma Project (ADP) standards alignment:** In 2007, the Legislature appropriated \$50,000 to the LESL to participate in the ADP Network, an alliance of 35 states organized by Achieve, Inc. (see page 4). ADP Network states commit to four goals:
 - aligning high school standards and assessments with the knowledge and skills required for success after high school;
 - requiring all graduates to take challenging courses that actually prepare them for life after high school;
 - streamlining the assessment system so that the tests students take in high school also can serve as readiness tests for college and work; and
 - holding high schools accountable for graduating students ready for college or careers, and holding postsecondary institutions accountable for students’ success once enrolled.

Through the ADP process, a team of New Mexico secondary and postsecondary educators, business leaders, and legislative staff developed a plan that was implemented to revise state

English language arts and mathematics standards so they align with the knowledge and skills required for success after high school.

An outgrowth of the ADP Network is a new multi-state effort to create voluntary national common core standards in English language arts and mathematics benchmarked to international standards. In May 2009, the Governor signed a Memorandum of Understanding with the Council of Chief State School Officers and the National Governors Association to join with 48 other states and territories to participate in this initiative (see Attachment 1).

- **New Mexico Diploma of Excellence:** In 2007, the Legislature enacted high school redesign legislation that included creation of the New Mexico Diploma of Excellence for all students who enter grade 9 beginning in school year 2009-2010. To graduate, students must complete 24 units, including:
 - four units of English;
 - four of math including Algebra 2 (unless the student has parental permission to take a lesser unit);
 - three of science, of which two must have a laboratory component;
 - three and one-half of social science;
 - one of physical education;
 - one of a career cluster, workplace readiness, or a language other than English; and
 - seven and one-half elective units;
 - at least one of the 24 units must be an advanced placement, distance-delivered, or dual credit course.

- **Standards-based high school graduation test:** The 2007 legislation also provides that, beginning in school year 2010-2011, students may not graduate unless they demonstrate competence in statutorily required subjects on a standards-based assessment or portfolio of standards-based indicators, instead of passing the current New Mexico High School Competency Exam, which is not tied to the state college and career-ready standards. PED states that the 11th grade standards-based assessment used for school accountability purposes will also serve as the new high school graduation test.

- **College and workplace readiness assessment system:** In addition, the 2007 legislation requires school districts to administer a series of assessments to all students in grades 9-11 to determine whether they are on track for college and workplace readiness. In grades 9 and 10, districts must administer short-cycle diagnostic assessments three times annually; and in the fall of grade 11, students must choose to take either a college placement or workplace readiness assessment, or provide an alternative demonstration of competency.

Based on New Mexico's progress toward achieving the ADP goals, the state was offered the opportunity to apply to participate in the CCRPI, and its application was accepted.

The College and Career-Ready Policy Institute (CCRPI)

Like the American Diploma Project, the CCRPI process is highly structured. Each of eight CCRPI states (Arizona, Arkansas, Georgia, Louisiana, Minnesota, New Mexico, Ohio and Tennessee) has assembled teams that participate in a series of in-state and national meetings and

activities, where, with technical assistance from the national partners and following a formal timeline, they are developing policies and plans in the six areas of the CCRPI framework:

- **Clear and rigorous goals:** setting goals and indicators that clearly establish college- and career-readiness as the central driver for the state’s assessment and accountability system;
- **Data systems:** ensuring full implementation of, access to, and use of an effective longitudinal student data system to accurately measure achievement of the indicators;
- **Assessments:** establishing an assessment system that measures how well students are prepared for college and careers;
- **Measures:** identifying and incorporating an array of measures that goes beyond assessment results to reflect progress toward college- and career-readiness;
- **Supports and interventions:** ensuring the availability and effective delivery of appropriate, differentiated, sustainable supports and interventions for schools and districts, based on holistic diagnostic performance reviews; and
- **Early warning systems, pathways, options, and models:** implementing early warning systems that identify the students most at risk of dropping out, and that link them with appropriate interventions; and creating policies that support an array of pathways to postsecondary access and success, especially for low-income and underperforming students.

The CCRPI Partners

Five national partners came together to create the Institute. Their staff provides policy analysis and research, in-state technical assistance, and cross-state leadership support to the CCRPI states. The partner entities describe themselves as follows:

- **Achieve, Inc.**, a bipartisan nonprofit organization created by the nation’s governors and business leaders to help states raise academic standards, improve assessments, and strengthen accountability to prepare young people for postsecondary success;
- **Data Quality Campaign (DQC)**, a national collaborative effort to encourage and support state policymakers to improve the collection, availability, and use of high-quality education data and to implement state longitudinal data systems to improve student achievement, managed by 14 national partners including the Education Commission of the States;
- **Education Counsel, LLC**, a multidisciplinary nonprofit law, policy and advocacy organization committed to strengthening education systems, closing achievement gaps, and expanding access to educational opportunities through research-based strategies;
- **Jobs for the Future**, a nonprofit entity that creates strategies for educational and economic opportunity by developing promising education and labor-market models, expanding successful models in communities across the country, and working to shape the policy environment so American families and companies can compete in a global economy; and
- **The National Governors Association-Center for Best Practices**, which serves the nation’s governors and their senior staff by developing and implementing innovative solutions to public policy challenges in education and other areas.

The CCRPI Process

In New Mexico, PED is the lead agency tasked with arranging meetings and assembling CCRPI work products. The actual work of the Institute in New Mexico is done by two teams, both of which receive support and technical assistance from the national partners:

- **The Leadership Team** provides overall policy guidance. This cross-sector group includes the secretaries of Public Education, Higher Education and Workforce Development or their designees (see Attachment 2), and staff from the LESC, the Governor's office, the OEA, and business leaders. The Leadership Team meets periodically in New Mexico, and travels to cross-state leadership sessions to work with partners and teams from the other CCRPI states.
- **The Working Team** is a larger group of leaders from public and higher education entities, state government, and business who meet as a whole or in focused subcommittees to develop details of the state plan (see Attachment 3). The Working Team subcommittees are focused on the state's first priorities; their key issues and work status are as follows:
 - **Goal-setting:** Having identified four main goals for the state plan, this committee is in the process of considering what targets and indicators will best measure progress toward achieving those goals, which are as follows:
 - increase high school graduation rates;
 - improve student readiness for college and careers;
 - increase college participation and completion; and
 - increase the number of residents employed in high wage, high value careers in the state.
 - **Data systems:** Because a 2009 LESC-endorsed bill to codify the state P-20 data system did not pass, this subcommittee has focused on two aspects of making a functional P-20 data system a reality in New Mexico:
 - coordinating with the Office of the Governor to establish a multi-agency data system planning group, tasked with developing a viable plan that will submit a successful application for federal stimulus funds from the Statewide Longitudinal Data System Grant Program of the Institute of Education Sciences (IES) in the summer or fall of 2009—an objective achieved with the issuance of Executive Order 2009-019; and
 - identifying how data in a P-20 system should be used to generate useful reports and research.
 - **Assessments:** This subcommittee has focused on identifying what research will be needed to determine if New Mexico's system of high school assessments is giving students and educators consistent signals about college- and career-readiness, either through alignment to the same standards, or by showing correlations in student outcomes over time.

- The **CCRPI timeline** is as follows:
 - February 2009—the first draft of the state policy plan was complete, including initial goals and indicators and a strategy for anchoring the state high school assessment system to college- and career-readiness;
 - March, 2009—the state team received feedback on the plan from the partners;
 - June 2009—the second draft of the report will be submitted;
 - August 2009—feedback on the second draft plan will be received from the partners;
 - November 2009—the final plan must be complete, and
 - early in the 2010 interim—the plan will be submitted to state leadership, including the LESC.

Presenters:

Representatives of two national CCRPI partners will provide the committee with a description of the goals, process, and current status of the CCRPI:

- Mr. Marc Frazer is a consultant with Achieve, Inc.
- Ms. Aimee Guidera is the Director of the Data Quality Campaign.



News Release

06/01/2009

Forty-Nine States and Territories Join Common Core Standards Initiative

Contact: Jodi Omeear, 202-624-5346
Office of Communications

NGA Center, CCSSO Convene State-led Process to Develop Common English-language arts and Mathematics Standards

WASHINGTON— The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) today released the names of the states and territories that have joined the Common Core State Standards Initiative: **Alabama; Arizona; Arkansas; California; Colorado; Connecticut; Delaware; District of Columbia; Florida; Georgia; Hawaii; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana; Maine; Maryland; Massachusetts; Michigan; Minnesota; Mississippi; Montana; Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; New York; North Carolina; North Dakota; Ohio; Oklahoma; Oregon; Pennsylvania; Puerto Rico; Rhode Island; South Dakota; Tennessee; Utah; Vermont; Virgin Islands; Virginia; Washington; West Virginia; Wisconsin; Wyoming.**

In the twenty-six years since the release of *A Nation at Risk*, states have made great strides in increasing the academic rigor of education standards. Yet, America's children still remain behind other nations in terms of academic achievement and preparedness to succeed.

By signing on to the common core state standards initiative, governors and state commissioners of education across the country are committing to joining a state-led process to develop a common core of state standards in English language arts and mathematics for grades K-12. These standards will be research and evidence-based, internationally benchmarked, aligned with college and work expectations and include rigorous content and skills.

"To maintain America's competitive edge, we need all of our students to be prepared and ready to compete with students from around the world," said **NGA Vice Chair Vermont Gov. Jim Douglas**. "Common standards that allow us to internationally benchmark our students' performance with other top countries have the potential to bring about a real and meaningful transformation of our education system to the benefit of all Americans."

"As state school chiefs, we have been discussing and building momentum for state-led, voluntary common standards that are both rigorous and internationally benchmarked for the past two years.," stated **CCSSO President and Arkansas Commissioner of Education Ken James**. "The broad level of commitment we have received from states

across the nation for this unprecedented effort is both gratifying and exciting. It also clearly illustrates that this is an idea whose time has arrived."

The Common Core State Standards Initiative is being jointly led by the NGA Center and CCSSO in partnership with Achieve, Inc; ACT and the College Board. It builds directly on recent efforts of leading organizations and states that have focused on developing college- and career-ready standards and ensures that these standards can be internationally benchmarked to top-performing countries around the world.

The goal is to have a common core of state standards that states can voluntarily adopt. States may choose to include additional standards beyond the common core as long as the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

"Measuring our students against international benchmarks is an important step," said **Virginia Gov. Timothy Kaine**. "Today, we live in a world without borders. It not only matters how Virginia students compare to those in surrounding states – it matters how we compete with countries across the world."

"Only when we agree about what all high school graduates need to be successful will we be able to tackle the most significant challenge ahead of us: transforming instruction for every child," said **CCSSO President-Elect and Maine Education Commissioner Sue Gendron**. "Common standards will provide educators clarity and direction about what all children need to succeed in college and the workplace and allow states to more readily share best practices that dramatically improve teaching and learning. Our graduates and frankly, the future of our economy, cannot wait any longer for our educational practices to give equal opportunity for success to every student."

The NGA Center and CCSSO are coordinating the process to develop these standards and have created an expert validation committee to provide an independent review of the common core state standards, as well as the grade-by-grade standards. This committee will be composed of nationally and internationally recognized and trusted education experts who are neutral to – and independent of – the process. The college and career ready standards are expected to be completed in July 2009. The grade-by-grade standards work is expected to be completed in December 2009.

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Founded in 1908, the National Governors Association (NGA) is the collective voice of the nation's governors and one of Washington, D.C.'s most respected public policy organizations. Its members are the governors of the 50 states, three territories and two commonwealths. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing and implementing innovative solutions to public policy challenges through the NGA Center for Best Practices. For more information, visit www.nga.org.

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public. www.ccsso.org

ATTACHMENT 2

NEW MEXICO COLLEGE AND CAREER-READY POLICY INSTITUTE STATE LEADERSHIP TEAM MEMBERS

BUSINESS COMMUNITY LEADERS

Mr. Larry Langley, New Mexico Business Roundtable

DEPARTMENT OF FINANCE AND ADMINISTRATION

Dr. Peter Winograd, Director, Office of Education Accountability

HIGHER EDUCATION DEPARTMENT

Dr. Bill Flores, Deputy Secretary
Dr. Rick Scott, Director, P-20 Policy & Programs

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Ms. Claire Dudley, Child & Youth Policy Advisor

PUBLIC EDUCATION DEPARTMENT

Chair - Dr. Catherine Cross Maple, Deputy Secretary for Learning and Accountability
Dr. Anya Dozier Enos, High School Redesign Coordinator

STATE AGENCIES

Ms. Betty Sparrow Doris, Secretary, Department of Workforce Solutions

**NEW MEXICO COLLEGE AND CAREER-READY POLICY INSTITUTE
STATE WORKING TEAM AND OTHER WORKGROUP MEMBERS**

BUSINESS COMMUNITY LEADERS

Ms. Terri Cole, Albuquerque Chamber of Commerce
Mr. Jed Fanning, Regional President, First Community Bank, Southern New Mexico and Arizona
Ms. Phyllis Franzoy, Executive Director, Southern New Mexico Independent Electrical Contractors, Inc.
Mr. Larry Langley, New Mexico Business Roundtable
Ms. Cesslie Pharr, Apprenticeship Director, Associated General Contractors New Mexico Building Branch

DEPARTMENT OF FINANCE AND ADMINISTRATION

Dr. Peter Winograd, Director, Office of Education Accountability
Mr. Scott Hughes, Deputy Director, Office of Education Accountability

EDUCATION ASSOCIATIONS

Mr. Charles Bowyer, Executive Director, NEA-New Mexico
Mr. Andy Lotrich, AFT-NM
Ms. Sharon Morgan, President, National Education Association-NM

HIGHER EDUCATION DEPARTMENT

Dr. Peter White, Cabinet Secretary
Dr. Bill Flores, Deputy Secretary
Mr. Chandler Barrett, P-20 Policy Analyst
Ms. Veronica Chavez-Neuman, Chief Information Officer
Mr. Len Malry, Director, Workforce Education and Private Proprietary Schools
Dr. Rick Scott, Director, P-20 Policy & Programs
Tyler Weldon, Director, Planning and Research

HIGHER EDUCATION ORGANIZATIONS

Ms. Jane Bradley, Central New Mexico Community College
Mr. Danny Earp, Executive Director, NM Independent Community Colleges
Dr. David Lepre, Executive Director, Council of University Presidents
Ms. Jaime Morley, Apollo College President and NMHED Advisory Council on Private Proprietary Schools Chair
Dr. Sheila Ortego, President, Santa Fe Community College
Mr. Ty Trujillo, Executive Director, NM Association of Community Colleges

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NEW MEXICO CCRPI STATE WORKING TEAM MEMBERS, Continued

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State CCRPI Chair - Dr. Catherine Cross Maple, Deputy Secretary for Learning and Accountability
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Dr. Mary Jo Daniel, Program Manager, Math and Science Bureau
Dr. Anya Dozier Enos, High School Redesign Coordinator
Ms. Carolann Gutierrez, Humanities Bureau Chief
Dr. Sheila Hyde, Assistant Secretary for Quality Assurance
Dr. Melissa Lomax, Director, Career Technical and Workforce Education
Dr. Nancy Martine-Alonzo, Assistant Secretary for Indian Education
Mr. Robert Piro, Chief Information Officer
Dr. Gloria Rendon, Assistant Secretary for Instructional Support
Mr. Robert Romero, Acting State Assessment Director

SCHOOL DISTRICTS

Dr. Lisa Grover, Executive Director, NM Coalition for Charter Schools
Ms. Gloria Hale, Indian Education Director, Grants-Cibola County Schools
Ms. Yvonne Lozano, Associate Superintendent of Educational Services, Gadsden Independent Schools
Ms. RoseAnn McKernan, Executive Director, Instruction & Accountability
Ms. Patricia Sandoval, Planning and Evaluation Director, Santa Fe Indian School
Steve Starkey, Superintendent, Hagerman Municipal Schools
Mr. Tom Sullivan, Executive Director, NM Council of School Administrators
Teri Trejo, Director of Accountability, Deming Public Schools
Ms. Lynn VanderLinden, Director, Assessment & Accountability, Santa Fe Public Schools

STATE AGENCIES

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Ms. Daniella Glick, Deputy Cabinet Secretary, Economic Development Department
Mr. Fred Mondragon, Secretary, Economic Development Department
Ms. Jean Rightley, Children Youth and Families
Mr. Terry Reusser, IT Lead Manager, Health Policy Commission
Mr. Chris Romero, State Apprenticeship Council Director, Department of Workforce Solutions
Mr. Gregory Scheib, Department of Workforce Solutions