



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

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DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

September 18, 2009

MEMORANDUM

To: Frances Maestas, Director
Legislative Education Study Committee

From: Veronica C. García, Ed.D.
Secretary of Education *VCG*

Re: High School Redesign and Written Parental Consent to Waive the Algebra II or Higher Mathematics Requirement

The purpose of this memorandum is to advise you regarding the PED actions that were taken and are pending regarding High School Redesign and Written Parental Consent to Waive the Algebra II or Higher Mathematics Requirement.

- March 2009: An update summarizing 2007 and 2008 Legislative changes to statute was published on the PED website and distributed through email, and via presentations at Spring Budget Workshop in April 2008, and the New Mexico Coalition of School Administrators 2009 Summer Conference.
- March 2009: A Frequently Asked Questions (FAQ) document was also published on the PED website and distributed as mentioned above. Page 5 of this document indicated that the PED anticipated publishing Administrative Code permitting a written parental request to complete a lesser math course only after the student had taken the grade 11 NMSBA.
 - I have directed staff to revise this FAQ and remove any reference to a requirement that the student must have taken the grade 11 NMSBA in order for a parent to request that a lesser math course be taken.
 - Staff will send out clarification to all superintendents and charter schools clarifying that parents may opt out of the Algebra II without meeting any pre-requisites.
- I have directed staff to immediately begin the process of completing additional Administrative Code requirements addressing written parental consent to waive the Algebra II or higher mathematics requirement.

High School Redesign and Parental Consent to Waive Algebra II or Higher Mathematics

September 18, 2009

Page #2

I hope this helps address any concerns or questions that LESC members may have. If you need further assistance, please contact me or Deputy Secretary, Dr. Catherine Cross Maple (catherine.crossmaple@state.nm.us, or via cell phone at 505-690-3315). I also ask that you share this information with your committee. Further, on behalf of the department I apologize for any confusion the original FAQ may have caused. Thank you for your interest in this matter.

VCG/CCM

cc: Senator Cynthia Nava, Chair of the LESC
Representative Rick Miera, Vice Chair of the LESC
Catherine Cross Maple, Ph.D., Deputy Education Secretary for Learning and Accountability
Tom Sullivan, New Mexico Coalition of School Administrators

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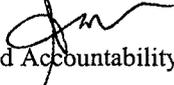
DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

October 13, 2009

MEMORANDUM

TO: Superintendents, Charter School Administrators, and State Educational Institution Administrators

THRU: Catherine Cross Maple, Ph.D. 
Deputy Secretary, Learning and Accountability

FROM: Tom Dauphinee, Ph.D. 
Interim Supervisor, Assessment and Accountability

RE: **CANCELLATION OF FALL 2009 COLLEGE AND WORKFORCE READINESS ASSESSMENTS**

As you know, the PED was prepared this fall to implement the ACT test and WorkKeys as the College Readiness Assessment and the Workforce Readiness Assessment for 11th grade students, as mandated by Public School Code §22-2C-4.1, (A), NMSA 1978. Responses to the announced implementation raised serious concerns about the districts' ability to pay for these assessments when budgets are being reduced, therefore making implementation of assessments not feasible at this time. Please also be advised that legislation may be proposed to delay the implementation timeline. We will keep you posted as this progresses.

Thank you for expressing your concerns.

TD/df

cc: Dr. Veronica C. García, Secretary of Education
Dr. Catherine Cross Maple, Deputy Secretary, Learning and Accountability
PED Executive Team
Dr. Anya Dozier-Enos, State High School Redesign Coordinator
Select PED Staff
District Test Coordinators



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DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

October 7, 2009

MEMORANDUM

TO: Superintendents, Charter School Administrators, and State Educational Institution Administrators

THRU: Catherine Cross Maple, Ph.D. *CCM*
Deputy Secretary, Learning and Accountability

FROM: Tom Dauphinee, Ph.D. *TD*
Interim Supervisor, Assessment and Accountability

**RE: COLLEGE AND WORKFORCE READINESS ASSESSMENT FALL 2009 DATES
SCHEDULED**

As you know, beginning this fall, 11th grade students will participate in the High School Redesign Assessment system that includes; a college readiness assessment, a workforce readiness assessment, or an alternative demonstration of competency using standards-based indicators. Grade 11 students must choose to take one or more assessments in order to meet the requirements of section §22-2C-4.1, (A), NMSA 1978 of the Public School Code. School districts have been funded through the State Equalization Grant distribution to pay for one administration of one of the assessments per student.

The ACT test will be administered statewide as the College Readiness Assessment. ACT's WorkKeys will be administered as the Workforce Readiness Assessment. **Schools must prepare students to declare their assessment choice by October 30, 2009.** This will allow ordering WorkKeys by school, and allow students sufficient time for ACT registration. Information about registration for these tests will be provided by ACT in separate mailings for the ACT test and for WorkKeys.

Students who want to take the ACT will be able to register at the expense of districts for one of two established ACT national test dates – Saturday, December 12, 2009, or Saturday, February 6, 2010. The cost to the district for each student taking the ACT under the State's contract is \$39.00. This fee includes reports to the colleges (for students who test) for up to four college choices listed at the time of registration, and reports to districts and schools.

ACT's WorkKeys assessment, which is the Workforce Readiness Assessment, will be given during regular school hours to grade 11 students at their high schools. The testing window for WorkKeys begins December 7th. Testing must be completed by December 18, 2009. The cost to the district for taking the WorkKeys assessment under the State's contract is \$31.00 per student.

ACT will be contacting high schools in your district immediately to establish testing sites statewide for one or both of these ACT national test dates. These sites will provide local ACT testing options for your students. Please note,

students will be assigned to testing sites on a first come, first registered basis, and students will be assigned to other nearby sites if capacity is reached at your school. ACT will provide comprehensive testing information for new test sites. Testing staff will be paid by ACT for administering the ACT test on Saturdays.

ACT will distribute New Mexico College Readiness Assessment Vouchers to each high school in mid-October. These serialized vouchers will be distributed to students who choose to take the ACT at district expense. The vouchers are to be used to pay for the student's registration – either on the Web or by paper folder – for one of the authorized test dates. To allow more students additional time to register for the December test date, ACT has **extended** the deadline for grade 11 students in New Mexico to **November 20, 2009**, without requiring a late fee. Additional details will be provided with the distribution of the vouchers.

Please be reminded of the following requirements in rule and statute regarding high school assessment and graduation for school year 2009-2010:

- 12th grade students do not fall under the requirements of the High School Redesign assessment system
- 11th grade students must take either the ACT, WorkKeys, or alternative portfolio assessment.
Grade 11 students are required to take the SBA every year for adequate yearly progress (AYP).

Please make the attached handout on the ACT test and WorkKeys assessments available to parents and students. A few suggestions for distributing the information quickly include:

- printing handout in the school newspaper or news letter,
- posting to school and/or district websites,
- E-mailing a copy to students and parents who have supplied e-mail addresses to the school or district,
- printing copies to have available in guidance center,
- and printing and distributing during home rooms and study halls.

Your assistance in distributing this information is much appreciated.

High School Redesign requirements are being phased in. The following requirements will affect the current students in 2009-2010:

- **2009-2010 SENIORS** must complete 23 required units and pass the NMHSCE*.
- **2009-2010 JUNIORS** must complete 23 required units, pass the NMHSCE*, and must take one of the following: College or Workforce Readiness Assessment, or a portfolio** of standards-based indicators.
- **2009-2010 SOPHOMORES** must complete 23 required units and must take one of the following: College or Workforce Readiness Assessment, or a portfolio** of standards-based indicators. Students must also take the Standards Based Assessment/High School Graduation Exam in grade 11 in 2010-2011.
- **2009-2010 FRESHMEN** must complete 24 required units and must take one of the following: College or Workforce Readiness Assessment, or a portfolio** of standards-based indicators. Students must also take the Standards Based Assessment/High School Graduation Exam as 11th graders in 2011-2012.

** In 2009-2010, students who did not pass the New Mexico High School Competency Exam (NMHSCE) in 10th grade will have opportunities to retest in fall and spring for up to five years after exiting high school. The NMHSCE will be replaced by the Standards Based Assessment in spring 2011 for grade 11 students.*

***Starting in spring 2011, the portfolio may also be used as an alternative demonstration of competence for the high school exit exam.*

Please contact Robert Romero at 505-827-6524, Robert.romero1@state.nm.us, or Charles Trujillo at 505-827-6536, Charles.Trujillo@state.nm.us with questions regarding high school assessment requirements.

Please contact ACT, Inc. for questions regarding ordering of ACT tests, selection of test sites, billing, and training of test administrators at: 1-800-553-6244, ext. 1510.

Please contact ACT, Inc. for questions regarding ordering of WorkKeys, billing, and training of test administrators at: 1-800-WorkKeys (1-800-967-5539).

Thank you for helping our students prepare for a successful transition into college and work.

Enclosure (1)

TD/df

cc: District Test Coordinators
Dr. Veronica C. García, Secretary of Education
Dr. Catherine Cross Maple, Deputy Secretary, Learning and Accountability
Anya Dozier-Enos
PED Executive Team
Select PED Staff

Taking the ACT® or WorkKeys®...

Opening Doors of Opportunity

A Guide for Students & Parents

You may have heard about an opportunity from the New Mexico Public Education Department that allows 11th grade students the opportunity to take either the ACT or WorkKeys at no cost*. By taking advantage of this program, you will be opening doors of opportunity from which to choose when you graduate.

New Mexico College Readiness Assessment



The New Mexico College Readiness Assessment is comprised of the ACT, a curriculum-based college entrance exam covering English, reading, math, and science. It is directly related to what you are learning in most of your high school courses and assesses your ability to complete college-level work. The ACT includes four multiple-choice tests in English, mathematics, reading, and science. ACT also offers an optional 30-minute Writing Test for a fee, paid by the student, which tests essay composition skills.

ACT test results are used in a variety of ways. The ACT score report provides information about your current level of academic achievement, extracurricular achievements, and educational plans to the institutions you indicate. This information, along with other kinds of information, can help:

- admissions officials identify if you can benefit from their programs.
- college academic advisors tailor an appropriate program of study.
- financial aid agencies evaluate applications for scholarships, loans, and other financial assistance.

Benefits for Students

The ACT also benefits you! For example, the ACT:

- Increases and enhances access to college, and helps you make informed decisions about which college to attend.
- The ACT is accepted by all 4-year colleges and universities in the U.S. and the NCAA®.
- The ACT rewards you for what you know.
- The ACT provides you with a unique interest inventory that provides valuable information for career and educational planning.

How do I sign up to take the ACT?

Contact your school counselor for a voucher that is needed when you register for the December or February test date.

New Mexico Workforce Readiness Assessment



The New Mexico Workforce Readiness Assessment is comprised of three WorkKeys tests. These tests are part of a comprehensive assessment system that defines employability skills by studying people and the work they do. WorkKeys tests measure “real world” skills in areas that are directly related to success on the job. These skills are valuable for just about every occupation, regardless of the level of education that’s required. WorkKeys test questions are based on situations, materials, and activities that working people encounter every day.

WorkKeys test results helps ensure that you are employable and helps you find the career that’s right for you. Based on your performance on the three WorkKeys tests, you may be eligible for a National Career Readiness Certificate. The credential is issued by ACT across the nation and proves that your skills in three areas – Reading for Information, Applied Mathematics, and Locating Information - make you a prime candidate for nearly any job.

Benefits for Students

WorkKeys also benefits you! For example, WorkKeys:

- helps you stand out from other job applicants
- gives you an edge over job applicants who have not measured their skills
- shows America’s leading companies that you have the skills to succeed in their jobs.
- increases the chances you will be hired and gain success in the job that’s right for you.
- points the way to higher skills, better jobs, and more pay.

How do I sign up to take WorkKeys?

Contact your high school counselor if you are interested in testing with WorkKeys. You will be testing in December on a date that is determined by your school or district.

*Funding covers the basic assessment fee. See your counselor for details.



New Mexico College Readiness Assessment



What can parents can do to help?

Students count on their parents for guidance. By showing your son or daughter the importance of acquiring a quality education after high school, you can expand their career options and potential for more rewarding jobs. You can help by:

- ensuring your child is enrolled in rigorous courses.
- taking an active role in understanding ACT scores and how they relate to the college admissions process.
- encouraging and accompanying your child on campus visits.
- establishing a meeting with a school counselor to learn more about college planning.

Resources and Helpful Websites

Preparing for the ACT

Guide that includes general test-taking strategies, ways to prepare for the test, and full length practice tests.

English - www.act.org/aap/pdf/preparing.pdf

Spanish - http://www.act.org/aap/pdf/preparing_es.pdf

Using Your ACT Results

Provides information to help students understand and use their ACT scores for college and career planning

English - <http://www.actstudent.org/pdf/uyar.pdf>

Spanish - http://www.actstudent.org/pdf/uyar_es.pdf

Student Web site

For tips on taking the ACT and links to resources and sample test questions.

www.actstudent.org

Parent Web site

For information and resources for The ACT.

www.act.org/path/parent

New Mexico Workforce Readiness Assessment



What can parents can do to help?

Students count on their parents for guidance. By helping your son or daughter understand the importance of essential employability skills, you can expand their career options and increase their prospects for long-term success. You can help by:

- focusing on the skills that employers need and want.
- encouraging a positive attitude – help them believe they can succeed.
- taking an active role in understanding WorkKeys scores and how they relate to work.
- becoming more involved in their school work to help build skills for future success.

Resources and Helpful Websites

Student Web site

For tips on taking WorkKeys and links to sample test questions.

www.myworkkeys.com

Parent Web site

For information and resources for WorkKeys.

www.act.org/workkeys/education/parents.html

National Career Readiness Certificate

The National Career Readiness Certificate connects employers with the most skilled employees

<http://act.org/certificate/index.html>

Are there tips to taking the ACT and WorkKeys?

- Read the directions and the questions carefully.
- Pace yourself—don't spend too much time on a single passage or question.
- Bring a calculator. (A list of all approved calculators can be found at www.actstudent.org/faq/answers/calculator.html)
- Use a soft lead No. 2 pencil with a good eraser; do not use a mechanical pencil or ink pen.
- Answer the easy questions first, then go back and answer the more difficult ones.
- On difficult questions, eliminate as many incorrect answers as you can, then make an educated guess among those remaining.
- Answer every question. Your scores on the multiple-choice tests are based on the number of questions you answer correctly. There is no penalty for guessing.
- If you complete a test before time is called, recheck your work on that test.

Spanish translations – Although the ACT and WorkKeys are offered in English only, this year, ACT is posting Spanish translations of selected publications. For example, a Spanish version of the student interpretive booklet *Using Your ACT Results* is available, along with the English version, at www.act.org/aap/resources.html. Additional publications will be translated and added throughout the year.

NOV 14 2009

U.S. Department of Education Opens Race to the Top Competition**FOR RELEASE:**

November 12, 2009

Contact: Justin Hamilton
(202) 401-1576**MORE RESOURCES****Final application, notice
inviting applications and
more****Conference call with
reporters**
 [MP3 \(7.3MB; 35 minutes\)](#)

U.S. Secretary of Education Arne Duncan today released the final application for more than \$4 billion from the Race to the Top Fund, which will reward states that have raised student performance in the past and have the capacity to accelerate achievement gains with innovative reforms.

"The president said last week that Race to the Top will require states to take an all-hands-on-deck approach," Duncan said. "We will award grants to the states that have led the way in reform and will show the way for the rest of the country to follow."

The U.S. Department of Education is asking states to build comprehensive and coherent plans built around the four areas of reform outlined in the American Recovery and Reinvestment Act.

The application requires states to document their past success and outline their plans to extend their reforms by using college- and career-ready standards and assessments, building a workforce of highly effective educators, creating educational data systems to support student achievement, and turning around their lowest-performing schools.

The \$4.35 billion for the Race to the Top Fund is an unprecedented federal investment in reform. Duncan will reserve up to \$350 million to help states create assessments aligned to common sets of standards. The remaining \$4 billion will be awarded in a national competition.

To qualify, states must have no legal barriers to linking student growth and achievement data to teachers and principals for the purposes of evaluation. They also must have the department's approval for their plans for both phases of the Recovery Act's State Fiscal Stabilization Fund prior to being awarded a grant.

The final application released today includes significant changes to the proposal released by the U.S. Department of Education in July. After reviewing responses to the draft proposals from 1,161 people, who submitted thousands of unique comments, ranging from one paragraph to 67 pages, the U.S. Department of Education restructured the application and changed it to reflect the ideas of the public.

"The public's input on this application was invaluable to us," Duncan said. "The comments helped us clarify that we want states to think through how they will create a comprehensive agenda to drive reform forward."

The final application also clarifies that states should use multiple measures to evaluate teachers and principals, including a strong emphasis on the growth in achievement of their students. But it also reinforces that successful applicants will need to have rigorous teacher and principal evaluation programs and use the results of teacher evaluations to inform what happens in the schools.

In Race to the Top, the department will hold two rounds of competition for the grants. For the first round, it will accept states' applications until the middle of January, 2010. Peer reviewers will evaluate the applications and the department will announce the winners of the first round of funding next spring.

Applications for the second round will be due June 1, 2010, with the announcement of all the winners by Sept. 30, 2010.

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NOV 13 2009

**State Fiscal Stabilization Fund:
Summary of Final Requirements**

Final requirements for States receiving funds under the State Fiscal Stabilization Fund (SFSF) program were published in the Federal Register on November 12, 2009; see <http://edocket.access.gpo.gov/2009/pdf/E9-27161.pdf>. Below is a summary of the final requirements.

I. Assurance Indicators and Descriptors

The American Recovery and Reinvestment Act of 2009 (ARRA) requires a State receiving funds under the SFSF program to provide assurances in four key areas of education reform: (a) achieving equity in teacher distribution, (b) improving collection and use of data, (c) standards and assessments, and (d) supporting struggling schools. For each area of reform, the ARRA prescribes specific actions that the State must assure that it will implement. The U.S. Department of Education (Department) has established specific data and information collection and public reporting requirements (the assurance indicators and descriptors) that a State receiving funds under the SFSF program must meet with respect to the statutory assurances. Together with the State plan requirements summarized in Section II below, these requirements will provide transparency on the extent to which a State is implementing the actions for which it has provided assurance. Further, increased access to and focus on the data and information for these requirements will better enable States and other stakeholders to identify strengths and weaknesses in education systems and determine where concentrated reform effort is warranted.

Below are tables, by education reform area, summarizing the final data and information collection and public reporting requirements for States.

Total number of requirements: 35 (32 indicators, 3 descriptors)

Number of requirements using existing Department data and information collections: 8

Number of indicators that require a yes/no or similar response: 14

Achieving Equity in Teacher Distribution (education reform area (a))			
Citation	Description	Reporting Level	New or Existing Collection?
Indicator (a)(1)	The number and percentage of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA)	State and District	Existing data
Indicator (a)(2)	Whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by	State	New information (yes/no indication)

SOURCE: United States Department of Education

Achieving Equity in Teacher Distribution (education reform area (a))			
Citation	Description	Reporting Level	New or Existing Collection?
	inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA)		
Descriptor (a)(1)	The systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal	District	New information
Indicator (a)(3)	Whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion	District	New information (yes/no indication)
Indicator (a)(4)	If the district's teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level	District	New data
Indicator (a)(5)	If the district's teachers receive performance ratings or levels through an evaluation system, whether the number and percentage of teachers rated at each performance rating or level are publicly reported for each school in the LEA	District	New information (yes/no indication)
Descriptor (a)(2)	The systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal	District	New information
Indicator (a)(6)	Whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion	District	New information (yes/no indication)
Indicator (a)(7)	If the district's principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level	District	New data

Improving Collection and Use of Data (education reform area (b))			
Citation	Description	Reporting Level	New or Existing Collection?
Indicator (b)(1)	Which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) are included in the State's statewide	State	New information (yes/no

	longitudinal data system		indication with respect to each element)
Indicator (b)(2)	Whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs	State	New information (yes/no indication)
Indicator (b)(3)	Whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments	State	New information (yes/no indication)

Standards and Assessments (education reform area (c))			
Citation	Description	Reporting Level	New or Existing Collection?
Indicator (c)(1)	The approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments	State	Existing information
Indicator (c)(2)	Whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department	State	Existing information
Indicator (c)(3)	Whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards	State	Existing information
Indicator (c)(4)	Whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments	State	New information (yes/no indication)
Indicator (c)(5)	The number and percentage of students with disabilities who are included in State reading/language arts and mathematics assessments	State	Existing data
Indicator (c)(6)	Whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful	State	New information (yes/no indication)

Standards and Assessments (education reform area (c))			
Citation	Description	Reporting Level	New or Existing Collection?
	participation in State assessments		
Indicator (c)(7)	Whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department	State	Existing information
Indicator (c)(8)	The number and percentage of limited English proficient students who are included in State reading/language arts and mathematics assessments	State	Existing data
Indicator (c)(9)	Whether the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c)	State	New information (yes/no indication)
Indicator (c)(10)	The number and percentage of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i)	State, district, and school (by subgroup)	New data
Indicator (c)(11)	Of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma	State, district, and school (by subgroup)	New data
Indicator (c)(12)	Of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE	State, district, and school (by subgroup)	New data

Supporting Struggling Schools (education reform area (d))			
Citation	Description	Reporting Level	New or Existing Collection?
Indicator (d)(1)	The average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts, and the number and percentage of Title I schools in	State; State and district	New data

Supporting Struggling Schools (education reform area (d))			
Citation	Description	Reporting Level	New or Existing Collection?
	improvement, corrective action, or restructuring that have made progress on State assessments in reading/language arts, in the last year		
Indicator (d)(2)	The average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics, and the number and percentage of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics, in the last year	State; State and district	New data
Descriptor (d)(1)	The definition of "persistently lowest-achieving schools" that the State uses to identify such schools	State	New information
Indicator (d)(3)	The number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring that are identified as persistently lowest-achieving schools	State	New data and information
Indicator (d)(4)	Of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in this notice) in the last year	State	New data and information
Indicator (d)(5)	The number and identity of the schools that are secondary schools that are eligible for, but do not receive, Title I funds that are identified as persistently lowest-achieving schools	State	New data and information
Indicator (d)(6)	Of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year	State	New data and information
Indicator (d)(7)	The number of charter schools that are currently permitted to operate under State law	State and (if applicable) district	New data
Indicator (d)(8)	The number of charter schools currently operating	State and (if applicable) district	Existing data
Indicator (d)(9)	The number and percentage of charter schools that have made progress on State assessments in reading/language	State and (if	New data

Supporting Struggling Schools (education reform area (d))			
Citation	Description	Reporting Level	New or Existing Collection?
	arts in the last year	applicable) district	
Indicator (d)(10)	The number and percentage of charter schools that have made progress on State assessments in mathematics in the last year	State and (if applicable) district	New data
Indicator (d)(11)	The number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years	State and (if applicable) district	New data and information
Indicator (d)(12)	For each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons	School	New information

II. State Plans

The ARRA also requires a State that seeks funds under the SFSF program to submit an application to the Department containing such information as the Secretary may reasonably require. The Department has established specific requirements for a plan that a State must submit (the State plan), as part of its application for the second phase of funding under the SFSF program, that describes its ability to collect and publicly report the data and other information required for the assurance indicators and descriptors summarized above. Below is a summary of the final State plan requirements.

General Indicator and Descriptor Requirements
<p>Except as discussed below, the State plan must describe the State’s current ability to collect the data or other information needed for the assurance indicators and descriptors as well as the State’s current ability to make the data or information easily available to the public. If the State is currently able to fully collect and publicly report the required data or other information at least annually, the State must provide the most recent data or information with its plan. If a State is not currently able to fully collect or publicly report the data or other information at least annually, the plan must describe the State’s process and timeline for developing and implementing the means to do so as soon as possible but no later than September 30, 2011. The State plan must describe the State’s collection and public reporting abilities with respect to each individual indicator or descriptor.</p>

**Requirements for Indicators in Improving Collection and Use of Data
(education reform area (b))**

Indicator (b)(1). With respect to Indicator (b)(1), the State must develop and implement a statewide longitudinal data system that includes each of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act. In its plan, the State accordingly must indicate which of the 12 elements are currently included in the State's statewide longitudinal data system. If the State's statewide longitudinal data system does not currently include all 12 elements, the State must describe its process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, a statewide longitudinal data system that fully includes all 12 elements.

Indicator (b)(2). With respect to Indicator (b)(2), the State must provide student growth data on their students to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs. In its plan, the State accordingly must indicate whether it provides teachers with such data. If the State does not provide teachers with such data, it must describe its process and timeline for developing and implementing, as soon as possible but no later than September 30, 2011, the means to provide teachers with such data.

Indicator (b)(3). With respect to Indicator (b)(3), the State must indicate whether it provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments. If the State does not provide those teachers with such reports, it must describe the State's process and timeline for developing and implementing the means to provide those teachers with such reports.

Requirements for Indicators (c)(11) and (c)(12)

With respect to Indicators (c)(11) and (c)(12), the State is required to, at a minimum, possess the ability to collect and publicly report the data. As a result, the general indicator and descriptor requirements discussed above apply to these indicators, at a minimum, with respect to the State's development of the means to collect and to publicly report the data. Accordingly, if, for either of these indicators, a State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011, the State must submit a plan with respect to the indicator that addresses the general indicator and descriptor requirements only with respect to the State's development of the means to collect and to publicly report the data, and not the State's implementation of those means. If submitting a plan in this manner, a State must include in its plan a description of the evidence it will provide to the Department, by September 30, 2011, to demonstrate that it has developed the means to collect and publicly report that data. If, however, for either of these indicators, a State will develop and implement those means (i.e., the State will collect and publicly report the data) by September 30, 2011, the State must submit a plan with respect to the indicator that fully addresses the general indicator and descriptor requirements.

General Requirements

In its plan, the State must describe the following:

- (1) The agency or agencies in the State responsible for the development, execution, and

General Requirements

oversight of the plan, including the institutional infrastructure and capacity of the agency or agencies as they relate to each of those tasks;

(2) The agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and the nature of such technical assistance or other support;

(3) The overall budget for the development, execution, and oversight of the plan;

(4) The processes the State employs to review and verify the required data and other information; and

(5) The processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.



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NEWS RELEASE

For Immediate Release: October 29, 2009

New Mexico Continues to Rank High Nationally for Setting High Academic Standards and Assessments for Student Performance

(Santa Fe, NM) – New Mexico continues to be among the top states in a proficiency standards report released Thursday by the National Center for Education Statistics (NCES). The report uses the National Assessment of Education Progress (NAEP) as a common yardstick to compare the rigor of state proficiency standards. The study shows the range of differences in state proficiency standards in reading and mathematics.

The study, "Mapping State Proficiency Standards Onto the NAEP Scales: 2005-2007," compares the two assessments by looking at the minimum state scores that determine proficiency, as defined under the No Child Left Behind (NCLB) Act, and the NAEP test in fourth and eighth grade reading and mathematics tests. This particular study has no relationship to student performance. It compares the rigor of an individual state's assessment to the NAEP and other states' AYP tests.

The mapping report rates New Mexico 9th in the nation in fourth grade reading, 9th in the nation for fourth grade math, 6th in eighth grade math, and 14th in eighth grade reading.

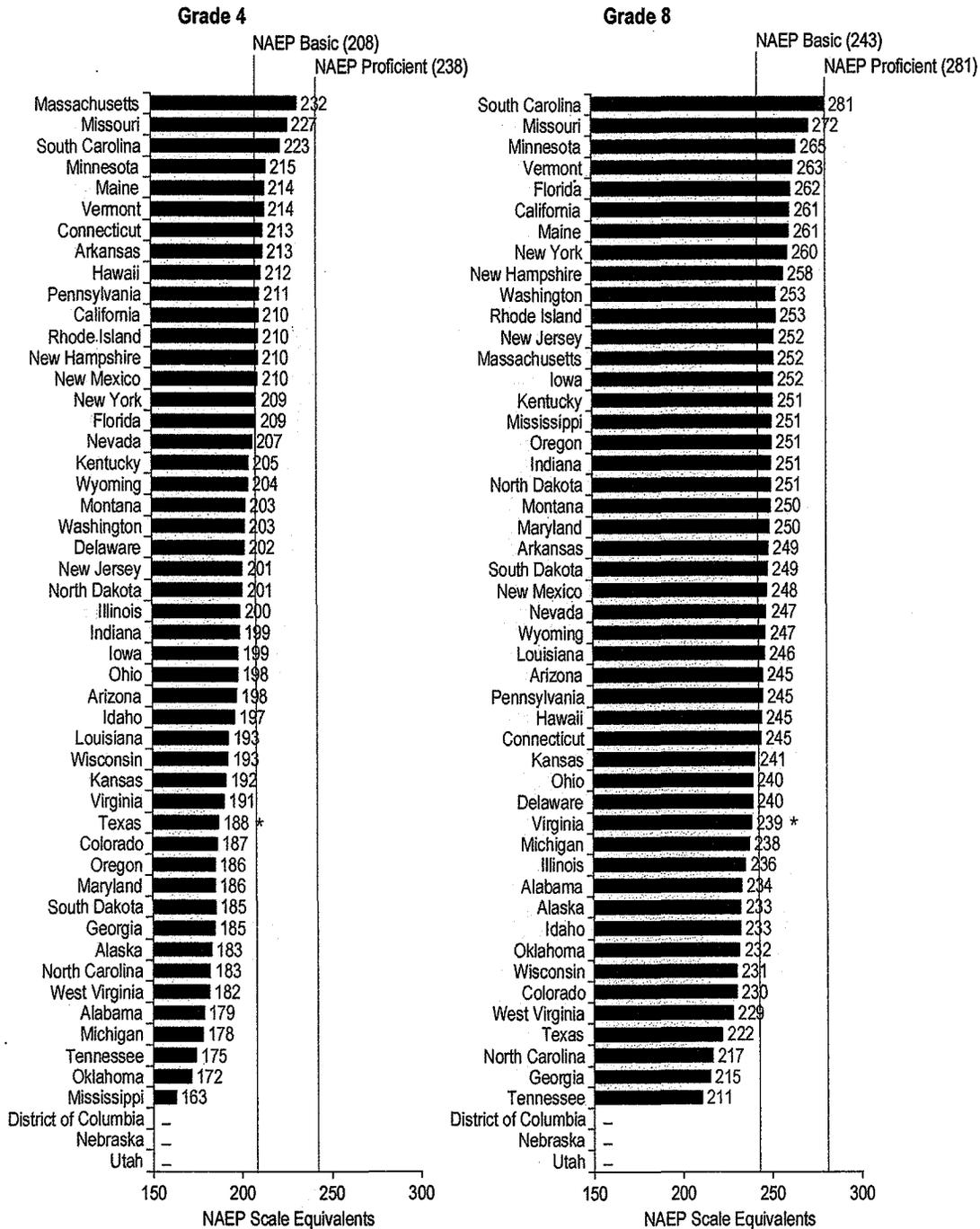
"This alignment study is an independent validation that New Mexico's academic standards and annual Standards Based Assessment set high expectations for academic rigor for all New Mexico students," said Veronica C. García, New Mexico Education Secretary.

The mapping study analyzed assessments for both grades 4 and 8 in reading and math using data from the 2005-2007 academic years. According to the study, "although there is an essential ambiguity in any attempt to place state standards on a common scale, the ranking of the NAEP score equivalents to the states' proficiency standards offers an indicator of the relative stringency of those standards."

To access a full text of the report go to: <http://nces.ed.gov/nationsreportcard/studies/statemapping.asp>.
A detailed profile of assessment standards for each state is available at:
http://www.nces.ed.gov/nationsreportcard/researchcenter/profile_standards.asp

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Figure 2. NAEP scale equivalent scores for the state grades 4 and 8 reading standards for proficient performance, by state: 2007

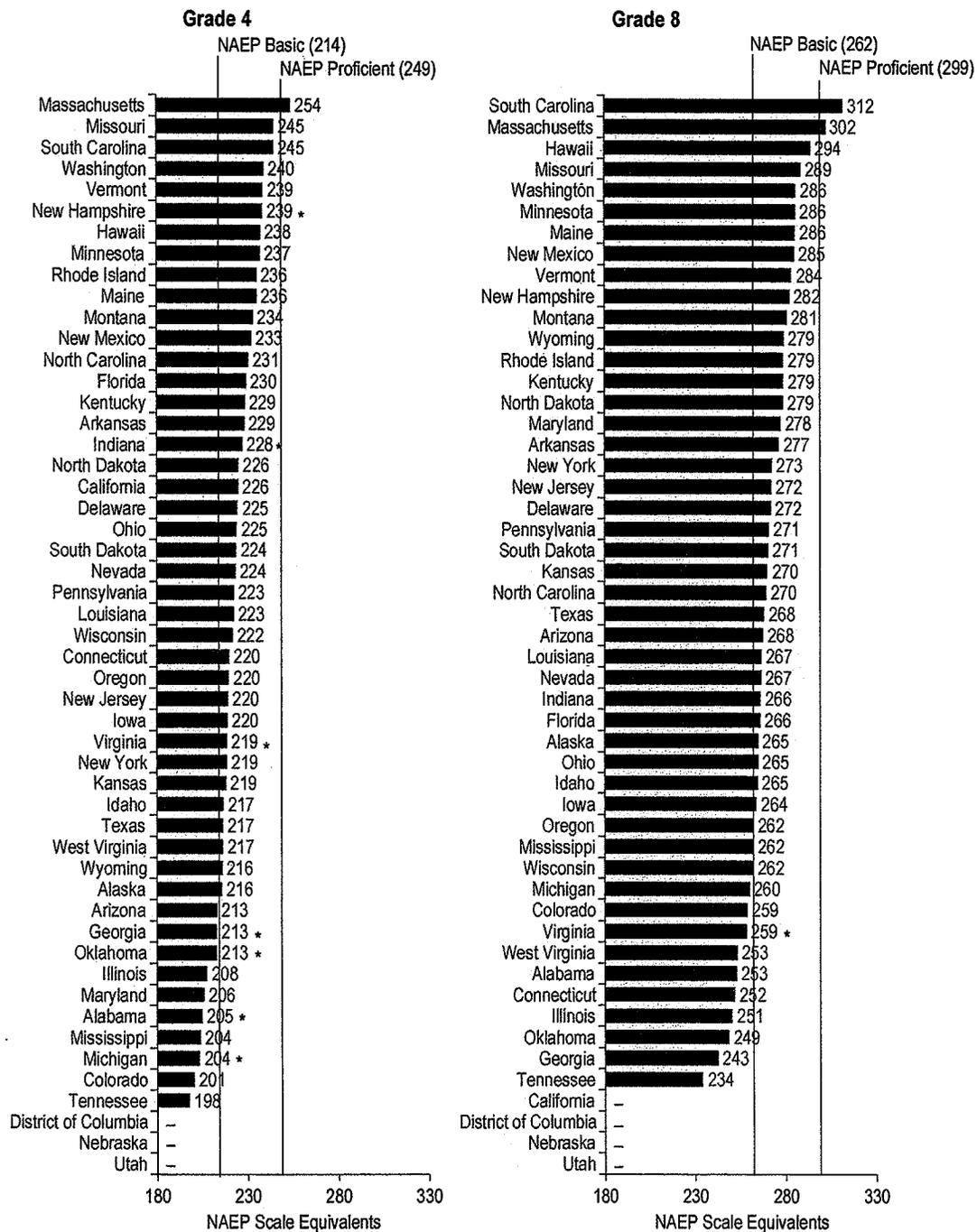


— State assessment data not available.

* Relative error greater than .5.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments. U.S. Department of Education, Office of Planning, Evaluation and Policy Development, ED Facts SY 2006-07, Washington, DC, 2008. The National Longitudinal School-Level State Assessment Score Database (NLSASD) 2008.

Figure 3. NAEP scale equivalent scores for the state grades 4 and 8 mathematics standards for proficient performance, by state: 2007



-- State assessment data not available.

* Relative error greater than .5.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessments. U.S. Department of Education, Office of Planning, Evaluation and Policy Development, ED*FACTS* SY 2006-07, Washington, DC, 2008. The National Longitudinal School-Level State Assessment Score Database (NLSASD) 2008.

The Washington Post

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AP Associated Press

NM school goes from worst to among best in 3 years

By HEATHER CLARK, Associated Press Writer

Monday, October 12, 2009 (10-12) 06:11 PDT Tohatchi, N.M. (AP) --

Fifth grader Darius Yazzie's after-school chores include hauling water for horses and feeding chickens, while his classmate, Shanika Begay, rides a bus 15 miles each way through the rolling hills of this impoverished corner of the Navajo Nation.

Some students travel a much greater distance, as far as 45 miles on dirt roads that become impassable in bad weather. Some of their homes lack electricity and running water. About 83 percent of Shanika's and Darius' classmates are poor, according to state data, with about 80 percent designated as English language learners.

While Tohatchi Elementary School is a new building this year, with walls decorated with Navajo language posters and student artwork, the demographics of poverty and language have added up in the past to some of the worst test scores in New Mexico.

But about four years ago, Shanika, Darius and other students noticed a change.

A bespectacled, mustachioed man with a buoyant character was there to greet them each morning. George Bickert, who as a first-year principal had to get a special waiver to take the job, immediately learned his students' names. He gave them smiles, hugs and high fives. He led early morning basketball games, which Darius loved.

Like those games, Bickert turned academics into a challenge, one that he believed these students could win. And win they did.

Tohatchi boosted its math scores from 15 percent of the students being proficient in 2006 to nearly 78 percent this year. Reading scores rose from nearly 28 percent of the students being proficient to almost 71 percent this year, according to state data.

Ask Darius and Shanika, both 10, about making "adequate yearly progress" a year ago and they break into wide grins when they recall how Bickert shaved his head as his part of the bargain.

State Public Education Secretary Veronica Garcia described Tohatchi's progress as "astonishing."

"It is astonishing and it is amazing," she said. "And, I hope that his success is able to grow even more success."

Daria Hall, director of K-12 policies with The Education Trust, based in Washington, D.C., said that schools like Tohatchi "are proof positive that when we organize for student success, low-income and English language learning students can perform at high levels."

Nationally, Native American and low-income fourth graders score lower than their peers in reading and math, Hall said.

A 2007 National Assessment Education Progress report shows 49 percent of Native American fourth graders tested are not proficient in reading, compared to 34 percent of fourth graders of all ethnicities. Disparities also appear in math scores.

Bickert, who was promoted this school year to principal of Crownpoint High School 40 miles east of Tohatchi, insists that his character and motivational skills were not the only reasons for the school's success.

"I do think several staff members thought I was crazy, but I believed in the faculty and staff that we had, and more importantly I believed in our students and parents," he said.

Data drives Bickert's methods. He knew who his English learners were, which students were poor, what skills they were missing, what their reading and math scores were.

"Know your students," he said. "Everybody around the country is struggling with English language learners and students with disabilities, but you need to know what categories your students fit into and find out what your students need."

Bickert also made learning fun and competitive.

The eye-drooping "curriculum based measures" — weekly tests to measure students' progress — became "Math Monsters" and "Cougar Readers."

Classroom scores were posted. Students who got perfect scores on the weekly 10-question tests heard their names read during Monday morning announcements and classes that scored 100 percent got pizza parties.

Darius still remembers his classroom's party.

"We worked so hard on it, and I'm proud of myself because I amaze myself by what I can do," he said. Darius wants to be a doctor and live in Los Angeles or Atlanta.

Parent Margie Leonard, whose three sons attend Tohatchi, noticed changes when Bickert became principal, though she was initially unaware of the rising math and reading scores.

Suddenly, homework was brought home. Teachers were available to parents. Weekly tests measured her sons' progress.

"The kids liked it," Leonard said. "They liked the way he praised him."

Bickert said he was fortunate that "the teachers and community rallied around the vision of excellence."

Tohatchi's new principal, Vanesa Holly, says she plans on maintaining Bickert's success.

"I don't know if we'll make the huge jumps that we've made in AYP (adequate yearly progress)," she said, "but I think we'll continue making AYP and just move farther and farther along that road."

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SEP 24 2009



For immediate release
Sept. 23, 2009

Contact: Alarie Ray-Garcia
(505) 476-2248

Governor Bill Richardson Announces \$10 Million to Fund Solar Energy at Schools

SANTA FE— Governor Bill Richardson today announced \$10 million in federal stimulus funds for the development of photovoltaic (PV) or solar electric systems in public schools statewide. Education Secretary Veronica C. García, Energy, Minerals and Natural Resources Secretary Joanna Prukop and former Governor Toney Anaya joined Governor Richardson for the announcement at Gonzales Elementary School in Santa Fe.

The funding will be used to purchase and install 100 kilowatt solar PV energy systems in up to 20 school districts in New Mexico. In addition to saving schools money on electric utility costs, the systems will stimulate green energy jobs in local communities and support clean energy education in New Mexico's public schools.

"Renewable energy initiatives at schools will stimulate local, high-wage energy jobs and get kids excited about the math and science they can see at work at their schools," said Governor Richardson. "These tough economic times are also digging into school budgets. Energy cost savings will go a long way to redirecting funds back to the classrooms."

Funds will be awarded through a competitive grant application process and any district can apply. School districts are eligible for no more than one award each.

For more specific details, see the attached fact sheet.

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Competitive Grants for Photovoltaic Energy Systems for Schools: \$10 Million Statewide

What is a photovoltaic (PV) energy system?

A PV energy system is a solar electric system that converts the sun's abundant energy into clean, reliable, and affordable electricity. Multiple components like solar panels, structure mounts, and modules that convert solar energy into usable electricity make up a PV system. As a renewable energy technology and a domestic source of energy, it has numerous environmental benefits and contributes to the nation's energy security.

Who can apply?

Governor Bill Richardson, through the New Mexico Office of Recovery and Reinvestment, allocated \$10 million of federal stimulus funds for the purchase and installation of 100 kilowatt (kW) PV systems in public schools throughout the state. The \$10 million allocation is estimated to fund PV systems at 15 to 20 schools in New Mexico. The purpose of the funding is to support clean energy education in New Mexico's public schools and demonstrate the benefits of commercial-scale PV to communities throughout New Mexico. Funds will be awarded through a competitive grant application process and any district can apply. School districts that are selected are eligible to receive no more than one award.

Application criteria include:

- Completion of the American Recovery and Reinvestment Act Application for PV Solar Energy Systems;
- Strengths and merits of the project;
- Whether the PV system will be roof-top, ground mounted or covered parking lot;
- Square footage for each selected type of PV system;
- If roof-top mounted, the roof cannot be older than 5 years;
- Any energy efficient measures your district has implemented, or plan to implement, at the school which you are applying for funds;
- How the district will incorporate an educational component to educate its students, faculty and staff on renewable energy and the system installed;
- How the project will be maintained and protected from vandalism;
- Visibility of the PV system;
- The district's ability to make the system operational by December 1, 2010. As an example, include staff and other resources to ensure that procurement and project management will stay on schedule, or proven success with projects being implemented in a relatively short time frame,
- No funding match is required, but in-kind resources are encouraged and should be identified, and;
- School board must have taken formal action supporting the project.

All grants that are awarded must comply with the reporting and record keeping requirements imposed by ARRA, the Secretary of the U.S. Department of Education, and the Public Education Department. Funds that are awarded will be subject to the offset for all future Public School Capital Outlay Council grants.

For technical questions regarding the solar energy systems please contact Ryan Helton of the Energy, Minerals and Natural Resources Department at (505) 476-3318 or at ryan.helton@state.nm.us.

For specific questions regarding submission of the application please contact Antonio Ortiz of the Public Education Department at (505) 827-3863 or at antonio.ortiz1@state.nm.us.