

**State of New Mexico**  
**LEGISLATIVE EDUCATION STUDY COMMITTEE**

**REPRESENTATIVES**

Rick Miera, Chair  
Roberto "Bobby" J. Gonzales  
Jimmie C. Hall  
Mimi Stewart  
Thomas E. Swisstack  
W. C. "Dub" Williams

State Capitol North, 325 Don Gaspar, Suite 200  
Santa Fe, New Mexico 87501  
PH: (505) 986-4591 FAX: (505) 986-4338  
<http://legis.state.nm.us/lcs/lesc/lescdefault.asp>

**SENATORS**

Cynthia Nava, Vice Chair  
Vernon D. Asbill  
Mary Jane M. Garcia  
Gay G. Kernan

**ADVISORY**

Ray Begaye  
Nathan P. Cote  
Nora Espinoza  
Mary Helen Garcia  
Thomas A. Garcia  
Dianne Miller Hamilton  
John A. Heaton  
Rhonda S. King  
Sheryl M. Williams Stapleton  
Jim R. Trujillo  
Teresa A. Zanetti



**ADVISORY**

Mark Boitano  
Carlos R. Cisneros  
Dianna J. Duran  
Lynda M. Lovejoy  
Mary Kay Papen  
John Pinto  
William E. Sharer

D. Pauline Rindone, Ph.D., Director  
Frances R. Maestas, Deputy Director

October 15, 2007

**MEMORANDUM**

**TO:** Legislative Education Study Committee

**FR:** David Harrell 

**RE: STAFF REPORT: THE SCHOOL IMPROVEMENT FRAMEWORK**

---

**Identifying Schools in Need of Improvement**

Both state law and the federal *No Child Left Behind Act of 2001* (NCLB) provide a series of consequences, or sanctions, for schools that fail to make "adequate yearly progress" (AYP), which is a prescribed degree of improvement, primarily in student achievement, that schools are expected to make each year – not only for their entire student populations but also for certain subgroups of students: economically disadvantaged students, major racial or ethnic groups, students with disabilities, and English language learners. The ultimate goal is that all students, including those in all the subgroups, will be 100 percent proficient in reading and math by school year 2013-2014. Consequently, making AYP becomes more difficult each year so that, as New Mexico's Office of Education Accountability (OEA) has noted, "it is likely that most schools in most states will not make AYP at some point in the next few years."

- Schools begin to face the series of sanctions after two consecutive years of not making AYP. At that point, a school enters the school improvement cycle with a designation of School Improvement 1 (SI-1). In general, a school remains in the school improvement cycle until it makes AYP for two consecutive years, proceeding through the subsequent stages: School Improvement 2 (SI-2), Corrective Action (CA), Restructuring 1 (R-1), and Restructuring 2 (R-2). Attachments 1 and 2 explain this series of consequences in more detail; and Attachment 3 summarizes the state mandates at each stage.

- Since 2003, state law has required a school that has been ranked as needing improvement to submit an improvement plan to the Public Education Department (PED) within 90 days of the school improvement notice, a plan produced after a public meeting “to elicit suggestions from parents and the public on how to improve the public school.”

In 2007, state law was amended to align the sequence of required actions and the names of the stages in the school improvement cycle more fully with NCLB. Among its other provisions, this legislation (HB 34, or Laws 2007, Chapter 309):

- requires that a school in the school improvement cycle be placed in a delay status when it makes AYP for one year, and be removed from the cycle if it makes AYP for a second consecutive year, consistent with federal law;
- extends to charter schools the prohibition against entering into management contracts with private entities to manage schools subject to corrective action; and
- provides a process to reopen a public school subject to restructuring as a state-chartered charter school.

## **Adequate Yearly Progress**

### ***AYP in New Mexico***

On August 3, 2007, PED released the preliminary school rankings for school year 2007-2008 derived from data during school year 2006-2007. Districts were then given an opportunity to appeal rankings that they thought were in error, but those verified data were not available in time to include them in this report. As a result, the numbers reported here remain preliminary, but PED expects any changes to be minimal.

According to PED, a total of 430 public schools in New Mexico (53.9 percent) failed to make AYP; of that total, 373, or 46.7 percent, received designations as schools in the school improvement cycle because they had failed to make AYP for at least two years in a row:

- School Improvement 1 – 85 schools;
- School Improvement 2 – 101 schools;
- Corrective Action – 103 schools;
- Restructuring 1 – 23 schools; and
- Restructuring 2 – 61 schools.

For school year 2007-2008, the number of schools not making AYP decreased by three, but the number of schools in the school improvement cycle increased by 24. According to PED data, for school year 2006-2007, 433 public schools failed to make AYP and 349 were placed at one point or another in the school improvement cycle; and for school year 2005-2006, a total of 416

schools failed to make AYP and 236 were placed in the school improvement cycle (see Attachment 4).

PED also reports that 14 schools made AYP for a second consecutive year, meaning that they have emerged from the school improvement cycle altogether. That number increased from 10 for school year 2006-2007.

Finally, PED reports that 34 school districts failed to make AYP. As more schools miss AYP, more districts are being drawn into the improvement cycle as well, a point that PED will discuss in more detail.

### **AYP in Other States**

Some other states are seeing increasing numbers of schools failing to make AYP. As revealed in a sample of media reports elsewhere:

- in Washington, 281 schools and 30 school districts failed to make AYP, an increase from 250 and 28 respectively for school year 2006-2007;
- in Oklahoma, 62 schools failed to make AYP, up from 47 last year; and
- in Utah the number of public schools failing to make AYP in school year 2007-2008 increased by 9.0 percent.

Some other states seem to be faring better, however:

- in both Connecticut and Minnesota, nearly two-thirds of public schools made AYP;
- nearly 80 percent of Oregon public schools made AYP, up from 72 percent in school year 2006-2007; and
- in Michigan, 93 percent of elementary and middle schools made AYP.

In addition to these specific cases, states in general seem to be faring better than New Mexico. OEA has reported that, for school years 2005-2006 and 2006-2007, New Mexico's percentage of schools not making AYP was approximately twice the national average: 52.9 percent versus 25 percent and 53.6 percent versus 29 percent, respectively.

Comparisons of the AYP rates among states are not necessarily informative, however.

- For one thing, such figures do not indicate which of the nearly 40 factors accounted for schools' missing AYP (whether the test participation rate of English language learners or the reading proficiency of all students, for example).
  - As the New Mexico Secretary of Public Education has noted, the pass/fail system of AYP designations "does not give a comprehensive picture of school improvement" because a school could fail to make AYP by failing in only one area despite passing in more than 30 others.

- And as a school official in New Hampshire has observed, “People should look beyond the simple designation that a school did not make adequate yearly progress to the underlying reasons. Sometimes there is more to celebrate than criticize.”
- For another thing, as testimony to the Legislative Education Study Committee (LESC) from the National Conference of State Legislatures in 2005 explained, in reviewing their improvement plans, the US Department of Education (USDE) negotiated with states individually, resulting in a state-by-state menu of provisions, with exceptions granted to one state that may not be allowed for another.
- A more recent article in *Governing* magazine states the case more bluntly: “many states game the system by lowering their standards so more students score as proficient.”
- Furthermore, an even more recent document – a study released by the Fordham Foundation in early October 2007 – found that proficiency rates vary “wildly from state to state, with ‘passing scores’ ranging from the 6<sup>th</sup> percentile to the 77<sup>th</sup>”; and that, in many cases, the tests have become easier over the years. For these reasons, among others, this study contends that the “central flaw in NCLB is that it allows each state to set its own definition of what constitutes ‘proficiency’; and that, by mandating that all students reach “proficiency” by 2014, NCLB also “tempts states to define proficiency downward.” (See Attachment 5 for more details from this report, including findings from New Mexico).

## **School Improvement Framework for School Year 2007-2008**

### ***Description***

Federal guidelines assign each state educational agency (PED in New Mexico) the responsibility of creating and sustaining “a statewide system of support that provides technical assistance to schools identified for improvement.” In New Mexico, this system has taken the form of the School Improvement Framework, administered by the Priority Schools Bureau in PED.

According to PED, the School Improvement Framework for School Year 2007-2008 is a comprehensive approach to school improvement that, among other features:

- builds leadership capacity at the school and district levels;
- provides different levels of monitoring and support, either by PED or the district, according to a school’s NCLB status; and
- draws support from a wide variety of education partners engaging in special projects (including Re:Learning New Mexico, Strengthening Quality in Schools, Regional Educational Technology Assistance, Mathematics Engineering and Science Achievement, Northern New Mexico Network for Rural Education, and the Center for the Education and Study of Diverse Populations).

When a school enters the school improvement cycle (stages SI-1 or SI-2), PED requires the district to conduct a needs assessment and to develop a technical assistance plan that addresses

such matters as curriculum and data analysis. A key feature is the school's Educational Plan for Student Success (EPSS), which the School Improvement Framework defines as "a strategic plan for continuous improvement consolidating all improvement plans into one document. Since 2000, state law has required each district to develop an EPSS, and PED rule has extended that requirement to each school, with certain exceptions. The EPSS contains an action plan (Plan, Do, Study, Act cycle) specifying how the district or school will accomplish the identified goals including interventions, strategies, plans and evaluations for each action."

For schools in the school improvement cycle, PED requires that the EPSS show focused professional development for teachers and the principal; required interventions for students not at proficiency, whether all students or subgroups of students; the short-cycle assessments being used; and the alignment of the school's budget with the EPSS goals (see Attachment 6 for a summary and timeline of the EPSS requirements for school year 2007-2008).

Once a school moves into corrective action or restructuring, the PED's involvement, according to the department, "becomes much more intense, focused and directive." (See Attachment 7 for an outline of the specific responsibilities assigned to PED, the district, and the school at the Corrective Action stage; and Attachment 8 for responsibilities at the R-1 and R-2 stages.)

- Beginning at the Corrective Action stage, a state technical assistance team conducts an external needs assessment, and the district and school conduct an internal self-assessment that focuses on curriculum and on the effectiveness of the overall system in the school.
- This PED technical assistance team typically includes a staff member from the Priority Schools Bureau as the lead; a PED educational administrator (content area specialist); and an education partner or a representative of a regional education cooperative (REC).
- The framework calls for the technical assistance team to visit the school three times each year to monitor data, identify areas of need, and reallocate the school budget to meet the needs identified in the data. Depending upon the needs of an individual school, the PED Priority Schools Bureau may also involve other bureaus or offices in the department, such as those dealing with Indian education, Title I, special education, rural education, bilingual education, charter schools, and assessment and accountability.

The components of the current School Improvement Framework include:

- the annual "All Kids Can" School Improvement Conference, scheduled for June 2008, which will focus on EPSS systems alignment and understanding and using assessment data, among other topics;
- parent and community involvement, primarily through each school's Advisory School Council;
- attention to district administration, especially in terms of developing the district EPSS, developing a curriculum guide aligned with state standards, monitoring the work of the advisory school councils, and aligning the district budget to meet the needs of student populations showing the greatest gaps in achievement, among other activities;

- a detailed rubric “designed to assess the effectiveness of the school in sustained continuous improvement and . . . to inform the school improvement plan”; and
- regional professional development institutes for school personnel, which are two-day sessions held three times during the school year to focus on instructional interventions (such as differentiated instruction and teacher-made assessments).

Speaking of professional development in particular, NCLB requires schools identified for improvement to spend no less than 10 percent of their Title I, Part A allocation for “high-quality professional development for each fiscal year that the school is in improvement.” The nonregulatory guidance issued by the USDE says that this professional development “should directly address the academic achievement problems that caused the school to be identified [as in need of improvement].” Typically, the professional development will focus “on the teaching and learning process . . . and the alignment of classroom activities with academic content standards and assessments.” The New Mexico School Improvement Framework adds that the professional development must be aligned to the EPSS. (See *Professional Development*, an LESC staff report scheduled for the October 2007 meeting, for more information on this topic in general.)

Regional quality centers (RQCs) are another component of the School Improvement Framework.

- Staffed by district personnel and housed at the central offices of four school districts – Albuquerque Public Schools, Central Consolidated Schools, Española Public Schools, and Gallup/McKinley County Public Schools – these centers, according to the framework, serve as a model and a blueprint for continuous improvement based upon the Baldrige criteria.
- Among other functions, they provide staff development, on-site support in the classroom (on a weekly or monthly basis, depending upon the district’s resources), and facilitated coaching primarily for the schools in their respective districts.
- PED explains that “the focus of the training is a teaching/learning cycle that emphasizes the use of student data to make decisions for educational programming . . . [and] then evaluating the effectiveness of the teaching.”
- The RQC in Española is funded by Los Alamos National Laboratory; and the other three are funded by PED, primarily, and the host districts, particularly to support the use of national leadership coaches, who provide support in terms of modeling, teaching, and monitoring with immediate feedback to teachers and principals.

### ***Major Changes in the School Improvement Framework for School Year 2007-2008***

An audit conducted by Legislative Finance Committee in 2005 identified frequent changes in the School Improvement Framework and the PED staff attempting to implement it as factors that limit the effectiveness of the framework. While there is certainly some merit to this view, changes in the framework itself are not necessarily a defect; rather, they may be indications of responses to changing circumstances or lessons learned through experience, and they may reflect refinements or better targeting of resources.

At any rate, the Priority Schools Bureau says that it has refined the School Improvement Framework for school year 2007-2008 to better reflect NCLB requirements and that the bureau has been reorganized to provide support to schools through collaboration with districts, RQCs, RECs, and the education partners listed under “Description,” above.

One major difference between this year’s framework and its predecessors is the definition of a priority school.

- In school year 2005-2006, a priority school was one that either did not meet AYP in the “All Students” category in reading and/or math or that was in Restructuring 2.
- In school year 2006-2007, PED’s testimony to the LESC in August defined a priority school as one that did not meet AYP in the “All Students” category in reading or math or both. Later that year, however, in the November edition of the School Improvement Framework, PED defined two categories of priority schools: “targeted assistance,” consisting of schools that missed AYP in the All Students category in reading or math or both and were the furthest from the targeted goal; and “monitoring status,” consisting of schools that missed AYP in a subgroup or other academic indicator.
- Now, for school year 2007-2008, PED considers all schools at any stage in the school improvement cycle to be priority schools. Thus, the number of “priority schools” has increased from 79 to 373.

As a further refinement for school year 2007-2008, PED has designated schools in SI-1 and SI-2 as “Priority Schools/District Assistance” and schools in CA, R-1, and R-2 as “Priority Schools/Intensive Assistance.” One difference between the two categories is that, in the first case, the district is the primary provider of assistance; and in the second, PED is the primary provider.

Yet another refinement for school year 2007-2008 is the designation of priority districts as those that:

- did not meet AYP for the current school year;
- have a status of SI-1, SI-2, or CA; and
- have the highest concentration of CA, R-1, and R-2 schools in school year 2007-2008.

### ***Other Forms of Recognition***

In other ways, the School Improvement Framework notes the importance of acknowledging and rewarding schools for taking the initiatives to raise student achievement. One of these methods is the annual Schools on the Rise Day, which PED uses to recognize schools that have moved into a delay status in the school improvement cycle or that have exited the cycle altogether. In January 2006, PED recognized 13 Schools on the Rise in 11 districts; and in January 2007, PED recognized 11 Schools on the Rise in eight districts (see Attachment 9).

Another form of recognition is awards through the Incentives for School Improvement Fund. For FY 07 the Legislature appropriated nearly \$1.6 million to this fund, from which PED made

awards in September 2007. As provided in statute, PED may use up to 60 percent of the money in this fund to reward schools that show the greatest improvement in AYP and up to 40 percent to reward schools that show the greatest improvement according to AYP and other indicators. According to a PED news release on September 17, 2007, 33 schools received awards from the first category based on their AYP status for school year 2006-2007; and 56 schools received awards from the second category. "The size of the awards," the news release states, "was determined by the level of improvement and school size. Schools that improved the most and had the largest student enrollment received the largest awards" (see Attachment 10 for the lists of schools and award amounts).

### ***State and Federal Funding***

As one means of providing assistance to public schools in need of improvement, the 2003 Legislature created the Schools in Need of Improvement Fund, to be administered by PED. However, the Legislature did not provide an appropriation to the fund in FY 04, FY 05, or FY 06 based on information from PED that federal funds would be available each year to meet those needs.

According to PED, the state has received these amounts of federal Title I school improvement funds (dollar amounts rounded up): \$1.96 million for school year 2003-2004; \$4.36 million for school year 2004-2005; and \$2.55 million for school year 2005-2006. For school years 2006-2007 and 2007-2008, the Title I funds were \$2.8 million and \$3.2 million respectively, in both cases for support to schools through America's Choice. Attachment 11 provides a brief chronology of these federal appropriations and lists the awards to the school districts.

Regarding state funds, for FY 07, the Legislature appropriated a total of \$8.4 million: \$2.4 million in recurring funds for the Schools in Need of Improvement Fund and another \$6.0 million in nonrecurring funds for the School Improvement Framework. For FY 08, the Legislature appropriated \$2.5 million in recurring funds for the Schools in Need of Improvement Fund and another \$3.0 million also in recurring funds for the School Improvement Framework (see Attachment 12 for specific allocations of these funds).

With the state and federal appropriations combined, PED received more than \$11.2 million for school improvement efforts in school year 2006-2007 and more than \$8.7 million for school year 2007-2008.

The state appropriations for FY 08 were accompanied by this language in the *General Appropriations Act of 2007*: "In selecting and allocating funds for programs for school improvement, the secretary of public education shall offer a range of options, including programs chosen by schools that show evidence of having improved student achievement or research indicating that they will be successful if implemented."

- In response to an LESC staff query on this point, PED explained that, in allocating funds for school improvement initiatives, the department has followed the directive in NCLB that research-based practices be used in the schools.
- The department is also emphasizing systemic reform rather than piecemeal efforts. As an example, in response to a request for proposals, PED selected America's Choice as a provider of systemic reform and offered that service to school districts on the condition that they implement the comprehensive package "with fidelity." According to PED, 38

schools implemented the program in school year 2006-2007, and 30 are implementing it in school year 2007-2008.

- Also according to PED, schools that chose not to implement America's Choice had the opportunity to offer another research-based program for funding, but none of them did; and PED has advised schools that they must submit the research for review before the department will fund other programs.
- PED also notes that many districts have research-based reading programs in place, but that few have research-based mathematics programs – in large part because so few programs are available. The Priority Schools Bureau has asked the Mathematics and Science Bureau for additional interventions in math that may be offered to schools in need of improvement.

Regarding America's Choice, the Priority Schools Bureau budget allocates \$925,000 to this systemic reform model.

- According to its website, America's Choice is “a new kind of organization” and a “solution provider.”
- It is the creation of the National Center on Education and the Economy, a nonprofit organization whose 1990 report *America's Choice: high skills or low wages!* is said to have helped launch the standards movement in the United States.
- According to PED, America's Choice was selected to implement systemic reform especially for schools facing restructuring. In general, America's Choice will provide support for English language learners; interventions in reading, writing, and math; professional development; and educational materials. Middle schools and high schools using this model are implementing two programs in particular: Ramp Up to Literacy and Ramp Up to Algebra.
- The state funding, PED explains, will support approximately eight sites and the Title I, 22 sites during school year 2007-2008.

Another particular allocation in the Priority Schools Budget is the \$45,000 for partial support for the Voluntary State Curriculum Contract with McREL (Mid-continent Research for Education and Learning).

- According to its website, McREL is a regional laboratory based in Denver and incorporated in 1966 to serve the Central Region (Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming). Since then, however, McREL has expanded its service area to include other states, New Mexico among them.
- The mission of the organization, according to its website, is “to create practical, user-friendly products that help educators create classrooms that provide all students with opportunities for success,” in large part now to help schools meet the challenges of NCLB.

- According to PED, the state has two contracts with McREL. The earlier contract is to review and refine the state’s math standards as part of the American Diploma Project. The second contract is part of the response to legislation from 2007 requiring each school district to align its curricula for each grade level for math by school year 2008-2009 and requiring school districts to align their curricula-related professional development with state standards (HB 911, or Laws 2007, Chapter 178). Through these contracts, McREL is working directly with the PED Mathematics and Science Bureau to develop a package of classroom-level materials – lesson plans, unit plans, short-cycle assessments – that schools may choose to adopt. This package may be especially helpful to school districts that lack the staff to develop a standards-based curriculum. In the case of schools in CA, R-1, or R-2, however, PED may require that they adopt these materials. (See *Mathematics and Science Education*, an LESC staff report scheduled for the October 2007 meeting, for more information on activities related to these two disciplines.)

### ***Indications of the Effectiveness of the School Improvement Framework***

While the School Improvement Framework for school year 2007-2008 seems more comprehensive than previous versions, the question being asked during the 2007 interim is whether the framework has been working – whether it is helping schools improve and exit the school improvement cycle. This question is difficult to answer because there are several other major initiatives – the three-tiered licensure system, New Mexico PreK, K-3 Plus, and the American Diploma Project, to name a few – that are aimed at enhancing student achievement and thereby increasing AYP; and because the School Improvement Framework itself involves numerous interventions at various times and under various circumstances. Even so, a review of certain data may provide at least an indication and may suggest other approaches or activities to consider. Overall, the indications present a mixed picture, more suggestive than conclusive.

To begin, this mixed picture appears in the AYP rankings for school year 2007-2008, discussed under “AYP in New Mexico,” above.

- However, as noted earlier, AYP is designed so that schools are less, rather than more, likely to meet the standard as the years proceed. Moreover, as also noted earlier, a simple AYP ranking does not reveal the causes; nor does it acknowledge progress that falls below, however slightly, the prescribed level each year.
- Therefore, it is perhaps more meaningful to look at the students’ proficiency ratings in reading and math, which figure into AYP. A comprehensive analysis of the standards-based assessment results is beyond the scope of this report, but certain summary points may be illustrative. Here, too, the picture is mixed when the scores from school year 2006-2007 are compared with the scores from school year 2005-2006, as published by PED in late August 2007:
  - In reading:
    - For all students in grades 4, 5, and 8, the percentage of students at or above proficient in reading increased by 0.3 percent, by 1.6 percent, and by 4.4 percent, respectively – for an average increase of 2.1 percent.

- For all students in grades 3, 6, 7, and 11, however, the percentage of students at or above proficient in reading decreased by 0.8 percent, 3.5 percent, 0.8 percent, and 11.3 percent, respectively – for an average decrease of 4.1 percent.
- For all students in grade 9, the percentage of students at or above proficient is unchanged.
- In math:
  - For all students in grades 4, 5, 6, 7, 8, 9, and 11, the percentage of students at or above proficient in math increased by a range of 1.3 percent to 4.9 percent – for an average increase of 3.1 percent.
  - For all students, the only grade in which the percentage of students at or above proficient in math decreased was grade 3, with a decrease of 1.4 percent.
- Changes in the achievement gap were inconsistent as well. In a press release in early September 2007, the Secretary of Public Education noted reductions in the achievement gap for Native American, Hispanic, and African American students in most grades, but Caucasian and Asian students continued to post higher proficiency percentages than the other ethnic groups. In terms of gains and losses from one year to the next:
  - The percentage of Hispanic students at or above proficient in reading increased in grades 4, 5, and 8 but decreased in grades 3, 6, 7, 9, and 11. The largest increase was in grade 8 (5.0 percent), and the largest decrease was in grade 11 (11.1 percent).
  - The percentage of Native American students at or above proficient in reading increased in grades 3, 4, 5, 7, and 8; decreased in grades 6 and 11; and stayed the same in grade 9. The largest increase was in grade 8 (6.3 percent), and the largest decrease was in grade 11 (18.1 percent).
  - The percentage of African American students at or above proficient in reading increased in grades 5, 7, and 8 but decreased in grades 3, 4, 6, 9, and 11. The largest increase was in grade 5 (6.4 percent), and the largest decrease was in grade 11 (12 percent).
  - The percentage of Hispanic students at or above proficient in math increased in grades 4, 5, 6, 7, 8, 9, and 11 by a range of 1.6 percent to 4.8 percent. This percentage decreased only in grade 3, by 0.9 percent.
  - The percentage of Native American students at or above proficient in math increased in grades 4, 5, 6, 7, 8, and 9 but decreased in grades 3 and 11. The largest increase was in grade 4 (5.3 percent), and the largest decrease was in grade 3 (2.0 percent).
  - The percentage of African American students at or above proficient in math increased in grades 4, 6, 7, 8, 9, and 11 but decreased in grades 3 and 5. The largest increase was in grade 4 (5.3 percent), and the largest decrease was in grade 3 (1.7 percent).
- Incidentally, one of the patterns to emerge from these data may present an **issue** for the committee's consideration: a greater frequency of decreases in proficiency at grades 3

and 11 than at other grades, a trend that holds true for other subgroups as well. All other subgroups except English language learners posted decreases in the percentage of students reading at proficiency in both grades 3 and 11; and all other subgroups posted decreases in the percentages of students proficient in math in either grade 3 or 11.

One AYP-related trend that may be revealing is the number of schools that have moved into the “delay” status. That is, they are in the school improvement cycle at a particular stage but they have made AYP in a given year so that they remain at the same stage rather than move to the next, pending the AYP ranking the following year. To exit the cycle a school must make AYP for two years in a row (just as, to enter the cycle, a school misses AYP for two years in a row). An LESC staff review of data provided by PED revealed that, in school year 2005-2006, 13 schools moved into delay status; and that, in school year 2006-2007, 28 schools moved into delay status.

In October 2006, OEA presented to the LESC the results of its analysis of AYP and New Mexico’s schools in need of improvement. The study focused on 130 schools in the school improvement cycle that had been designated as CA or lower during a five-year period; and it measured the progress of those schools in two ways: making AYP and exiting from the school improvement cycle; and increasing the percentage of students who are proficient in reading and math.

- In terms of AYP, OEA reported the following results of its overall analysis of these 130 schools, as of school year 2006-2007:
  - 13 schools (10 percent) made AYP for at least two years in a row and thus exited the school improvement cycle;
  - 15 schools (12 percent) made AYP for school year 2006-2007, thus moving to a delay status;
  - 12 schools (9.0 percent) moved up, moved down, or stayed the same in their AYP designations; and
  - 90 schools (69 percent) declined in their AYP designations.
- In terms of student proficiency in math and reading, the study found that, for the All Students category and all the subgroups alike, at least half of the 130 schools had made some progress from school year 2005-2006 to school year 2006-2007. However, the study also found that, even among those schools that made AYP in school year 2006-2007, fewer than half of the students in those schools (43.1 percent) had reached proficiency in math, whereas more than half (60.3 percent) had reached proficiency in reading.
- Among its conclusions, this study noted:
  - that many schools that made AYP must still increase the percentage of their students who are proficient in math and reading; and
  - that the decline in AYP designation of 90 of the 130 schools in the study indicates a need to strengthen the support and interventions provided to these schools.

- Among the questions raised but not answered by the study, OEA asked:
  - are the gains in reading and math proficiency the result of instructional interventions or are they related to other factors, such as changes in student populations? and
  - what are these successful schools doing that makes a positive difference for their students, and how can those methods be applied to other schools?

Another measure of the School Improvement Framework might be the recently released scores of New Mexico students on the National Assessment of Educational Progress (NAEP).

- As compared to the results from the 2005 NAEP administration, fourth graders showed progress in both math (from 19 percent at or above proficient to 24 percent) and reading (from 20 percent at or above proficient to 24 percent), making New Mexico, according to PED, one of only 14 states that improved in both subjects. New Mexico was also one of only four states to post significant increases for Hispanic students in fourth-grade reading.
- Student performance at grade 8 was divided, however, with gains in math at both the proficient and advanced levels (from 14 percent to 17 percent and from 1.0 percent to 3.0 percent, respectively) but a decline in reading at the proficient level and no change at the advanced level. In fact, the percentage of eighth graders proficient in reading has shown a steady decline since 1998, from a high that year of 23 percent to a low this year of 17 percent). Attachment 13 provides more information about these assessment results.

Another indication of the effect of the framework is the AYP status over a period of time of those schools designated as “priority schools.” Even though the criteria have changed each of the last three years (see “School Improvement Framework for School Year 2007-2008/Major Changes,” above), priority schools have typically been, in one sense or another, the schools most in need and therefore – theoretically, at least – subject to the greatest levels of intervention. In addition, the 79 schools given priority status for school year 2005-2006 have been on notice for two years now.

- Attachment 14 shows the status over a two-year period of the 79 schools that PED identified as priority schools for school year 2005-2006. (Because verified AYP data for these schools for school year 2007-2008 were not available in time to include in this staff report, the attachment includes only school years 2005-2006 and 2006-2007.)
- Among the highlights of these data:
  - ten schools made AYP for school year 2006-2007 and consequently moved into delay status;
  - one school, Laguna-Acoma Middle School (Grants-Cibola County Schools), which was in delay status in school year 2005-2006, made AYP for a second year in a row and thus exited the school improvement cycle altogether; and
  - the other 68 schools failed to make AYP for school year 2006-2007 and consequently moved to the next stage in the school improvement cycle or remained at R-2 (see “Restructuring in New Mexico,” below.)

An LESC-endorsed amendment to the *Assessment and Accountability Act* in 2006 should soon produce another indication of the effectiveness of the framework. That amendment required PED to adopt rules governing supplemental educational services (SES), which schools in SI-2 are required to offer to their Title I-eligible students (see attachments 1 and 2). Among other provisions, these rules require SES providers to use a pre- and post-assessment instrument approved by PED to measure the gains that students achieve through those supplemental services. According to PED, the department is transitioning to a new evaluation model, analyzing standards-based assessment data, and compiling results of surveys of school districts and SES providers toward the evaluation of this aspect of the School Improvement Framework. The department expects the evaluation to be completed in November 2007.

Finally, another indication of the effectiveness of the School Improvement Framework will begin to emerge during school year 2007-2008 as 61 schools in New Mexico are being restructured.

## **Schools in Restructuring**

### ***Under NCLB***

The most extensive of the school improvement stages, restructuring comes into play after a school has failed to make AYP for five years in a row. At that point, the school must spend the R-1 year planning to restructure and the R-2 year, if the school still fails to make AYP, implementing the restructuring plan. As delineated in the USDE's nonregulatory guidance, NCLB provides five options for a school in restructuring and requires that the school and district select at least one of them, "consistent with State law" (see also attachments 1 and 2):

1. reopen the school as a public charter school;
2. replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
3. enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
4. turn over the operation of the school to the state if permitted under state law and if the state agrees; or
5. implement any other major restructuring of the school's governance arrangement that is consistent with the NCLB principles of restructuring. As examples, the USDE guidance document lists:
  - diminishing school-based management and decision making or increasing oversight by the district;
  - closing the school and reopening it under a new theme or focus with a new staff skilled in the focus area;
  - reconstituting the school into smaller autonomous learning communities;
  - dissolving the school and assigning the students to other district schools;

- pairing the grades in that school with the grades in a higher-performing schools; and
- expanding or narrowing the grades served.

In a recent issue brief, the Education Commission of the States (ECS) cites a study by a nonprofit organization in Massachusetts focused on improving student achievement to provide some rationale for the radical changes required at the restructuring stage. On the premise that marginal change yields marginal results, this organization contends: “Chronically underperforming schools require dramatic change that is tuned to the high-poverty enrollments they tend to serve. ‘Light touch’ school improvement and traditional methods are not enough.” Moreover, “Dramatic change requires bold, comprehensive action from the state.” Even so, most schools, as discussed below, have chosen mild or moderate restructuring options; and, according to one source, those that have tried stronger interventions have found themselves embroiled in political battles.

While NCLB requires schools in restructuring to select from this menu of prescribed options, there is some disagreement whether the options themselves are helpful – whether they have any basis in research (see also “Restructuring in Other States,” below).

- According to the Northwest Regional Educational Laboratory (NREL), “there is not a sufficient body of evidence to ensure that any particular restructuring option will successfully raise student achievement.” And a former Assistant Secretary for Education asks, “How do we know if any of these tools in the toolkit are the right tools?” Also problematic, according to NREL, is matching the specific needs of a school with one of the prescribed options.
- On the other hand, a guide for education leaders considering restructuring contends, “The options laid out in NCLB are good ones for any school that needs *large, speedy* improvements in how much children are learning” (emphasis in original).

This guide – *School Restructuring Under No Child Left Behind: What Works When?* (cited as a resource in USDE’s nonregulatory guidance) – also reviews the research on the effectiveness of each of four defined restructuring options (all but “other major restructuring”): reopening the school as a charter school, replacing staff members relevant to the school’s failure (called “turnarounds with new leaders and staff”), contracting with an outside entity to manage the school, and turning over management of the school to the state. Overall, however, this review is as much a description of the conditions necessary to the success of the options as it is a compilation of the findings of research – most of which, the review says, is either limited or inconclusive; and, in the case of charter conversions and state takeovers, states’ experiences are too infrequent and too recent to allow a reliable assessment of results. This review also suggests that state takeover, in the absence of any direction from NCLB, would likely result in the state’s selecting one of the other three options anyway.

In its examination of these three restructuring options – reopening as a charter school, replacing staff, and contracting with an outside entity – the review identifies several design elements common to high-performing schools:

A clear mission guiding daily activities, high unyielding expectations that all students will learn, frequent monitoring of students' progress, responsive approaches for struggling students, staying current on instructional research, uninterrupted and adequate time on core subjects to ensure learning, a safe and orderly environment, a strong home-school connection, and strong leadership that ensures all of the above.

Of course, these elements need not be associated exclusively with a school in restructuring. In fact, in New Mexico, they are already components of each school's and district's EPSS, which serves as the foundation for the school improvement efforts in schools and districts statewide.

### ***Restructuring In Other States***

As it has been practiced in other states, restructuring does seem to help although it is difficult to say which approach is most effective. In September 2007, the Government Accountability Office (GAO) issued a report of its study of 2,790 Title I schools throughout the country that were in corrective action or restructuring in school year 2005-2006.

- According to the GAO report, "A much higher percentage of schools that fully implemented activities, regardless of which activity they chose, made AYP compared with those that had not fully implemented activities. . . . We estimate that over a third of schools that fully implemented a corrective action or restructuring option made AYP, as opposed to 16 percent of schools that had mostly or partially implemented improvement activities . . . ."
- The GAO report continues: "Based on our survey results, none of the specific corrective actions or restructuring options was associated with making AYP, nor was making AYP associated with the number of activities undertaken, and these findings are consistent with recent research on school improvement."

While the GAO report was unable to associate any particular option with making AYP, other sources have ventured opinions.

- NREL cites state takeover as "the only remedy with any prospect of making significant change" in some cases; and
- the restructuring guide cited above suggests that the option called "other major restructuring" tends to be the least effective: "Failing schools more often than not find it difficult to achieve desired results with these tactics, even when they try very hard. This is consistent with the experiences of failing organizations across industries even when funding is abundant."

This latter point notwithstanding, the GAO report found that, among the 60 percent of schools in restructuring that actually implemented a restructuring option as required by NCLB, "other major restructuring" was the most frequent choice, selected by approximately 40 percent of schools. In second place was replacing selected school staff, which approximately 27 percent of the schools chose (see Attachment 15). The restructuring guide concurs: "To date, most schools attempting restructuring have opted for a basket of smaller changes."

The GAO report has also tracked the steady increase in the number of Title I schools nationwide in corrective action or restructuring 1 or 2: from 2,112 in school year 2004-2005; to 2,790 in school year 2005-2006; and to 4,509 in school year 2006-2007. In addition, for school year 2006-2007, 41 states had more schools in corrective action and restructuring than the year before.

Moreover, the GAO expects this trend to continue: “As state proficiency targets continue to increase until they reach 100 percent by 2014, the number of schools in corrective action and restructuring may grow, because many schools now in early stages of improvement may continue to struggle to make AYP.”

The likelihood of such a trend adds a measure of significance to one of the lingering questions about the restructuring requirements under NCLB: “What happens if, despite having been restructured, a school still cannot make AYP?” As the GAO report indicates, NCLB itself does not address this contingency. However, the nonregulatory guidance issued by the USDE does at least acknowledge the possibility and describe some expectations.

- In general, such a school must continue offering the major interventions from the SI-1 and SI-2 stages – transfer to another school and supplemental educational services – until it makes AYP for two consecutive years. Presumably, this circumstance could continue indefinitely.
- The exception to this rule, the guidance document states, is a school that, “as a result of restructuring . . . is significantly reconfigured to serve different students and different grades, and accordingly meets the State’s definition of a ‘new school.’”
  - In that case, the guidance continues, “this may mean removing the school from restructuring status and starting over on the school improvement timeline.” But whether that means exiting the school improvement cycle altogether or simply returning to square one (SI-1) is unclear.
  - On this point, the guidance document does say that, if the restructuring process results in the creation of a new school, “we encourage States to require the school to continue to offer supplemental educational services to eligible students, in order to keep them on track to meet high standards.”
  - Also on this point, PED rule defines a “new school” as “a school not established for a sufficient time to have gathered two years of results on the five statewide indicators,” which are student achievement, attendance, dropout rate for middle and high schools, parent and community involvement, and school safety. And the department has developed a process to determine the NCLB designation for a new school.

Finally, the New Mexico School Improvement Framework anticipates the possibility that a restructured school still cannot make AYP. As explained at the end of Attachment 8, if a school remains in R-2 more than two years after the alternative governance plan is written, PED will meet with the superintendent and the district leadership team to determine what direction to take. In addition, the superintendent will develop a plan, in collaboration with the unions, the local school board, and district staff, to address the options in this case.

## *Restructuring in New Mexico*

In New Mexico, the approach to school restructuring varies somewhat from the NCLB model. But here New Mexico is not alone. According to NREL, “[t]he language of NCLB allows for variation in the way a state must enforce the restructuring requirement.”

One of the variations involves **two issues** that the committee may wish to consider: unlike NCLB, state law offers four, rather than five, options for restructuring; and the School Improvement Framework also offers four options – but not the same four prescribed in state law.

- First, contracting with another organization to operate the school is not specifically authorized under state law; yet the School Improvement Framework includes it as Option 2. State law does expressly prohibit a school in corrective action from contracting with a private entity to operate the school, however, and the School Improvement Framework notes the exclusion of private entities.
- Second, the School Improvement Framework currently does not include the option of reopening the school as a charter school. According to PED, even though state law was amended in 2007 to provide a process for schools to follow to exercise this option, “the specifics need to be outlined” before the option can be included in the framework. The Priority Schools Bureau is planning to produce an addendum to the framework once these outstanding issues have been resolved.

Another variation in New Mexico’s implementation of restructuring is that New Mexico is at least two years behind the schedule prescribed by both federal and state law.

- As previous testimony to the LESC has indicated, during school year 2005-2006 – when some 27 schools were scheduled to implement restructuring – PED adopted in its school improvement framework for that year a policy to delay any restructuring of schools through a one-year moratorium, during which PED would initiate corrective action and decrease the authority of an R-2 school that met certain criteria.
- Then for school year 2006-2007 – when some 51 schools were scheduled to implement restructuring – PED postponed for yet another year any actual restructuring, describing school year 2006-2007 as “a contingency planning year.”
- In both of those previous school years, PED took the position that its interventions and other mandates satisfied NCLB requirements.
- Here again, however, New Mexico is not alone. According to the GAO study, approximately 40 percent of Title I schools required to restructure did not take any of the restructuring options provided in NCLB. And ECS has found that, throughout the country, “states vary widely in interpreting their role in school restructuring.”

In any event, the School Improvement Framework explains that school year 2007-2008 will be a “contingency planning year” for district administration to plan educational services for those students in schools newly identified as R-1: 23 altogether; and it will be the alternative governance plan implementation year for all schools previously identified as R-1 and R-2: 61 altogether.

- These schools are implementing alternative governance contingency plans that they developed during school year 2006-2007, having selected one of the four restructuring options enumerated in the School Improvement Framework.
- Consistent with the trends in other states, all of the New Mexico schools restructuring this year selected Option 4, “other major restructuring.” The PED adds, however, that many of these schools also have new principals for school year 2007-2008, whether as a result of retirement, reassignment, or some other factor.

### **Districts in Need of Improvement**

Another dimension to the school improvement issue in general and the School Improvement Framework in particular is the growing number of school districts in need of improvement, a dimension that this staff report has only mentioned. For some details on this topic, the LESC staff defers to Dr. Karen Harvey, Assistant Secretary, Quality Assurance & Systems Integration, PED.

### **Policy Options**

Because school improvement activities occur within both the state and the federal contexts, the LESC may wish to consider policy options within either or both of those arenas.

- To obtain a better sense of the effectiveness of the School Improvement Framework, the committee may wish to ask the OEA to continue its study of AYP and school improvement by examining the interventions and other activities – whether district-supported or PED-supported – of those schools that have moved into delay status or excused from the school improvement cycle altogether. Such a study may identify activities that similar schools – according to size, type, location, and demographics, for example – may replicate for similar results.
- Depending upon the issues that PED identifies regarding the restructuring option of reopening a school as a state-chartered charter school, the committee may wish to consider amending statute or asking PED to address the issues in rule.
- Given the pattern of frequent decreases in proficiency in math and reading at grades 3 and 11 for both whole student populations and subgroups of students, the committee may wish to encourage PED to focus on those grades in particular as it plans interventions for schools in the school improvement cycle.
- As Congress debates the reauthorization of NCLB, the committee may wish to review the letter it sent to US Secretary of Education Margaret Spellings in August 2005 and the response from Assistant Secretary Henry L. Johnson in March 2006 to determine whether any of those original issues need to be re-addressed during reauthorization. If so, the committee may wish to encourage the New Mexico congressional delegation to consider those issues. In addition, because many schools in New Mexico have been restructured for school year 2007-2008 and because many more are preparing to restructure in school year 2008-2009, the committee may wish to request that research-based criteria be

applied to the restructuring options in NCLB to determine whether there is scientific evidence that these options are likely to increase student achievement.

## **Background**

In general, to meet AYP a school must not only show the prescribed degree of improvement for students overall and for each of the subgroups but also demonstrate that at least 95 percent of the students in each group were tested. Other factors, pursuant to state law, include graduation rates for high schools and attendance rates for elementary and middle schools.

NCLB requires each state to develop its own definition of AYP, based primarily upon academic indicators, particularly student performance on tests of reading or language arts and math. State law defines AYP as “the measure adopted by the [Public Education Department] based on federal requirements to assess the progress that a student, a public school or school district or the state makes toward improving student achievement.” The PED rule defines AYP as “the percent of students that must be proficient from year to year within a subject area, grade, whole group and subgroup as specified by state defined annual measurable objectives.” This rule further specifies that criterion-referenced tests are the basis for measuring AYP (effective since school year 2004-2005).

In addition to approving a school’s improvement plan, as noted above, state law requires PED to provide an application process by which schools in need of improvement may request financial or other assistance. In evaluating these applications, PED may recommend changes to an application or the improvement plan. Also, the department must “consider innovative methods to assist the public school in meeting its improvement plan, including department or other school employees to serve as a mobile assistance team to provide administrative, classroom, human resource and other assistance to the public school that needs improvement . . . as provided in applications approved by the department.”

**SCHEDULE OF EVENTS FOR SCHOOLS THAT DO NOT MAKE ADEQUATE YEARLY PROGRESS  
THROUGH CONSECUTIVE SCHOOL YEARS**

Note: If a school in the school improvement cycle achieves AYP for one year, it retains its ranking for a “delay” year. If it achieves AYP for two years, it leaves the school improvement cycle. If not, it moves to the next step in the cycle.

School Year	AYP Designation	Action Required per NCLB	Action Required per State Law
SY 1	1 <sup>st</sup> Year of Not Making AYP	[none]	[none]
SY 2	2 <sup>nd</sup> Year of Not Making AYP	[none]	[none]
SY 3	School Improvement 1	School must develop an improvement plan; Local education agency (LEA, that is, the school district) must provide technical assistance; and All students must be offered public school choice, that is, the option of transferring to a higher performing school.	School and district must prepare an improvement plan, which the district submits to PED; School applies to PED for financial or other assistance per improvement plan; and Public school must provide or pay for transportation, within available funds, for students who transfer to a higher ranked school.
SY 4	School Improvement 2	In addition to the earlier measures: LEA must offer supplemental educational services to low-income students.	In addition to the earlier measures: Public school must provide supplemental educational services to its Title I-eligible students, within available funds.
SY 5	Corrective Action	In addition to the earlier measures, LEA must do one or more of following: Replace school staff responsible for school’s not meeting AYP; Implement new curriculum; Decrease management authority at the school level; Appoint outside expert to advise the school; Extend the school day or year; <u>or</u> Change the school’s internal organizational structure.	In addition to the earlier measures, the school district, together with PED, must: Replace staff as allowed by law; Implement a new curriculum; Decrease management authority of the school; Appoint an outside expert to manage the school; Extend the school day or year; <u>or</u> Change the school’s internal organizational structure.
SY 6	Restructuring 1	In addition to the earlier measures, LEA must prepare a plan and arrange to: Reopen the school as a charter school; Replace the principal and staff; Contract with a private management company of demonstrated effectiveness; Submit the school to state takeover; <u>or</u> Conduct any other major restructuring of the school’s governance.	In addition to the earlier measures, the school must begin planning for restructuring in the event that the school fails to make AYP the next year.
SY 7	Restructuring 2	Alternative governance plan (from the preceding year) must be implemented by the first day of school.	In addition to the earlier measures, the school district, together with PED, must: Recommend reopening the public school as a charter school, as provided in law; Replace all or most of the staff as allowed by law; Turn over management of the school to PED; <u>or</u> Make other governance changes.

LESC, October 5, 2007

**AYP AND SCHOOL SANCTIONS**

- Schools begin to face the series of sanctions after two consecutive years of not making AYP (see Attachment 1, SY 3, School Improvement 1). At that point, a school enters the school improvement cycle as a school in need of improvement. Among other actions, a school in its first year of school improvement, together with the district, must (1) develop an improvement plan and submit it to PED for approval and (2) provide or pay for transportation, within available funds, for students who exercise their option of transferring to a higher ranked school.
- After three consecutive years of not making AYP (SY 4 in Attachment 1, School Improvement 2), a school must provide its Title I-eligible students with supplemental educational services, including after-school programs, tutoring, and summer services, within available funds. In each case – transfer to another school and supplemental educational services – state law requires PED to adopt rules governing the priority for students for whom these costs will be paid. (Under NCLB, if there is sufficient demand, the district must spend a minimum of 5.0 percent of its Title I allocation for transportation of students exercising their transfer option or for supplemental educational services; however, the district may not spend more than 20 percent of its allocation on either one or both of these services combined.)
- Under both state and federal law, after the fourth consecutive year of not making AYP (SY 5 in Attachment 1, Corrective Action), the school must take one or more of the following corrective actions, in addition to the preceding measures: replace school staff, implement a new curriculum, decrease management authority at the school level, appoint an outside expert to advise the school, extend the school day or year, or change the school's internal organizational structure.
- Under both state and federal law, after the fifth consecutive year of not meeting AYP, the school enters the restructuring phase, first by planning to restructure (SY 6 in Attachment 1, Restructuring 1) and then, if necessary, implementing the planned restructuring (SY 7 in Attachment 1, Restructuring 2) through one of the following actions: (1) reopening as a charter school, (2) replacing all or most of the school staff, (3) submitting to state takeover, or (4) conducting some other major restructuring of the school's governance. For restructuring, NCLB contains one provision not found in state law: the additional option of having a school contract with a private management firm (which state law prohibits).

**SUMMARY OF PED MANDATES FOR SINOI**

<i>Restructuring 2 (R-2)</i>		<i>Restructuring 1 (R-1)</i>		<i>Corrective Action (CA)</i>		<i>School Improvement 2 (SI-2)</i>		<i>School Improvement 1 (SI-1)</i>		<p><b>NM PED Designations</b></p>	<p><b>Short Cycle Assessment (3-4 per year)</b></p>	<p><b>Operative SAT to act on behalf of non-proficient students</b></p>	<p><b>Educational Plan for Student Success (EPSS)</b></p>	<p><b>Budget Alignment for PED Requirements</b></p>	<p><b>Percentage of employed Level 2 &amp; 3 Teachers to be same as district average.</b></p>	<p><b>Submit Required Monitoring Reports to PED on a semester basis.</b></p>	<p><b>Attend voluntary Principal Leadership Trainings and Regional Trainings</b></p>	<p><b>Participate in Technical Assistance Assessment Process</b></p>	<p><b>Submit Required Monitoring Reports to PED on a quarterly or trimester basis.</b></p>	<p><b>No First-Year Principals</b></p>	<p><b>Attend Mandatory Principal Leadership Trainings and Regional Trainings</b></p>	<p><b>Develop Alternative Governance Plan</b></p>	<p><b>Implement Alternative Governance Plan</b></p>
------------------------------	--	------------------------------	--	-------------------------------	--	------------------------------------	--	------------------------------------	---	-----------------------------------	---	---	---	---	---	--	--	--	--	--	--	---	---

**New Mexico Public Education Department**  
**2007 Quick Facts**

**Adequate Yearly Progress and Designations  
 Under No Child Left Behind  
 September 27, 2007**

**Adequate Yearly Progress (AYP)\*\***

Status	AYP		
	2005	2006	2007
Making AYP	372 (47.2%)	367 (45.9%)	368 (46.1%)
Not Making AYP	416 (52.8%)	433 (54.1%)	430 (53.9%)
Total	788 (100%)	800 (100.0%)	798* (100%)

**Schools in Need of Improvement**

NCLB Designations	Schools with Designations		
	2005	2006	2007
School Improvement I	125 (15.9%)	140 (17.5%)	85 (10.7%)
School Improvement II	33 (4.3%)	110 (13.7%)	101 (12.7%)
Corrective Action	18 (2.3%)	33 (4.1%)	103 (12.9%)
Restructuring I	33 (4.3%)	15 (1.9%)	23 (2.9%)
Restructuring II	27 (3.4%)	51 (6.4%)	61 (7.6%)
None	552 (70.0%)	451 (56.4%)	425 (53.2%)

**AYP Summary by Type of School--2007**

School Type	Made AYP	Did Not Make AYP	Total
Elementary Schools (Includes K-5, K-6, K-8)	257 (32.2%)	182 (22.8%)	439 (55.0%)
Middle Schools	34 (4.3%)	117 (14.7%)	151 (18.9%)
High Schools	50 (6.3%)	98 (12.3%)	148 (18.5%)
Charter Schools	27 (3.0%)	33 (4.0%)	60 (7.6%)
All Schools (n=798*)	368 (46.1%)	430 (53.9%)	798 (100.0%)

\*\*Annual Measurable Objectives (AMOs) / Proficiency Targets will continue to increase every year until school year 2013-2014 when all students should be proficient in reading and math. This year, AMOs for student proficiency increased by an average of 2 percentage points.

## Findings from *The Proficiency Illusion*

(Report of a Study by the Fordham Foundation, October 2007)

Titled *The Proficiency Illusion*, the Fordham Foundation study examined recent administrations of standards-based exams of 26 states – New Mexico among them – that also use the Northwest Evaluation Association’s “Measures of Academic Progress” (MAP). The study focused on the proficiency cut scores on these state exams in terms of their level (high, low, or mid-range), their changes (whether rising or falling), and their internal consistency (between subjects and between grades). As a summary of the findings, the report states:

We see . . . that “proficiency” varies wildly from state to state, with “passing scores” ranging from the 6<sup>th</sup> percentile to the 77<sup>th</sup>. We show that, over the past few years, twice as many states have seen their tests become easier in at least two grades as have seen their tests become more difficult . . . [although] most state tests have maintained their level of difficulty . . . And we learn that only a handful of states peg proficiency expectations consistently across the grades, with the vast majority setting thousands of [students] up to fail by middle school by aiming precipitously low in elementary school. (p. 3)

As an example of the range in states’ proficiency levels, the study compared two fourth grade test items with difficulty equivalent to their respective states’ proficiency cut score. The question from the Wisconsin test (scale score of 191, 16<sup>th</sup> percentile) asks fourth-grade students to pick which of four simple declarative statements about dogs and cats is a fact rather than an opinion. The question from the Massachusetts test (scale score of 211, 65<sup>th</sup> percentile) asks fourth-grade students to read a paragraph from a story by Leo Tolstoy – consisting of several compound and compound/complex sentences – and then select which of four statements about the story is a statement of fact.

The study found not only that proficiency rates vary greatly but also that math tests are consistently more difficult than reading tests and that eighth-grade tests in both subjects “are consistently and dramatically more difficult to pass than those in earlier grades (even after taking into account obvious differences in subject-matter complexity and children’s academic development).” (pp. 6-7) “Thus,” the report contends, “five years into implementation of [NCLB], there is no common understanding of what ‘proficiency’ means. Its definition varies from state to state, from year to year, from subject to subject, and from grade level to grade level.” (p. 7) One conclusion to be drawn from these findings, the report states, is that the “testing infrastructure on which so many school reform efforts rest, and in which so much confidence has been vested, is unreliable.” (p. 3)

New Mexico fares better than many other states in this study. Whereas both the reading and math tests in Colorado, Michigan, and Wisconsin had the lowest proficiency standards, the math test in New Mexico was one of four state exams with the highest standards. (p. 6) To illustrate the consequences of these discrepancies, the report states that a child moving from third grade in Detroit to fourth grade in Albuquerque “would be grievously unprepared for what lies ahead.” (p. 4) Overall, the study found, “New Mexico’s definitions of proficiency in reading are consistent with the cut scores set by the 25 other states in this study, while its definitions for mathematics proficiency are relatively more difficult.” (p. 156)

**SUMMARY AND TIMELINE OF 2007-2008 EPSS REQUIREMENTS**

2007-2008 REPORTING REQUIREMENTS FOR DISTRICTS AND SCHOOLS AND EPSS TIMELINE					
Timeline	Requirements for All Districts	Requirements for SI, SII, and CA schools	Requirements for Districts with Restructuring Schools		PED Technical Assistance and Feedback
September 14th	Finalized EPSS for districts and schools after receipt of NMSBA data. Submit to Priority Schools Bureau.	Finalized EPSS for districts and schools after receipt of NMSBA data. Submit to Priority Schools Bureau.	Submit the Alternative Governance Contingency Plan or Alternative Governance Plan with signatures by the Superintendent and Board President to the Priority Schools Bureau .		Feedback on final EPSS, AGCP, and AGP plans for Schools in Need of Improvement to be provided.
October		CA schools receive a visit from a consultant to do a review of school EPSS, interview, observe, and provide feedback.	Technical Assistance Visits Begin  Technical Assessment for RI Schools.		Feedback to all schools and districts on EPSS plans that are in CA, RI, or RII status.
November					
December					
January	Begin the budgeting process by reviewing the data at the district and school level to plan appropriately to reallocate funds from federal and state allocations to meet student needs.				
February	Finalize budge based on trend data for NMSBA and short cycle assessments.		Technical Assistance Visits		
March					

2007-2008 New Mexico School Improvement Framework

Timeline	Requirements for All Districts	Requirements for SI, SII, and CA schools.	Requirements for Districts with Restructuring Schools		PED Technical Assistance and Feedback
April		Technical Assistance Visits	Technical Assistance Visits		
May	Work on the draft EPSS plans to submit by June 14 <sup>th</sup>				
June 14	Draft EPSS Plans for District and Schools Submitted to Priority Schools Bureau.				
August					<u>Feedback to RI and RII schools on the AGP and EPSS.</u>

## ATTACHMENT 7

2007-2008 New Mexico School Improvement Framework

### *CORRECTIVE ACTION: PED, DISTRICT AND SCHOOL MANDATES AND RESPONSIBILITIES*

Public Education Dept.	District	School
Provide a Consumer Guide on Short Cycle Assessments on the PED website.	Purchase a Short Cycle Assessment for district wide use.	Administer Short Cycle Assessments 3-4 times per year
Ensure compliance with the implementation of a Student Assessment Team (SAT) in Technical Assistance visits.	Monitor the effectiveness of the Student Assessment Team (SAT).	Implement an operative SAT for the purpose of collaborative planning and action on behalf of non-proficient students.
Review and approve district budgets for alignment to district and school EPSS.	Develop a district EPSS plan prior to the development of the budget cycle.	Develop and implement the EPSS by reallocating funds from Title I, ELL, Special Education, 21 <sup>st</sup> Century, Grants, and General Fund.
Monitor for compliance that schools have Level 2 and Level 3 Licensed Teachers at the same average as the district average.	Pursue the hiring of Level 2 and Level 3 Licensed teachers at the same average as the district average.	Interview teachers that are Level 2 and Level 3 in the hiring process to ensure the same average as the district average.

September 2007 KKH

2007-2008 New Mexico School Improvement Framework

Public Education Dept.	District	School
Review the District Monitoring Reports submitted by the Superintendent for each School in Corrective Action.	Submit the District Monitoring Reports by the Superintendent for each School in Corrective Action to the PED.	Submit data to the district to ensure accuracy of the Monitoring Reports.
Hire competent consultants to complete intensive technical assistance reviews in Corrective Action Schools prior to the writing of the EPSS for 2008-2009.	Meet with the Corrective Action Consultant and the principal(s) of the Corrective Action Schools prior to the visit. Respond to the Consultant's request for the 3 days necessary to complete the review in the CA schools.	Cooperate fully with the consultant assigned to the school and district by providing the documentation, schedules, access to classrooms for observations, interviews, and meetings with the Leadership Team.
Conduct Technical Assistance Site Visit to evaluate and develop a Technical Assistance Plan.	Superintendent (designee) participates in the Technical Assistance Site Visits for the purpose of evaluation and development of a Technical Assistance Plan.	Participate in the development of a Technical Assistance Plan.
Deliver a formal Technical Assistance Plan to the superintendent and principal.	Superintendent (designee) reviews the plan with the principal for timelines and needed support for resources.	Principal reviews the plan with the school leadership team.
Conduct training on the development of an EPSS for district and school staff in regional areas of the state.	Develop the District EPSS based on school data in the areas of Reading, Math, and Parent Involvement. Attend the PED training on development of the EPSS.	Develop a school EPSS aligned to the District EPSS that is focused on school site data. Send a team to the PED training on the EPSS development.
Provide feedback to District EPSS Annual Report.	Submit a first and second semester District Progress Report for all CA schools to the PED.	Provide data to the district on short cycle assessment and quarterly/triennial progress toward goals on EPSS to the district.
Develop and maintain a list serve of all district and school contacts.	Identify the district contact for PED to receive all information from Priority Schools and serve as a contact for School Reform.	Identify a contact at the school to work with PED regarding School Reform.

*GENERAL REQUIREMENTS FOR RESTRUCTURING I AND RESTRUCTURING II SCHOOLS*

<b>Public Education Dept.</b>	<b>District</b>	<b>School</b>
Monitor to ensure that all schools have a formalized SAT for the purpose of collaborative planning and action on behalf of non-proficient students. The use of the Response to Intervention process will be monitored to ensure student needs are being addressed appropriately.	Provide training and support for formalized SAT using the Response To Intervention (RTI) process.	Principal will ensure a formalized SAT is fully operational using the Response to Intervention process.
Review and approve district budgets for alignment to district and school EPSS.	Develop a district EPSS prior to the development of the budget cycle. Monitor the expenditures of Title I that are used for personnel so that funding is available for professional development, interventions, administrative support, etc.	Develop and implement the EPSS by reallocating funds from Title I, Bilingual, Special Education, 21 <sup>st</sup> Century, Grants, and General Fund.
Monitor for compliance that schools have Level 2 and Level 3 Licensed Teachers at the same average as the district average.  Monitor that No First Year Principals are placed at the school unless a special waiver is granted by the Secretary of Education based on extenuating circumstances.	Pursue the hiring of Level 2 and Level 3 Licensed teachers at the same average as the district average.  Ensure that only principals with experience in school reform are hired to lead a Restructuring School. Advertise nationally to attract principals with extensive experience and use incentives in order to attract administrative personnel.	Interview teachers that are Level 2 and Level 3 in the hiring process to ensure the same average as the district average.  Inform the school interview process that only candidates that meet the qualifications of an experienced administrator will be a part of the interview pool.
Review the hiring of the principals to ensure compliance with the requirements for experienced principals. If the district can document they could not recruit such a principal, the Director of Priority Schools will assemble a team to meet with the hired principal to determine the support needed to be successful in the position.	The District will comply with the recommendations of the PED Committee and fund the requirements submitted. The District needs to set aside funding from Title I, General Fund, Professional Development in anticipation of support that may be needed.	The school will be required to allocate a substantial portion of Title I funding to the EPSS plan for interventions, professional development, and support for the administrator in leading change at a RI or RII school.

2007-2008 New Mexico School Improvement Framework

Public Education Dept.	District	School
<p>The Technical Assistance Teams will work with the Restructuring I and Restructuring II Schools to write the Alternative Governance Plans. The teams will visit the district/schools 3-4 times per year based on the short cycle assessment schedules.</p>	<p>The Superintendent and district leadership team will meet with the Technical Assistance Teams when they visit the schools and allow team members to work with the Technical Assistance Teams during each visit.</p>	<p>Cooperate with the Technical Assistance Teams in conducting observations, interviews, review of data, and developing a plan of action for each quarter or trimester of data using the PDSA cycle.</p>
<p>Review the short cycle assessment data on a quarterly or trimester basis. Schools utilizing the electronic EPSS will submit the update electronically within 2 weeks after testing.</p>	<p>The Superintendent and the District EPSS contact will review the short cycle assessment data and be prepared to meet with the Technical Assistance Teams regarding how they will support the schools in implementing the changes suggested each quarter/trimester.</p>	<p>Leadership Team will review the short cycle assessment data and meet with the district personnel to determine how to revise the plan to make the gains required prior to the visit of the Technical Assistance Teams.</p>
<p>Meet with Superintendent and district leadership team at semester to determine what direction will be taken if the school remains in R2 more than two years after the AGP is written</p>	<p>Superintendent will develop a plan with the unions, local School Board, district staff that will address the options that must be taken if a school remains in RII status more than two years after the AGP is written.</p>	<p>Staff will be informed of the decisions that will impact the school if they remain in Restructuring II for more than two years after the AGP is written</p>

## SCHOOLS ON THE RISE

### School Year 2005-2006

District	School
Albuquerque Public Schools	Armijo Elementary School
Albuquerque Public Schools	Duranés Elementary School
Albuquerque Public Schools	Los Padillas Elementary School
Belen Consolidated Schools	Jaramillo Elementary School
Bernalillo Public Schools	Santo Domingo Elementary School
Central Consolidated Schools	Ojo Amarillo Elementary School
Española Public Schools	Hernández Elementary School
Grants-Cibola County Schools	Seboyeta Elementary School
Hatch Valley Public Schools	Rio Grande Elementary School
Hobbs Municipal Schools	Taylor Elementary School
Jemez Valley Public Schools	Jemez Valley Middle School
Socorro Consolidated Schools	Midway Elementary School
West Las Vegas Public Schools	Valley Elementary School

### School Year 2006-2007

District	School
Albuquerque Public Schools	Eugene Field Elementary School
Bloomfield Municipal Schools	Central Primary School
Bloomfield Municipal Schools	Bloomfield Early Childhood Learning Center
Española Public Schools	Dixon Elementary School
Gadsden Independent Schools	Anthony Elementary School
Grants-Cibola County Schools	Milan Elementary School
Grants-Cibola County Schools	Laguna-Acoma Middle School
Los Lunas Public Schools	Tome Elementary School
Ruidoso Municipal Schools	Nob Hill Elementary School
Ruidoso Municipal Schools	Sierra Vista Primary School
Zuni Public Schools	Dowa Yalanne Elementary School

**SOURCE:** LESC, based upon PED data, 10-11-07



Dr. Veronica C. García  
Secretary of Education

New Mexico  
Public Education Department  
300 Don Gaspar  
Santa Fe, New Mexico 87501-2786  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

Danielle Montoya  
Public Information Officer  
505.795.0182  
[danielle.montoya@state.nm.us](mailto:danielle.montoya@state.nm.us)

## NEWS RELEASE

For Immediate Release: September 17, 2007

### **\$1.5 Million Spread Across 89 Schools Awarded for Increases in Reading and Math Proficiency**

**SANTA FE** – Secretary of Education Dr. Veronica C. García and the Public Education Department (PED) today announced the recipients of the School Improvement Incentive Awards. The recognition is awarded for outstanding gains in math and reading proficiency from the 2004-2005 school year to the 2005-2006 school year. The PED awarded a total of \$1,550,440 this year.

Secretary García said, "I am pleased to honor the 89 schools that have made the largest gains in math and reading proficiency. As I have mentioned, the convoluted AYP label can be misleading, especially if schools are still seeing improvements in student proficiency. The School Improvement Incentive Awards are a fantastic opportunity to reward the schools that are indeed making outstanding progress."

The PED identified schools in two categories to receive awards. In category one, 33 schools that received "Made AYP" status at the beginning of the 2006-2007 school year (based on the 2005-2006 data), achieved above average increases in proficiency, and were designated as schools in need of improvement at least once in the last three years. In category two, 56 schools that "Did Not Make AYP" for the 2006-2007 school year were selected if they achieved above average increases in proficiency and missed AYP by only one subgroup (the subgroup that missed AYP was not All Students).

The Incentives for School Improvement Award was created by the 1997 Legislature to give schools financial incentives to make outstanding gains on student assessments (§22-2C-8 and §22-2C-9, NMSA 1978). The size of the awards was determined by the level of improvement and school size. Schools that improved the most and had the largest student enrollment received the largest awards.

The school council may determine how this supplemental funding will be used. Statute excludes the use of funds for salaries, salary increases or bonuses. Schools are encouraged to recognize teachers and students for their achievement.

Attachments: List of awardees and award amounts attached.

###

District	School_Name	AYP_School_Rating_2006	FY 07 60% Appropriation
ALBUQUERQUE	MARYANN BINFORD ELEM	Meets AYP	\$145,249.36
CENTRAL CONS.	CAREER PREP ALT	Meets AYP	\$4,886.06
CENTRAL CONS.	NIZHONI ELEMENTARY	Meets AYP	\$23,541.95
ALBUQUERQUE	ATRISCO ELEMENTARY	Meets AYP	\$36,090.25
GADSDEN	DESERT PRIDE ACADEMY	Meets AYP	\$3,886.64
ZUNI	DOWA YALANNE ELEM	Meets AYP	\$25,429.74
ALBUQUERQUE	ALAMOSA ELEMENTARY	Meets AYP	\$51,858.91
BERNALILLO	SANTO DOMINGO MIDDLE	Meets AYP	\$28,539.06
BELEN	LA PROMESA ELEM	Meets AYP	\$22,986.71
LOVINGTON	NEW HOPE ALT HIGH	Meets AYP	\$777.33
BLOOMFIELD	BLOOMFIELD FAMILY LC	Meets AYP	\$2,554.08
ROSWELL	GODDARD HIGH	Meets AYP	\$108,492.83
ALBUQUERQUE	MISSION AVENUE ELEM	Meets AYP	\$30,982.09
ROSWELL	UNIVERSITY HIGH	Meets AYP	\$3,442.45
ROSWELL	SUNSET ELEMENTARY	Meets AYP	\$22,875.66
PORTALES	BROWN ELEMENTARY	Meets AYP	\$31,981.51
WEST LAS VEGAS	VALLEY ELEMENTARY	Meets AYP	\$12,437.25
GRANTS	MILAN ELEMENTARY	Meets AYP	\$43,974.58
GADSDEN	DESERT VIEW ELEM	Meets AYP	\$54,190.89
JEMEZ VALLEY	SAN DIEGO RIVERSIDE	Meets AYP	\$11,104.69
ESPANOLA	ALCALDE ELEMENTARY	Meets AYP	\$16,657.04
LOS LUNAS	TOME ELEMENTARY	Meets AYP	\$21,543.10
ZUNI	TWIN BUTTES HIGH	Meets AYP	\$5,108.16
GRANTS	CUBERO ELEMENTARY	Meets AYP	\$19,544.26
BELEN	JARAMILLO ELEMENTARY	Meets AYP	\$13,103.54
ALBUQUERQUE	ARMIJO ELEMENTARY	Meets AYP	\$34,868.73
LAS CRUCES	CONLEE ELEMENTARY	Meets AYP	\$38,644.33
GRANTS	LAGUNA-ACOMA MIDDLE	Meets AYP	\$10,216.32
STATE SCHOOL	NM SVH	Meets AYP	\$5,552.35
BLOOMFIELD	CENTRAL PRIMARY	Meets AYP	\$37,311.76
ESPANOLA	DIXON ELEMENTARY	Meets AYP	\$5,330.25
FARMINGTON	APACHE ELEMENTARY	Meets AYP	\$27,539.63
GADSDEN	LOMA LINDA ELEM	Meets AYP	\$29,538.48
			\$930,240.00

DISTRICT	School_Name	AYP_School_Rating_2006	FY 07 40% Appropriation
HOBBS	HOBBS HIGH	AYP Not Met	\$25,221.22
MORA	MORA HIGH	AYP Not Met	\$6,504.42
BLOOMFIELD	BLOOMFIELD HIGH	AYP Not Met	\$25,619.45
ALBUQUERQUE	EUBANK ELEMENTARY	AYP Not Met	\$7,168.14
BELEN	GIL SANCHEZ ELEM	AYP Not Met	\$7,068.58
BELEN	RIO GRANDE ELEM	AYP Not Met	\$7,367.25
HOBBS	HOUSTON JR HIGH	AYP Not Met	\$23,943.57
MORA	LAZARO LARRY GARCIA	AYP Not Met	\$6,570.79
GADSDEN	DESERT TRAILS ELEM	AYP Not Met	\$12,743.35
TULAROSA	TULAROSA ELEMENTARY	AYP Not Met	\$8,910.39
RIO RANCHO	RIO RANCHO MID HIGH	AYP Not Met	\$86,515.43
ALBUQUERQUE	ALVARADO ELEMENTARY	AYP Not Met	\$8,362.83
GADSDEN	MESQUITE ELEMENTARY	AYP Not Met	\$7,417.03
RUIDOSO	WHITE MOUNTAIN ELEM	AYP Not Met	\$13,290.92
ALBUQUERQUE	MARIE M HUGHES ELEM	AYP Not Met	\$17,372.78
SANTA FE	TURQUOISE TRAIL ELEM	AYP Not Met	\$6,670.35
LAS CRUCES	LYNN MIDDLE	AYP Not Met	\$22,433.61
GALLUP	JEFFERSON ELEMENTARY	AYP Not Met	\$3,484.51
ROSWELL	BERRENDO MIDDLE	AYP Not Met	\$16,393.80
SANTA FE	DE VARGAS MIDDLE	AYP Not Met	\$14,668.13
ALBUQUERQUE	ALAMEDA ELEMENTARY	AYP Not Met	\$5,741.15
ESPANOLA	TONY QUINTANA ELEM	AYP Not Met	\$5,210.17
ROSWELL	SIERRA MIDDLE	AYP Not Met	\$16,758.84
ESTANCIA	ESTANCIA ELEM (NEW)	AYP Not Met	\$7,334.07
LAS VEGAS CITY	LOS NINOS ELEMENTARY	AYP Not Met	\$3,783.18
CLOVIS	LOCKWOOD ELEMENTARY	AYP Not Met	\$5,741.15
MORIARTY	MOUNTAINVIEW ELEM	AYP Not Met	\$5,973.45
PORTALES	STEINER ELEMENTARY	AYP Not Met	\$5,873.89
ALBUQUERQUE	EDMUND G ROSS ELEM	AYP Not Met	\$8,329.64
ROSWELL	PECOS ELEMENTARY	AYP Not Met	\$3,750.00
WEST LAS VEGAS	VALLEY MIDDLE	AYP Not Met	\$1,825.22
ALBUQUERQUE	BARCELONA ELEMENTARY	AYP Not Met	\$8,329.64
ALBUQUERQUE	VENTANA RANCH ELEM	AYP Not Met	\$12,411.50
PORTALES	JAMES ELEMENTARY	AYP Not Met	\$6,736.72
ALBUQUERQUE	HAWTHORNE ELEMENTARY	AYP Not Met	\$5,940.26
ARTESIA	ROSELAWN ELEMENTARY	AYP Not Met	\$2,223.45
HAGERMAN	HAGERMAN ELEMENTARY	AYP Not Met	\$3,185.84
LAS CRUCES	ZIA MIDDLE	AYP Not Met	\$23,727.86
ARTESIA	ARTESIA ZIA INTERMED	AYP Not Met	\$15,962.38
PORTALES	LINDSEY ELEMENTARY	AYP Not Met	\$6,371.68
LAS VEGAS CITY	MEMORIAL MIDDLE	AYP Not Met	\$13,904.86
ARTESIA	YESO ELEMENTARY	AYP Not Met	\$5,840.70
GADSDEN	CHAPARRAL ELEMENTARY	AYP Not Met	\$9,889.37
ALBUQUERQUE	LOS RANCHOS ELEM	AYP Not Met	\$5,575.22
ESPANOLA	SAN JUAN ELEMENTARY	AYP Not Met	\$6,438.05
ALBUQUERQUE	MADISON MIDDLE	AYP Not Met	\$21,570.78
HOBBS	EDISON ELEMENTARY	AYP Not Met	\$3,418.14
LAS CRUCES	HIGHLAND ELEMENTARY	AYP Not Met	\$9,557.52
SANTA ROSA	SANTA ROSA HIGH	AYP Not Met	\$3,517.70
SANTA FE	R.M. SWEENEY ELEM	AYP Not Met	\$5,741.15
SANTA ROSA	SANTA ROSA ELEM	AYP Not Met	\$3,219.02
COBRE CONS.	BAYARD ELEMENTARY	AYP Not Met	\$3,185.84
SANTA FE	EL DORADO ELEMENTARY	AYP Not Met	\$8,661.50
ALBUQUERQUE	GOV BENT ELEMENTARY	AYP Not Met	\$8,694.68
RATON	KEARNEY ELEMENTARY	AYP Not Met	\$6,471.23
ALBUQUERQUE	HOOVER MIDDLE	AYP Not Met	\$21,537.60
			\$620,160.01

**Summary of NCLB Title I School Improvement Awards – New Mexico  
October 1, 2007**

**2002-03**

- Competitive applications for \$1,736,148.
- Priority given to corrective actions schools, SI-2 and other SI-1 schools not previously funded.
- Implement school improvement/EPSS plans.

**2003-04**

- Competitive applications for \$1,962,201.
- Priority to corrective action secondary schools, SI secondary schools, corrective action elementary schools, SI elementary schools.
- Implement literature/language arts programs.

**2004-05**

- Formula awards for \$4,359,258.
- Restructuring 1 and 2 schools receive \$50,000. Others receive \$30,740.
- Required use for short cycle assessments, professional development tied to systems approach, EPSS initiatives.

**2005-06**

- Formula awards for \$2,554,600.
- Restructuring 1 and 2 schools that did not make AYP all students category received \$45,000. Other high priority schools received \$28,400.
- R1 and R2 awards for reducing class size during reading blocks. Other awards for short cycle assessments, professional development tied to systems approach, EPSS initiatives.

**2006-07**

- Support to schools through America's Choice in the amount of \$2,761,721.
- This amount supported implementation in 16 schools.

**2007-08**

- Support to schools through America's Choice in the amount of \$3,234,891.
- This amount to support implementation in 22 schools.

**Title I School Improvement Grants Historical Table**

	A	B	C	D	E	F	G	H	I	J
1		<b>2000-01</b>	<b>2001-02</b>	<b>2001-02</b>		<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	
2		(awarded 12/7/2000)	(awarded 1/29/2002)	(awarded 4/16/2002)	<b>Total 2001-02</b>	(awarded Jan 2003)	(awarded Nov 2003)	(awarded Jan 2005)	(awarded Nov 2005)	<b>District Total</b>
3										
4	Albuquerque	\$201,018	\$269,995	\$35,000	\$304,995	\$369,120	\$584,510	\$841,849	\$565,800	\$2,867,292
5	Belen						\$30,191	\$92,220	\$28,400	\$150,811
6	Bernalillo	\$49,303	\$45,000	\$5,000	\$50,000	\$50,000	\$135,000	\$130,740	\$45,000	\$460,043
7	Bloomfield							\$92,220		\$92,220
8	Central	\$128,617	\$271,887	\$15,000	\$286,887	\$180,000	\$220,000	\$365,180	\$220,200	\$1,400,884
9	Clovis			\$5,000	\$5,000			\$30,740		\$35,740
10	Cuba	\$25,000			\$0	\$50,000		\$80,740	\$73,400	\$229,140
11	Deming								\$56,800	\$56,800
12	Dulce			\$5,000	\$5,000	\$35,000	\$25,000	\$111,480	\$45,000	\$221,480
13	Espanola			\$30,000	\$30,000	\$170,000	\$85,000	\$253,700	\$135,000	\$673,700
14	Farmington			\$5,000	\$5,000	\$35,000		\$30,740	\$28,400	\$99,140
15	Gadsden			\$25,000	\$25,000	\$80,000		\$245,920	\$28,400	\$379,320
16	Gallup	\$445,002	\$504,135		\$504,135	\$382,880	\$467,500	\$776,660	\$653,600	\$3,229,777
17	Grants					\$34,000		\$172,960	\$28,400	\$235,360
18	Hatch							\$30,740	\$28,400	\$59,140
19	Hobbs			\$5,000	\$5,000	\$25,148		\$30,740		\$60,888
20	Hondo	\$25,000			\$0			\$0		\$25,000
21	Jemez Mountain	\$50,000	\$45,000		\$45,000			\$30,740	\$28,400	\$154,140
22	Jemez Valley	\$25,000			\$0		\$75,000	\$92,220	\$56,800	\$249,020
23	Las Cruces	\$50,000	\$90,000		\$90,000	\$50,000		\$30,740	\$28,400	\$249,140
24	Los Lunas			\$5,000	\$5,000	\$35,000	\$75,000	\$111,480	\$113,600	\$340,080
25	Magdalena							\$30,740		\$30,740
26	Mesa Vista							\$61,480	\$28,400	\$89,880
27	Mora						\$25,000	\$61,900	\$28,400	\$115,300
28	Moriarty							\$30,740		\$30,740
29	Portales							\$30,740	\$28,400	\$59,140
30	Roswell	\$50,000	\$88,939	\$5,000	\$93,939	\$35,000	\$20,000	\$122,960	\$28,400	\$350,299
31	Ruidoso							\$61,480		\$61,480
32	Santa Fe	\$100,000	\$135,000		\$135,000		\$20,000	\$111,489	\$146,800	\$513,289
33	Santa Rosa					\$35,000		\$0		\$35,000
34	Socorro							\$30,740		\$30,740
35	T or C							\$30,740		\$30,740
36	Tucumcari							\$30,740		\$30,740
37	West Las Vegas			\$5,000	\$5,000	\$60,000	\$75,000	\$61,480		\$201,480
38	Zuni		\$45,000	\$10,000	\$55,000	\$110,000	\$125,000	\$142,220	\$130,200	\$562,420
39	<b>Totals</b>	<b>\$1,148,940</b>	<b>\$1,494,956</b>	<b>\$155,000</b>	<b>\$1,649,956</b>	<b>\$1,736,148</b>	<b>\$1,962,201</b>	<b>\$4,359,258</b>	<b>\$2,554,600</b>	<b>\$13,411,103</b>
40										
41										
42										
43	<b>NOTES:</b>		2001-02 Grant Awar	\$1,824,434		2001-02 unallocate	\$174,478			
44			2001-02 Allocations	\$1,649,956		2002-03 set aside	\$1,561,670			
45			2001-02 Unallocated	\$174,478		2002-03 Available	\$1,736,148			

**New Mexico Public Education Department  
Priority Schools Bureau  
Budget Allocations for 2007-2008**

**HB2 School Improvement Framework Section 4**

<b>Amount</b>	<b>Purpose</b>
\$3,000,000	School Improvement
\$ 40,865	<b>Materials for Interventions in Reading/Math Fund 400</b>
\$ 800,000	<b>Contracts for Administrative Training to Work in SINOI Schools (CA, RI or RII) Fund 300 Shipley Intensive Services for All Kids Can Conference 300 Fund Contract Site Specific Training for Continuous Improvement and Effective Instructional Practices. Fund 300 10 Intensive Districts with 28 schools Mesa Vista (2) West Las Vegas (1) Cuba (3) Dulce (3) Rosewell (4) Farmington (7) Bernalillo (1) Jemez Mountain (1) Zuni (4) TBA (2)</b>
\$ 110,000	<b>Contracts for Regional Professional Institutes for Educators (Leadership Academy) Fund 300</b>
\$ 140,000	<b>Flow Through funds data management for SINOI Schools Fund 400 (3 districts in 08)</b>
\$ 302,000	<b>Funds for purchase of formative assessments (short cycle assessments) in district that currently do not have an aligned system for the entire district. Fund 400 Flow Through</b>
\$ 300,000	<b>RQC to Gallup Fund 300</b>
\$ 150,000	<b>Flow through for Teach for America Fund 400</b>
\$ 45,000	<b>Rewards and Advocacy \$45,000 Fund 400</b>
\$ 120,000	<b>Technical Assistance to CA, RI and RII Schools 4 x per year. Fund 400</b>
	<b>\$45,000 for EPSS Payments Fund 200</b>
	<b>Cognitive Coaching (\$30,135) Fund 300</b>
\$ 30,000	<b>REC 3 for Support of SI and SII Schools Fund 300</b>
\$ 925,000	<b>Systemic Reform Model for Schools In Need Of Improvement to include all components of effective schools. America's Choice Funding 22 schools from Title I but 30 schools want to implement the entire model. Fund 300</b>

Total: \$3,000,000

SOURCE: PED; adapted by the LESC, 10-11-07

New Mexico Public Education Department  
 Priority Schools Bureau  
 Budget Allocations for 2007-2008

**H2 Budget Schools in Need of Improvement Fund**

\$2,500,000	Purpose
\$ 76,000	Technical Assistance Teams to SINOI Schools. Fund 400
\$1,600,000	Flow Through to hire a Reading or Math Intervention Specialists in schools designated on the EPSS for interventions for the following school districts: Fund 400 Albuquerque 3 schools Bernalillo 1 school Belen 1 school Central Consolidated 2 schools Cuba 1 schools Dulce 1 school Espanola 1 school Farmington 1 school Gadsden 2 schools Gallup 3 schools Jemez Mountain 1 school Los Lunas 1 school Mesa Vista 1 school Pecos 1 school Roswell 2 school Truth or Consequences 1 school West Las Vegas 1 school Zuni 1 school
\$ 45,000	Partial support for the Voluntary State Curriculum Contract with McRel
\$ 99,000	Contracts for Technical Assistant Reviews (33 reviews)
\$ 60,000	2 RECs for support with SI and SII districts in their region
\$ 618,000	Money is for approved intervention materials for students during in school interventions 45-90 minutes daily for reading or math. 400 Fund Belen MS \$62,000 for Ramp Up Belen MS \$20,000 for Module Based Math Interventions Mountain View Middle School Roswell \$62,000.00 for Ramp Up

\$20,000.00 for Module Based Math Interventions  
Pecos ES Roswell \$20,000 for Module Based Math  
Interventions  
Cochiti ES/MS Bernalillo \$20,000 for Module Based Math  
Intervention  
Chee Dodge ES Gallup \$20,000 for Module Based Math  
Intervention  
Church Rock ES Gallup \$20,000 for Module Based Math  
Intervention  
Navajo ES Gallup \$20,000 for Module Based Math  
Tohatchi HS Gallup \$20,000 for Module Based Math  
Intervention  
Stagecoach ES Gallup \$20,000 for Module Based Math  
Intervention  
Tohatchi ES Gallup \$20,000 for Module Based Math  
Intervention  
Los Lunas Desert View ES \$20,000 for Module Based  
Math Interventions  
Washington MS Albuquerque \$12,000 for Corrective  
Reading Intervention  
TBA: \$362,000.00

Total: \$2,500,000

## History of NAEP Participation and Performance

Subject	Grade	Year	Scale Score		Achievement Level			Graphics
			State Avg.	[Nat. Avg.]*	Basic	Proficient	Advanced	
Mathematics (scale: 0-500)	4	1992 <sup>n</sup>	213	[219]	50	11	1	<ul style="list-style-type: none"> <li>● <a href="#">Scale Scores</a></li> <li>● <a href="#">Achievement Levels</a></li> <li>● Cross-State Comparison Maps:               <ul style="list-style-type: none"> <li>○ <a href="#">Scale Scores</a></li> <li>○ <a href="#">Percent at or Above Proficient</a></li> </ul> </li> </ul>
		1996 <sup>n</sup>	214	[222]	51	13	1	
		2000	213	[224]	50	12	1	
		2003	223	[234]	63	17	1	
		2005	224	[237]	65	19	2	
	8	1990 <sup>n</sup>	256	[262]	43	10	1	
		1992 <sup>n</sup>	260	[267]	48	11	1	
		1996 <sup>n</sup>	262	[271]	51	14	2	
		2000	259	[272]	48	12	1	
		2003	263	[276]	52	15	2	
		2005	263	[278]	53	14	1	
		2007	268	[280]	57	17	3	
		2007	268	[280]	57	17	3	
Reading (scale: 0-500)	4	1992 <sup>n</sup>	211	[215]	55	23	4	<ul style="list-style-type: none"> <li>● <a href="#">Scale Scores</a></li> <li>● <a href="#">Achievement Levels</a></li> <li>● Cross-State Comparison Maps:               <ul style="list-style-type: none"> <li>○ <a href="#">Scale Scores</a></li> <li>○ <a href="#">Percent at or Above Proficient</a></li> </ul> </li> </ul>
		1994 <sup>n</sup>	205	[212]	49	21	4	
		1998	205	[213]	51	21	4	
		2002	208	[217]	52	21	4	
		2003	203	[216]	47	19	4	
		2005	207	[217]	51	20	4	
	8	2007	212	[220]	58	24	5	
		1998	258	[261]	71	23	1	
		2002	254	[263]	64	20	1	
		2003	252	[261]	62	20	1	
		2005	251	[260]	62	19	1	
		2007	251	[261]	62	17	1	
		2007	251	[261]	62	17	1	
Science (scale: 0-300)	4	2000	140	[145]	54	17	1	<ul style="list-style-type: none"> <li>● <a href="#">Scale Scores</a></li> <li>● <a href="#">Achievement Levels</a></li> <li>● Cross-State Comparison Maps:               <ul style="list-style-type: none"> <li>○ <a href="#">Scale Scores</a></li> <li>○ <a href="#">Percent at or Above Proficient</a></li> </ul> </li> </ul>
		2005	141	[149]	55	18	1	
	8	1996 <sup>n</sup>	141	[148]	49	19	1	
		2000	139	[148]	48	20	1	
		2005	138	[147]	46	18	1	
Writing (scale: 0-300)	4	2002	142	[153]	77	18	1	<ul style="list-style-type: none"> <li>● <a href="#">Scale Scores</a></li> <li>● <a href="#">Achievement Levels</a></li> <li>● Cross-State Comparison Maps:               <ul style="list-style-type: none"> <li>○ <a href="#">Scale Scores</a></li> <li>○ <a href="#">Percent at or Above Proficient</a></li> </ul> </li> </ul>
		8	1998	141	[148]	79	18	
	2002	140	[152]	77	18	1		

\* Includes public schools only

<sup>n</sup> Accommodations were not permitted for this assessment

### Related Material

- State Report Cards:
  - [Mathematics: Grade 4 \(687K PDF\)](#), [Mathematics: Grade 8 \(705K PDF\)](#)
  - [Reading: Grade 4 \(694K PDF\)](#), [Reading: Grade 8 \(678K PDF\)](#)
  - [Science: Grade 4 \(218K PDF\)](#), [Science: Grade 8 \(222K PDF\)](#)
  - [Writing: Grade 4 \(129K PDF\)](#), [Writing: Grade 8 \(135K PDF\)](#)
- Trial Urban District Assessment Snapshot Reports:
  - [Mathematics, Reading](#)

### View State-Specific NAEP Data

To view more data specific to your state, you may wish to explore the NAEP Data Explorer. Select a subject and grade to explore NAEP Data.

## Status of Priority Schools Designated in School Year 2005 - 2006

District	School	2005 - 2006 AYP Status	2006 - 2007 AYP Status
ALBUQUERQUE	ACADEMIA DE LENGUA Y CULTURA	SI-1	SI-2
ALBUQUERQUE	ALBUQUERQUE EVENING HS	SI-1	SI-2
ALBUQUERQUE	CARLOS REY ES	CA	R-1
ALBUQUERQUE	CHARTER VOC HS	SI-1	SI-2
ALBUQUERQUE	ERNIE PYLE MS	R-2	R-2
ALBUQUERQUE	EUBANK ELEMENTARY	SI-1	SI-2
ALBUQUERQUE	HARRISON MIDDLE	R-1	R-2
ALBUQUERQUE	LA ACADEMIA DE ESPERANZA CHARTER	SI-1	SI-2
ALBUQUERQUE	LAVALAND ES	R-2	R-2
ALBUQUERQUE	LOS PUENTES	SI-1	SI-2
ALBUQUERQUE	NUESTROS VALORES CHARTER	SI-1	SI-2
ALBUQUERQUE	POLK MIDDLE	R-2	R-2
ALBUQUERQUE	RIO GRANDE HS	SI-1	SI-2
ALBUQUERQUE	ROBERT F. KENNEDY CHARTER	SI-2	CA
ALBUQUERQUE	SCHOOL ON WHEELS ALT	SI-1	SI-2
ALBUQUERQUE	TRUMAN MIDDLE	R-2	R-2
ALBUQUERQUE	VALLE VISTA ES	R-2	R-2
ALBUQUERQUE	WASHINGTON MIDDLE	R-2	R-2
ALBUQUERQUE	WEST MESA HS	SI-1	SI-2
BELEN	BELEN INFINITY HS	SI-1	SI-2
BERNALILLO	SANTO DOMINGO MS	R-2	R-2 delay
CENTRAL CONS.	CAREER PREP ALT HS	SI-2	SI-2 delay
CENTRAL CONS.	MESA ES	R-2	R-2
CENTRAL CONS.	NASCHITTI ES	R-1	R-2
CENTRAL CONS.	NEWCOMB MS	R-1	R-2
CENTRAL CONS.	NIZHONI ES	R-1	R-1 delay
CENTRAL CONS.	TSE'BIT'AI MS	R-2	R-2
CUBA	CUBA ES	CA	R-1
CUBA	CUBA HS	R-2	R-2
DEMING	COLUMBUS ES	SI-1	SI-2
DEMING	DEMING MS	SI-1	SI-2
DULCE	DULCE ES	R-2	R-2
ESPANOLA	ALCALDE ES	R-1	R-1 delay
ESPANOLA	CARLOS VIGIL MS	R-1	R-2
ESPANOLA	ESPANOLA MIDDLE SCHOOL EAST	R-2	R-2
ESPANOLA	ESPANOLA VALLEY HS	R-1	R-2
ESPANOLA	TONY QUINTANA-SOMBRILLO ES	R-2	R-2
FARMINGTON	ROCINANTE HS	SI-2	CA
GADSDEN	DESERT PRIDE ACADEMY	SI-1	SI-1 delay
GALLUP	CENTRAL ALT. HS	SI-2	CA

**A  
T  
T  
A  
C  
H  
M  
E  
N  
T**  
  
**14**

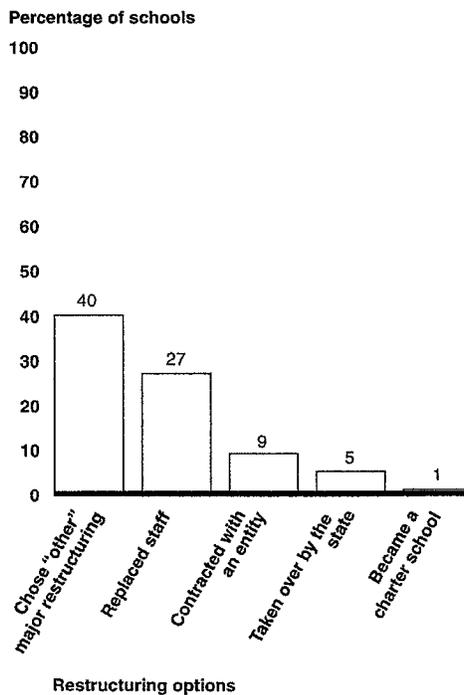
## Status of Priority Schools Designated in School Year 2005 - 2006

District	School	2005 - 2006 AYP Status	2006 - 2007 AYP Status
GALLUP	CHEE DODGE ES	R-2	R-2
GALLUP	CHURCHROCK ELEMENTARY	R-2	R-2
GALLUP	CROWNPOINT ES	R-1	R-2
GALLUP	DAVID SKEET	R-2	R-2
GALLUP	JOHN F. KENNEDY MS	R-2	R-2
GALLUP	NAVAJO ES	R-2	R-2
GALLUP	NAVAJO MS	SI-1	SI-2
GALLUP	ROCKY VIEW ES	R-2	R-2
GALLUP	STAGECOACH ES	R-2	R-2
GALLUP	THOREAU MS	R-2	R-2
GALLUP	TOBE TURPEN ES	R-2	R-2
GALLUP	TOHATCHI ES	R-1	R-2
GALLUP	TOHATCHI MS	R-1	R-2
GALLUP	TOHATCHI HS	R-2	R-2
GALLUP	TWIN LAKES ES	R-1	R-2
GRANTS	LAGUNA-ACOMA MS	R-2 Delay	Met AYP
JEMEZ MOUNTAIN	LYBROOK ES	CA	R-1
JEMEZ VALLEY	JEMEZ VALLEY ES	SI-2	CA
JEMEZ VALLEY	SAN DIEGO RIVERSIDE CHARTER	CA	CA-delay
LAS CRUCES	SAN ANDRES HS	SI-2	CA
LOS LUNAS	CENTRAL ALT.	SI-2	SI-2 delay
LOS LUNAS	DESERT VIEW IS	R-2	R-2
LOS LUNAS	MARIPOSA ES	SI-1	SI-2
LOS LUNAS	RAYMOND GABALDON IS	SI-1	SI-2
LOVINGTON	NEW HOPE ALT. HS	SI-1	SI-1 delay
MESA VISTA	OJO CALIENTE ES	CA	R-1
MORA	MORA MS	SI-2	CA
PORTALES	BROAD HORIZONS ALT	SI-2	CA
ROSWELL	UNIVERSITY HS	SI-2	SI-2 delay
SANTA FE	AGUA FRIA ES	R-1	R-2
SANTA FE	CAPITAL HS	SI-1	SI-2
SANTA FE	EDWARD ORTIZ MS	R-2	R-2
SANTA FE	THOMAS RAMIREZ	SI-1	SI-2
ZUNI	TWIN BUTTES HS	CA	CA delay
ZUNI	ZUNI MS	R-2	R-2
ZUNI	ZUNI HS	SI-1	SI-2
ZUNI	ZUNI INTERMEDIATE	SI-1	SI-2
STATE	NM SCHOOL FOR THE VISUALLY HANDICAPPED	SI-1 delay	SI-2
STATE	NM SCHOOL FOR THE DEAF	SI-2	CA

**Among Schools in Restructuring, Almost Two-Thirds Implemented a Restructuring Option; However, Many Schools May Not Be in Compliance with NCLBA Requirements**

We estimate that a majority of schools in restructuring had implemented at least one of the five restructuring options allowed by NCLBA.<sup>25</sup> According to NCLBA, each of these options is to result in a major change to the school's governance. As figure 6 shows, about 40 percent of the schools implemented the "other" major restructuring of the school's governance, which can include such actions as expanding or narrowing the grades served or creating smaller learning communities within the school.<sup>26</sup> We estimate that 27 percent of schools replaced all or most of the staff related to the school's performance issues.

**Figure 6: Restructuring Options Allowed under NCLBA and Estimated Percentage of Schools That Implemented Each Option**



Source: GAO survey.

<sup>25</sup>The information provided in this section pertains only to those schools that were in the implementation stage of restructuring in 2005-2006 school year. This section does not pertain to schools that were planning for restructuring.

<sup>26</sup>Another study found similar results for schools implementing restructuring in the state of California. See Center on Education Policy, *Beyond the Mountains: An Early Look at Restructuring in California* (Washington, D.C.: 2007).