

During the 2015-16 school year, PED facilitated a series of convenings in each community gauging parental understanding of school report cards. Informational flyers were provided in English and Spanish (see Appendix K). While state education outreach efforts had heretofore been geared mostly towards schools, districts, and policymakers in general, parents and families are perhaps the key audience for School Grades. ESSA stakeholder engagement brought parent and family voice front and center, and New Mexico must continue to engage and respond to parent feedback from across the state on how to make data more transparent and usable for their children. For the 2015-16 school year, New Mexico simplified and clarified language on the school report card to explain the multiple components of the system. Prominent notice was added regarding other school options for parents should their school receive a failing grade over a multi-year period. Examples of the report card for this school year, one for the elementary/middle school model and one for the high school model, can be found in Appendix L.

Increased public transparency as it pertains to school performance was a consistent theme of parent and family feedback to PED during 2016. New Mexico will draw upon feedback from numerous stakeholder meetings with parents and families to update the look, feel, and language of School Grades to ensure greater understanding and usability in the next two academic years and beyond. These efforts will begin immediately and will build upon New Mexico's commitment to public transparency and parent advocacy. New Mexico's education system has been elevated by this approach, and its students are rising to the challenge of a higher bar—and the system continues to optimize as parents and families become more engaged, learn more about what School Grades signal for their children, and take concrete action based upon the data now in their hands.

NEW MEXICO RISING: MULTIPLE YEARS OF IMPLEMENTATION TO-DATE

A. Indicators. Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.

- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the state, as described in 34 C.F.R. § 200.14(c).
- To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
- For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
- To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the state.

The framework for the New Mexico School Grading system recognizes that school performance should be assessed within three overarching categories: 1) student academic performance, or proficiency 2) student achievement growth, also referred to as growth and 3) other indicators of school quality that contribute to college and career readiness. The state's framework for the 2016-17 and 2017-18 academic years is outlined below, and builds upon a five-year track record of meaningful school accountability:

ESSA Indicator Classification (through 2017-18)
--

School Grading		EL/MS	HS	
2016-17 and 2017-18				
Current Standing (Student Proficiency)	ELA, Math	25	20	→ AA indicator
	VAM	15	10	
School Growth	VAM	10	10	AA indicator (HS) or AP indicator (ES/MS)
Student Growth	Q3	20	10	
	Q1	20	10	
Opportunity to Learn	Attendance	5	3	SQ/SS Indicator
	Survey	5	5	
College/Career Readiness	Participation		5	GR Indicator
	Success		10	
Graduation	4-Year Rate		8	SQ/SS indicator
	5-Year Rate		3	
	6-Year Rate		2	
	Growth 4-year Rate		4	
		100	100	
Bonus Points		5	5	→ SQ/SS indicator
Participation <95%		Letter Grade Drop		

Each indicator is described briefly below, and detailed calculation business rules are available in the appended *New Mexico School Grading Technical Guide* (Appendix I).

4.1.A.i Measures for the Academic Achievement Indicator

SCHOOL GRADING METHODOLOGY: 2016-17 & 2017-18

Current Standing

The first indicator in New Mexico’s School Grades is known as Current Standing and is computed identically for both EL and HS models. The measure consists of the number of students who are on grade level in ELA and mathematics, with equal weight provided to both subject areas, divided by either the total number of tested students or 95% of enrolled students in the school (whichever is higher). Overall proficiency is measured and reported for the following subgroups:

- All Students
- Race/Ethnicity (Caucasian, African American, Hispanic, Asian/Pacific Islander, American Indian)
- Students with Disabilities
- Economically Disadvantaged (eligible for Free/Reduced Priced Lunch Program)
- English Learners (current only)

Proficiencies have been evaluated against New Mexico’s long-term academic goals, since 2012. These goals were set based on data from the developmental year of school grading and were based on the 90th percentile of performance in that year. Expectations were uniform for all subgroups, and no adjustments were made

based on student or school attributes. Subgroup performance in meeting these goals are reported both locally and federally.

To determine the anchors for letter grades, each school’s percentile rank was derived from its position in a distribution of all schools. This position was then used to assign point boundaries for letter grades. The distribution and its associated cut points from the base year of 2012 were “frozen” for use in the evaluation of future years. In 2015, models were adjusted to accommodate New Mexico’s shift to the PARCC assessment, but the standard-setting/cut points remain consistent with those established 2012. Details on the derivation of anchor values and cut points are provided in New Mexico’s ESEA Flexibility Request (2015) in Appendix H. Overall, New Mexico has achieved a high level of stability and continuity in its accountability system.

4.1.A.ii Measures for the Academic Progress Indicator

THE CENTRAL ROLE OF STUDENT GROWTH IN NEW MEXICO’S SYSTEM

School and student growth utilize value-added modeling (VAM) and were established at the beginning of the School Grading system. The purpose of the student growth indicators is to account for variation in certain environmental characteristics that might obscure the school’s or student’s true growth status. The procedure that is used to compute these scores, statewide, is called multilevel (mixed effects) regression (Wilms and Raudenbush (1989) and Choi, Goldschmidt, and Martinez (2004)). Evidence that VAM successfully adjusts for student characteristics in measuring student growth is shown in the following table.

Correlations between VAM Adjustment and Subgroup Membership

	School Growth	Q1 Growth
African American	-0.02	0.03
Hispanic	-0.00	0.04
Asian/Pacific Islander	0.15	0.14
American Indian	-0.05	-0.06
Economically Disadvantaged	-0.10	-0.06
Students w Disabilities	-0.07	-0.04
English Learner	-0.07	-0.03
<i>Data from 2012</i>		

Growth is calculated in the same manner within the A-F school grades, for all schools in the state, at both at the school level (School Growth) and at the individual student level (Student Growth). Student Growth is further separated into two subgroups, the lowest quartile (25%) of students known as Q1, and the remaining three quartiles (75%) of students known as Q3. The role of student growth, not proficiency, is central in New Mexico’s current system. It is heightened by its inclusion in three different units of measurement, and the student growth data is also disaggregated for all subgroups in a manner that facilitates review. Note: for high schools, all student growth measures described in this section will be incorporated into the Academic Achievement indicator for federal purposes, while growth measures in elementary and middle schools will be applied to the Academic Progress (or “other Academic”) indicator.

Theoretical Justification

The research base for the validity and reliability of incorporating student growth using New Mexico’s methodological approach is strong. Student growth is based on an individual student growth model

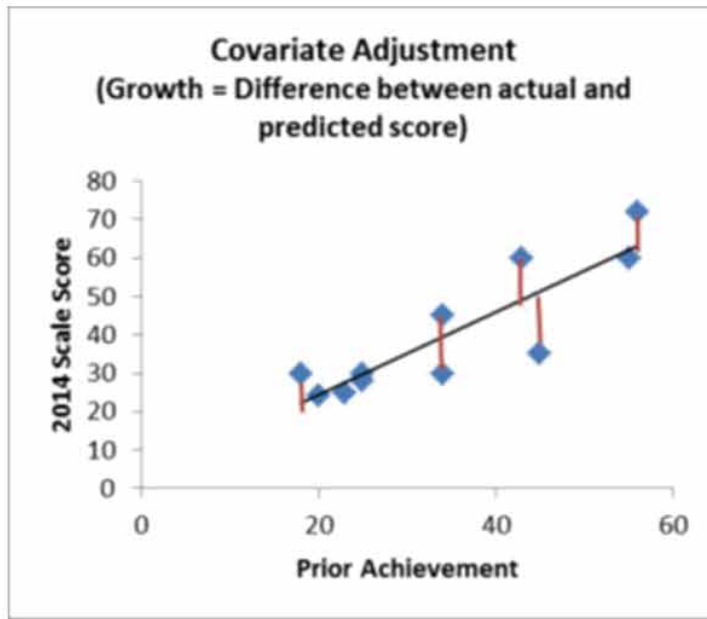
(Raudenbush and Bryk, 2002, Willet and Singer, 2003, Goldschmidt, et. al., 2005). The threat of potential confounding factors in non-randomized cross-sectional designs (Campbell & Stanley, 1963), and the limitations of pre-post designs (Bryk & Wesiburg, 1977; Raudenbush & Bryk, 1987; Raudenbush, 2001) in making inferences about school, program, or teacher effects (i.e., change in student outcomes due to a hypothesized cause) are increasingly understood. These and other related methodological challenges lead many to consider the advantages of examining growth trajectories to make inferences about change (Rogosa, Brandt, & Zimowski, 1982; Willet, Singer, & Martin, 1998; Raudenbush & Bryk, 2002).

Research indicates that student growth models are well suited to monitor school performance over time and provide a robust picture of schools' ability to facilitate student achievement than simple static comparisons (Choi et. al., 2005). Growth models are a subset of the more general longitudinal models that examine how outcomes change as a function of time (Singer and Willet, 2003); these models are more flexible than traditional repeated measures designs because data need not be balanced nor complete (Singer and Willett, 2003; Raudenbush and Bryk, 2002). This latter point is important as the student growth model is sensitive to student mobility and can include students in a school's estimate of growth whether or not the student has a complete set of data. New Mexico historically used three years to estimate growth for a student, which logically falls within the tested spans of elementary and middle school.

Growth Measure 1: School Growth

A school's growth can be conceptualized like individual student growth, but where schools are the unit of analysis rather than a student. In New Mexico's statewide methodology for school growth, the final value indicates how much a school's finding is above or below their predicted value, after adjusting for the school's size, student mobility, whether the school is an elementary or middle school, and the students' previous scores. Positive values indicate that the growth was greater than predicted, and negative values indicate less than predicted.

A benefit of such a growth portrayal as part of meaningful differentiation of schools is that it is simple to determine if schools or students are demonstrating more or less than a year's worth of growth merely by whether the growth score is positive (above the line) or negative (below the line). Another advantage of this scale is that the standard error of measurement is both small and stable across the grade levels. This covariate-adjusted growth was transitioned successfully from a longitudinal model in 2015, the first year of New Mexico's participation in the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium of states. Moreover, the New Mexico's student growth techniques align directly with calculations employed in New Mexico's teacher effectiveness ratings (NMTEACH), promoting simplification and alignment across these associated programs. The state will continue to use multiple years of data to set the expectation for where school should be and to provide for meaningful differentiation of all schools.



Growth Measures 2 and 3: Student Growth (Q1 and Q3)

Growth at the student-level is measured in a comparable, valid, and reliable way statewide in relation to how a particular student scored in the current year compared to his or her academic peers. The state’s school grading paradigm relies on a year’s worth of growth, which is operationalized as a growth value of zero. Academic peers are students who scored about the same in the two prior years in ELA and mathematics. A student who scored the same as the average of his or her academic peer group has made one year’s worth of growth. The model is illustrated in the graph below where 12 students are depicted with their academic peers on a growth continuum. The slope of the line indicates the students’ expected growth, and the deviation from that line, both positive and negative, is accumulated for the measures of growth.

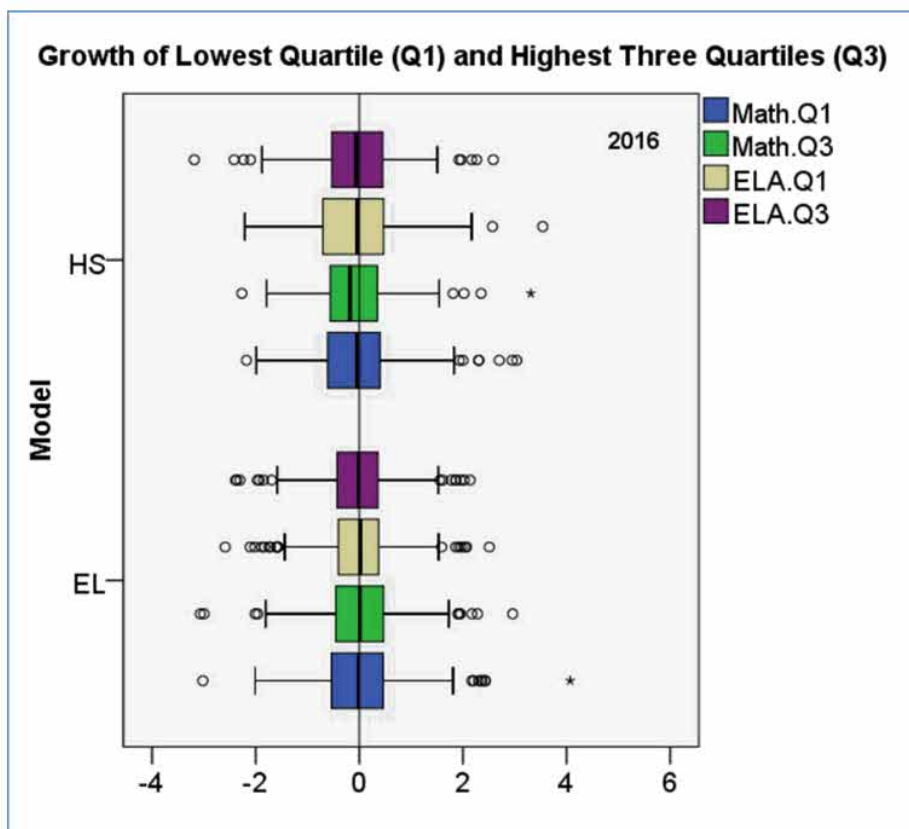
All students belong to either of the two subgroups Q1 or Q3, and no duplication of membership exists nor is any student excluded. By definition, every school has a bottom quartile and by explicitly placing additional weight on these students’ growth, the system provides incentive for continuous improvement in all schools, not just those with legacy subgroups meeting a certain size limitation. In this way, the inclusion of student growth provides for meaningful differentiation of schools across New Mexico.

Students who are not members of the Q1 subgroup become, by default, members of a remaining subgroup Q3 (upper three quartiles). This will remain true in both 2016-17 and 2017-18. Because this group contains three times more students, and because both subgroups contribute the same number of points in the weighting scheme, each Q1 student influences the overall score three times more than the Q3 student. This equity-based approach to school accountability allows for more targeted interventions at the state and local levels.

Ability to Differentiate

The facility of the state’s growth measures to distinguish between students and schools is shown in the figure below where it can be seen that growth scores demonstrate significant variance across schools within ELA and math. Student growth measures in both subjects, when combined, led to the distribution of letter grades for these two measures (as shown in the table below) where it can be seen that New Mexico schools still have ample room for growth, particularly in the Q1 subgroup where only 14 schools received an A grade.

Table: Letter Grades for Growth, 2016		
	Q1	Q3
A	14	158
B	43	359
C	88	186
D	159	111
F	545	35



4.1.A.iii Measures for the Graduation Rate Indicator

New Mexico's graduation rate method monitors schools for student dropouts, consistent with the federal definition for the adjusted cohort graduation rate. The cohort takes form with all first-time 9th graders in the first of the four years of the cohort span. They are joined by new incoming 10th graders in the second year, 11th graders in the third year, and 12th graders in the fourth year. Every high school student is assigned to a graduation cohort the moment they enter a public high school for the first time, and their expected fourth year of graduation does not change. This ensures that no child is unaccounted for by our schools and educators, or within the state's ambitious goals for student success.

The graduation component of school grading consists of four measures that integrate not only current graduation rates but also extended rates along with growth in rates over a three-year span. The 4-year rate is weighted the most heavily and forms the basis for graduation growth. The extended year rates, 5-year and 6-year, are weighted relatively less but are nonetheless important to high schools that focus on programs such as credit-recovery and returning adult students. The growth in 4-year rates similarly incentivizes these schools that work with underserved populations to work toward timely graduation goals, aligned with New Mexico’s long-term goals for graduation rates. See below for visualization:

Graduation										C	12.32	17
Are students graduating in four years? What percent of students are graduating in 4, 5, or 6 years? And is the school improving its graduation rate over time?												
	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners		
	All Students	F	M	White	Afr Amer	Hisp	Asian				Am Indian	
Cohort of 2015 - 4-Year Rate												
Cohort Graduation (%)	81.36	84.3	78.5	81.1	74.2	81.0	88.4	64.3	72.9	77.9	63.5	
Non-Cohort Graduation (%)	-											
SAM Adjustment (Weighted %)		This school did not qualify to be a SAM school.										
Points Earned	6.51											
Cohort of 2014 - 5-Year Rate												
Graduation (%)	84.55	86.0	82.7	83.2	76.0	84.7	95.7	-	70.9	76.5	70.4	
Points Earned	2.54											
Cohort of 2013 - 6-Year Rate												
Graduation (%)	87.28	91.8	83.1	88.7	86.6	84.4	92.2	-	72.3	83.9	82.2	
Points Earned	1.75											
Growth in 4-Year Rates												
Growth takes into account three years of graduation rates.		Growth Index		-.31								
		Points Earned		1.52								

The multiple components within the graduation indicator liberate the element from a need for a minimum group size, since three successive cohorts of students (4-year, 5-year, and 6-year) accumulate sufficient numbers to establish reliability for very small schools. Moreover, cohort membership is made up of every student ever enrolled for any length of time during a four-year period, including dropouts, and therefore is higher than any single-year census of seniors. The composite score therefore absolves the need for a minimum group size for accountability and provides a stable and complete picture of school success.

College and Career Readiness Indicator—Within the State’s High School Model (CCR)

School grading awards credit to high schools when students participate in a college and career readiness (CCR) activities. The CCR indicator is calculated in a valid, reliable, and consistent manner for all high schools statewide, with the number of students participating in CCR activities divided by the number of students in the high school cohort (note: CCR utilizes the same cohort that leads to the 4-year graduation indicator, which includes every student ever enrolled during the four years of the cohort span). Moreover, the weighting system embodied in *Shared Accountability* and cohort approach incentivizes high schools to maximize opportunities (*Participation*) in all grades 9 through 12, not just later grades. *Participation* is awarded 5 of the total 15 points in this indicator.

We have proposed changing this indicator to also include remediation rates. The following are the current eligible CCR indicators.. All students enrolled in grades 9 through 12 are eligible for participation in one or more of these programs:

-**PSAT/NMSQT**, Preliminary SAT/National Merit Scholarship Qualifying Test, is cosponsored by the College Board and National Merit Scholarship Corporation. The assessment yields scores in English Composition (verbal), Mathematics, and Writing and offers benchmark scores that indicate college readiness in two age groups, sophomores and younger, and juniors and older.

-**SAT** is a widely used college admissions examination that measures the skills in three subjects: Mathematics, Reading and Writing.

-**ACT** is a national college admissions examination that is recognized internationally. The ACT yields scores in four areas, English, Mathematics, Reading, and Science, and offers benchmark scores that indicate college readiness in each.

-**Concurrent Enrollment/Dual Credit** in an accredited New Mexico post-secondary institution offering college credit are counted as evidence of post-secondary preparation. All courses that are non-remedial are counted.

-**AP**, Advanced Placement, is a national qualifying examination aligned to 34 college level courses. Most four-year colleges grant students credit, advanced placement, or both on the basis of the score on the AP exam for that subject. Students do not get credit for enrolling in a high school AP class. They must demonstrate participation and/or success in the national exam.

-**Career Program of Studies** is a sequence of high school courses that are recognized to lead to industry - recognized certification. Foundations for career readiness are built from the Carl Perkins Vocational and Applied Technology grant definitions. To be considered successful, the student must complete all coursework with a C or better and graduate from high school with a regular diploma

-**AccuPlacer** is a computer adaptive college placement test offered by College Board that helps institutions of higher education place students in appropriate courses. Questions are chosen for each student on the basis of the answers to previous questions. The Accuplacer consists of reading, mathematics, writing and language use skills, and writing.

-**COMPASS** is a computer adaptive college placement test offered by ACT that helps institutions of higher education place students in appropriate courses. Questions are chosen for each student on the basis of the answers to previous questions. The Compass provides scores in reading, writing skills, writing essays, mathematics, and English as a second language.

-**IB**, or the International Baccalaureate program of studies, is a standardized and enhanced high school curriculum where students must demonstrate competency in six study areas. The program originated in Sweden and grants credentials that are recognized outside the U. S.

-**SAT Subject Tests**, standardized subtests that complement the SAT, are usually taken to improve a student's credentials for admission to colleges in the United States. Each test is timed at one-hour, and tests are available in multiple subjects related to a student's interests or a college's requirements.

-**TABE**, Test of Adult Basic Education, is an assessment that measures a person's grade level in reading, mathematics, and language. This test is allowable only for designated SAM schools.

-**WorkKeys**, a job skill assessment created by ACT is used by businesses to measure workplace skills of job applicants, and by schools and colleges to help prepare students for the workplace. This test is allowable only for designated SAM schools.

-**ASVAB**, the Armed Service Vocational Aptitude Battery, provides three composites: verbal, mathematics, and science/technical, as well as a composite score called the Armed Forces Qualification Test (AFQT) score. The ASVAB scores identify occupations that best suit a candidate's abilities and can be used to qualify for enlistment. This test is allowable only for designated SAM schools.

High schools further receive credit (10 points) for students' achieving a benchmark known to demonstrate readiness (*Success*) on each of the CCR activities included in the *Participation* metric. These benchmark scores were drawn from evidence-based reports that verified post-secondary success, and in the case of placement exams, the score that allows placement in local colleges and universities without need for remedial coursework. Students can be successful on any one of many college and career readiness activities.

NEW MEXICO RISING: LISTENING TO STAKEHOLDERS CREATING STABILITY & CONTINUITY: SCHOOL YEARS 2016-17 & 2017-18

School Grades were developed based upon leading-edge research and school-based evidence in response to No Child Left Behind. In practice, they have proven to be a very useful tool for New Mexico's schools, families, and taxpayers. Thus, New Mexico is in a unique position to ensure continuity for educators, students, families, and policymakers in the realm of school accountability. The preservation of school grading in its current form will ensure comparability with previous school years, allow for a continuous improvement model for practitioners, and build upon the benefits of five years of implementation and public transparency.

By creating stability and continuity in the current and following academic year (2017-18 and 2018-19), New Mexico will be able to be even more responsive to stakeholder input— maintaining current systems while spending additional time building public understanding and access to School Grading tools that have been established over the past five years. Trainings will be provided to teachers, community forums will be provided for parents, and additional resources will be made available online. In addition to providing training over the next year, the PED has committed to producing a Transition year ESSA school grade report that will be created and disseminated in the 2018-2019 school year, based on 2017-2018 data. It will include the additional indicators that will be reflected on the 2019 school grade report card so schools and districts know during the transition period how the new indicators, like ELP, science and growth for Q4 students, and the slight change in weights will impact their school grade.

Over the next two academic years, New Mexico is committed to the following actions developed after multiple focus groups and community meetings with parents and family members from across New Mexico. The action steps that will be taken to increase public access and understanding are:

- Continuing to enhance the School Report Card using family/public friendly language
- Adding clearer graphical representation that conveys a succinct picture of each school's performance
- Developing an interactive dashboard for easy exploration and explanation of school accountability
- Partnering with Bureau of Indian Education schools to explore their inclusion in the state's accountability system (with an MOU to be developed in 2017-18 for future years)
- Reviewing the process for identifying schools that are better evaluated under an alternate accountability (see SAMs above) and ensuring that the measures used are appropriate/ambitious
- Expanding PED's opportunities for classroom teachers and parents to provide actionable input and to provide workshop opportunities on current system understanding through the newly formed positions of Teacher Liaison and Parent Liaison in the Office of Strategic Outreach

- Developing user-friendly informational materials while refining technical documents for multiple audiences
- Ensuring that the report cards and other materials are provided in Spanish for use across the state
- Communicating options for parents more fully by prominently providing four years of the performance of their child’s school and mapping nearby schools that they may wish to consider
- Commissioning an Opportunity to Learn survey review team (with stakeholders from inside and outside PED) that will review the current surveys and explore other available instruments
- Creating a transition year ESSA school grade report to disseminate in the 2018-2019 School Year (based on 2017-2018 data) to ensure that there is time for schools and district to fully understand the new distribution and weighting of indicators



- School Grades will be produced and disseminated using the same methodology PED has been using for the past 6 years.

- School Grades will be produced and disseminated as usual
- PED will also create and distribute a transition year ESSA school grade report, which will include the additional indicators reflected in the chart below in the 2018-2019 School Year: Science, Q4, and English Learner Progress.

- Fully transitioned to producing and disseminating only one school report card with all of the indicators described in this section.

**BUILDING FROM A STRONG FOUNDATION:
SCHOOL AND DISTRICT ACCOUNTABILITY UNDER ESSA—2018-19 AND BEYOND**

New federal requirements under ESSA offer the opportunity to strengthen New Mexico’s school grading system and to focus on holding schools, districts, and the state accountable to even higher standards for the performance of all students. By and large, New Mexico’s state system as it was conceived in 2012 meets the requirements mandated under ESSA. Below is further explanation of the components that make up the system at present along with additional measures included, such as that for English Language Proficiency. Adjustments to the weighting of components were necessary in response to stakeholder input and federal requirements under the new law. The chart below presents the proposed system for 2018-19 alongside the 2016-2017 and 2017-2018 system for easy comparison of the proposed changes, including explanation of how NM’s descriptions for each measure can be classified in each of ESSA’s five accountability indicators. This chart does not reflect that, based on data collected in the 2017-2018 year the PED will also produce and disseminate a transition year ESSA school grade report. This transition year ESSA school grade report will reflect all of the weighting and indicators reflected in the chart below for the school grades issued based on the data from the 2018-2019 school year and beyond..

School Grading

		EL/MS		HS		ESSA Indicator Classification (2018-19)
		2016-17 2017-18	2018-19+	2016-17 2017-18	2018-19+	
Student Proficiency	ELA, Math	25	33	20	25	AA indicator
	VAM	15		10		
Student STEM Readiness	Science		5		5	SQ/SS indicator
School Growth	VAM	10		10		
Student Growth	Q4 (25%)	20	5	10	5	AA indicator (HS) or AP indicator (ES/MS)
	Q2-3 (50%)		12		10	
	Q1 (25%)	20	25	10	15	
Opportunity to Learn	Absenteeism	5	10	5	10	SQ/SS indicator
	Survey	5		5		
College/Career Readiness	Participation			5	12	
	Success			10		
Graduation	4-Year Rate			8	6	GR indicator
	5-Year Rate			3	2	
	6-Year Rate			2	1	
	Growth 4-year Rate			4	4	SQ/SS indicator
English Learner Progress	Growth to Proficiency		10		5	ELP indicator
		100		100		
Bonus Points		5		5		
Participation <95%		Letter Grade Drop				

This chart indicates that New Mexico will have refinements to the system occurring with data collected during the 2018-19 school year, but we will be producing school grades for all schools under the updated framework starting in 2018 to help schools and districts with the transition. This gives stakeholders in New Mexico ample opportunity to review their data in advance and is responsive to new federal requirements. Student proficiency weighting for grades issued in 2018-19 and beyond is in response to the demands of the global economy and the need to align with “Route to 66.”

The 2018-19 timeline and the contours of the items below were developed in direct response to stakeholder input throughout 2016. After school grades are released in 2018 (beginning with the transition year ESSA school grade report), the following revisions to school grades will take effect:

- A Student growth target based indicator will be included for the acquisition of English Language Proficiency, with a weight of 10% in elementary and middle school and 5% of a high school’s grade. Baseline data will be solidified, collected, and shared with the field.
- A new indicator for Science will be included—drawing primarily upon student performance on statewide science assessments, but also considering overall student engagement in STEM fields. The state will continue to engage educators, as well as business and industry, in the development of this new indicator.
- A measure examining and reporting the academic growth of students in the highest quartile of performance—encouraging our highest-performing students to aim even higher and incentivizing educators and schools to identify and serve high-ability students.
- A refined definition of College and Career Readiness, drawing upon new data collection apparatuses and new policy constructs. To ensure high standards for all students, lagging indicators such as college

enrollment and remediation rates will be considered for inclusion, as well as continued use of leading indicators such as advanced placement success and industry credential attainment.

- A moral and economic imperative to elevate the weight of student academic proficiency as our students continue to rise, with the increase in value taking effect in 2018-19. New Mexico has set a goal of 50% of the state's students achieving at college-and-career ready levels (without lowering the bar for what our kids can achieve) by 2020.
- A new instrument/measure as part of the Opportunity To Learn indicator, with stakeholders from inside and outside the PED coming together to select student and family survey instruments that account for school safety, climate, culture, and responsiveness to community needs, including looking into having a version for K-3.
- An elimination of bonus points given the opportunities provided in the new indicators above.

Additionally, New Mexico will be reporting on other key student and educator data that would not figure into school grades calculations but must be included as a matter of public reporting and transparency. Educator effectiveness data will be part of public reporting, as outlined in the state's Excellent Educators for All plan.

"It's time we pay equal attention to the sciences all the way through the pre-college pipeline or our students are going to continue to be woefully underprepared for post-secondary education especially in STEM fields."

4.1.A.i Academic Achievement

As in previous years the grade levels and subject areas assessed remain stable for 2018-2019 and beyond with the exception of the inclusion of student performance on the statewide science assessments (see School Quality or Student Success indicators below). These Standards-Based Assessments are administered to students once in the elementary, middle, and high school levels—grades 4, 7, and 11—in English and Spanish. Equal weight will be awarded to ELA and math within the Academic Achievement indicator, with the number of proficient students in the relevant subject area divided by the total number of assessed students or 95% of enrolled students in the school, whichever is greater.

4.1.A.ii Academic Progress

International comparisons show that the top U.S. students are scoring at or below average when compared to their peers in 27 countries in mathematics, 19 countries in reading, and 22 countries in science (U.S. Department of Education, National Center for Education Statistics. *The Condition of Education 2016* (NCES 2016-144), International Assessments). While progress is being made in raising the achievement of students scoring in the lowest levels, the achievement of students at the highest levels nationwide is not on pace with other leading nations.

To ensure that our historically high-performing students are making significant learning gains, school grading will broaden the focus of student growth (discussed previously) to include a new sub-measure that represents the highest performing quartile (25%) of students. Student growth will result from a composite of lowest quartile (25%), middle two quartiles (50%), and highest quartile (25%) of students, with the three

complementary groups weighted progressively less in value. While the major emphasis remains on the lowest quartile, the recognition of these higher performing students in accountability will not only provide a more discriminating picture of school effects, but it will reward those schools that are serving this important group of students well – providing additional differentiation between schools. Attention to this group in each school has pedagogical value that transfers beyond the boundaries of the group, such as the acceleration of curriculum and instruction, informing professional development of educational staff, and incentivizing the raising of expectations for all students. The measures for this Q4 group and the breakout of Q2-Q3 will take effect starting in the 2018-2019 school year. Methodology for calculating Q1, Q2-3, and Q4 will follow the statewide, valid, reliable and comparable student growth procedures described previously.

Consistent with ESSA, student growth measures for high schools will be incorporated into the Academic Achievement indicator, while student growth measures in elementary and middle schools are part of the Academic Progress (“other Academic”) indicator.

4.1.A.iii Graduation Rate

The calculation methodology of combining the 4-year, 5-year, and 6-year adjusted cohort graduation rates, with additional emphasis on improvement the 4-year adjusted cohort rate will continue from the methodology established for past years. This approach to rating multiple cohorts and providing additional weight for high schools that improve their four-year graduation rates has been approved by USED in the past, and is consistent with New Mexico’s approach of including multiple measures of student success within a single indicator. The “Growth 4-year Rate” is a mechanism to help judge a school’s ability to increase the overall 4-year rate from year to year; it is just called Growth 4-year Rate to further incentivize schools to continue to increase their graduation rate above targets. It is incentivizing the right behavior and it keeps the indicator from seeming meaningless for schools. Additionally, this extra emphasis on the 4-year graduation growth rate helps smooth out the volatility that occurs with so many of New Mexico’s schools because of a very small student body.

For the purposes of Federal Accountability “Growth 4-year rate” will count as a School Quality Indicator (4-year growth).

Graduation rates are one-year lagged. That is, the rates that are published in January are for the cohort that graduated by August 1 of the prior year. Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the Shared Accountability method that is described fully in the Graduation Technical Manual on the PED website, <http://ped.state.nm.us/Graduation/index.html> The method is not repeated here but in general:

1. A rate is generated for every school that has any grade 9, 10, 11, or 12.
2. For new high schools that do not yet have a graduating cohort class, a hybrid school grading model is used. These schools are graded on the remaining non-cohort indicators and they are excused from College/Career Readiness and Graduation. The resulting total points scale is adjusted to reflect the reduced number of indicators, however the scale and maximum possible total points are the same.
3. The graduation goal is 100%. The model includes 4-year, 5-year, and 6-year rates, which currently produce a maximum of 8, 3, and 2 points respectively. Growth of the 4-year rate is worth an additional 4 points yielding a total of 17 possible points for graduation. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years.
4. Points are awarded through method 1 where the rate is multiplied by the possible points for that category. For example, a 5-year rate of 80% is equal to $.80 \times 3 = 2.4$ points.

Graduation Growth refers to annual increase in the 4-year graduation rate and is based on three years of data. Growth in the 4-year rate reflects the school’s overall ability to help students complete their high school careers in a timely way. The goal is 90% of students graduating in 4 years, so any school that has a graduation rate of 90% is awarded all four points. The slope is calculated (see below) and changed into points.

TECHNICAL DETAIL

Graduation Growth is based on the slope of the four-year graduation rates for the past three years. The table below shows how these slopes are calculated for schools that have graduation rates for each year (Schools A and B), and for schools that have missing graduation rates (for example, new schools with only two years).

Table 1: Calculating Slopes from Four-Year Rates

	2013	2014	2015	Slope	Method
School A	50%	55%	60%	+5% per year	(2015 - 2013)/2
School B	60%	70%	50%	-5% per year	(2015 - 2013)/2
School C	-	55%	60%	+5% per year	2015 - 2014
School D	60%	-	50%	-5% per year	(2015 - 2013)/2
School E	-	-	40%	no slope	

- no graduation rate for that year

Schools with only one rate (School E) have no slope. For these schools the points for their other graduation components are adjusted to account for the absence of growth.

Slopes can be conceptualized as a regression:

$$GradRate_{ij} = B0^{(j)} + B1^{(j)} Year_{ij} + e_{ij}$$

Where:

$B0^{(j)}$ = the intercept for the individual school.

$B1^{(j)}$ = the slope for the individual school.

$Year_{ij}$ = the year.

The slopes depicted in Table 1 can be used as a simplification of this method.

The slope is divided by the standard deviation of all slopes, resulting in some positive and some negative values. These values are then transformed using a CDF into a variable that can range from 0 to 1. The CDF value is multiplied by the four possible points for graduation growth, with the qualification that any school where the rate is higher than the goal of 90% receives all four points regardless of their slope.

4.1.A.iv Measures for the Progress in Achieving ELP Indicator

"The "growth to proficiency measure" will be helpful for districts with ELs and allow districts to focus on those students' learning needs."

Beginning in 2018 with the transition year ESSA school grade report , and then fully integrated into school grades released in 2019, accountability toward English language proficiency (ELP) will occur through a single measure of growth for students who are English Learners (EL). The ELP growth targets are a measure of the extent to which students are gaining ELP over a reasonable period of time. The longer students are identified as EL students, the less likely they are to graduate on time

and to acquire coursework required for post-secondary advancement. Research indicates that ELs generally require from four to seven years in developing the academic language proficiency in English necessary to be successful academically (Cook, Boals & Lundberg, 2011; Goldenberg, 2008; Greenberg, Motamedi, Singh & Thompson, 2008; Hakuta, Butler & Witt, 2000; Saunders, Goldenberg & Marcelletti, 2013). Based on analysis of the state's ELP data (based on WIDA ACCESS for ELLs©) conducted, the mean number of years a student is classified as an EL is four to five years. Title III, Section 3121(a)(6) of ESSA requires that LEAs to report the number and percentage of ELs who have not attained ELP within 5 years of initial classification as an EL and first enrollment in the LEA. Thus, New Mexico proposes a statewide vision for all students achieving ELP within five years.

Given trends in national research and the state's data, the PED has crafted ELP goals that are both ambitious and achievable. The result is an index table that is responsive to stakeholder input and that values two important student characteristics known to impact the ability for an EL to become proficient in English: the student's grade level at entry and their English proficiency at entry (demonstrated by their ELP achievement). Every student who enters EL status will be considered within the appropriate cohort based on these two student characteristics. The student will remain in that tracking cohort for the remainder of their time in PED schools, regardless of their migration to different schools or districts.

Each year the student's ELP progress will be measured against their customized growth target for that year. These ELP growth targets were derived from the ELP results (based on WIDA ACCESS for ELLs©) from 2010 to 2016, and do not account for the recent standards-setting adjustment that will apply to the 2017 WIDA ACCESS for ELLs 2.0 administration. For that reason the student ELP growth targets will be re-evaluated and re-published prior to implementation to ensure that the student growth figures remain ambitious yet feasible and grounded research and data. Establishing yearly ELP growth targets allows schools to have a ready tool for identifying students who are on track to meet their timeline for RFEP status and those who may need additional language supports or targeted intervention to meet those goals. Moreover, the concept of meeting yearly growth targets simplifies and integrates the accountability spectrum for these students. Any student who is meeting his or her annual goal is on target to being reclassified fluent English proficient (RFEP) in a judicious amount of time, exited from EL status appropriately, and able to advance academically with their peers, and many cases outperform them. The use of annual ELP growth targets also ensures that schools are not motivated to prematurely exit students, which could lead to negative future academic consequences if those students are not provided appropriate supports through reclassification to RFEP status and for a minimum of two years afterward. Further, Title III, Section 3121(a)(5) requires local education agencies to report to state the number and percentage of RFEP students meeting the state's challenging academic standards for each of the four years after such children are no longer receiving services supplemented with Title III funding.

In order to hold schools accountable, all EL students' ELP assessment scores are compared to their personalized annual ELP growth target. When the student's score falls short the value is negative, and when it exceeds expectations it is positive. These residual values are accumulated for all students within the school for an overall student ELP achievement summary, where a positive figure indicates students are progressing at a rate higher than expected and by how much. The summary values for schools will be used to establish cut points for letter grades for this indicator for school grading.

The metric used for the ELP indicator is whether or not EL students meet their individualized annual growth targets based on performance on the state's annual ELP assessment, the WIDA ACCESS for ELLs 2.0. The individual growth targets take into account 2010-2016 WIDA ACCESS data before the new standards-setting. Thus, new baselines and growth targets based on 2017 and 2018 ELP data

will be necessary to re-establish appropriate annual growth targets for students, based on initial ELP level and grade level at initial EL classification.

The NMPED will calculate the ELP indicator in a uniform and consistent manner across all districts across the state. The ELP indicator creates annual growth-to-proficiency targets ensuring that ELs achieve ELP (and exit EL status, reclassifying to fluent English proficient, RFEP) within 5 years from initial classification. Thus, if EL students meet their annual growth targets, they are “on-track” to achieve ELP within 5 years of initial classification, which is the state’s long-term ELP goal for each EL student.

The indicator is valid because it is based on the WIDA ACCESS for ELLs 2.0 assessment and it will be reliable because the method for calculating ELP growth will be consistently applied using a precise protocol that can be independently applied and replicated. As the final metrics are produced, the NMPED will provide evidence of the ELP measure’s validity and reliability prior to inclusion in the final school accountability model.

Schools will not be selected for low performance on the EL indicator alone. The school grading model provides a rich array of school success parameters which are combined to express an overall rating. Where schools are consistently underperforming, the PED interventions will address those parameters where the school seems to be struggling the most. As an example, that may include any or all of the indicators in EL progress, graduation, college and career readiness, or achievement in reading, mathematics, or science. This paradigm recognizes that each component of school grading is part of an integrated whole that requires systemic intercession rather than symptomatic remedies.

The table below indicates preliminary ELP growth targets for EL students based on currently available data. Note that these targets may be realigned in 2018 once sufficient history is available that reflects the new ACCESS scoring paradigm. As new data are obtained in the future, realignment could take place yearly.

Individual Student English Language Proficiency (ELP) Growth Targets

Grade(s)	ELP Level at Entry	ELP Level Growth				
		1 Year Later	2 Years Later	3 Years Later	4 Years Later	5 Years Later
K-3	1.00	2.6	3.4	4.0	4.6	5.0
	2.00	3.3	3.8	4.5	4.8	5.0
	3.00	3.8	4.3	4.7	4.9	5.0
	4.00	4.4	4.6	4.8	4.9	5.0
4-6	1.00	2.6	3.3	3.8	4.5	5.0
	2.00	2.9	3.4	3.9	4.5	5.0
	3.00	3.6	3.9	4.3	4.7	5.0
	4.00	4.2	4.4	4.5	4.7	5.0
7	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.7	4.1	4.5	5.0
	3.00	3.7	4.1	4.4	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
8	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.7	4.1	4.5	5.0
	3.00	3.7	4.1	4.3	4.5	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
9	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.5	3.7	4.3	5.0
	3.00	3.7	4.0	4.2	4.6	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
10	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	3.1	3.3	3.7	4.3	5.0
	3.00	3.7	4.0	4.3	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0
11	1.00	2.4	3.2	3.7	4.4	5.0
	2.00	2.9	3.3	3.7	4.3	5.0
	3.00	3.6	4.0	4.3	4.7	5.0
	4.00	4.2	4.4	4.6	4.8	5.0

Data in red indicate years where the student is typically exited from high school

Consideration of Including Former EL Students

A diverse cross-section of educators serving EL students statewide felt it important to acknowledge the academic progress made by RFEPs. In school grading, RFEP students will be reported annually alongside their current EL counterparts so that schools and LEAs can verify longitudinal progress. While exited students' academic success is important for long-term monitoring, these students will not be included in the ELP indicator, where only currently designated EL students will be appraised. The state has elected to focus the school accountability indicator on progress towards ELP growth, which is pertinent only to students striving toward English language acquisition. Moreover, the progress of RFEP students in the areas of ELA and math are disaggregated and recounted in other

parts of School Grades—to include their academic achievement within the ELP indicator would be redundant.

4.1.A.v Measures for School Quality or Student Success Indicators

Science

The PED will add science to the collection of achievement measures in all grade spans in 2018-2019 in order to maximize the variety of areas that inform school progress and create a new *STEM Readiness* indicator to help students succeed in 21st century careers, notably those roles that are in high-demand in New Mexico.

Nationally, science competencies appear to be suffering, with the *Center for Accountability in Science* survey showing that most Americans couldn't pass a high school health class (<https://www.accountablescience.com/>). As the home for several major federal laboratories and high-tech industries, New Mexico posits that the integration of science into School Grades will help schools build capacity for our workforce while ensuring that all students are receiving a well-rounded foundation for adult life. Stakeholders throughout New Mexico echoed this sentiment during stakeholder engagement. This indicator will include at minimum, the rate of students at the proficient level on the statewide science assessment (which undergoes federal peer review to demonstrate validity and reliability), and will be reported for all students and disaggregated for each subgroup.

Opportunity-to-Learn Survey (OTL)

While New Mexico's OTL survey, detailed earlier, is a valid and reliable measure of teacher effectiveness (to learn more about the Opportunity to Learn indicator, visit the website at: <http://aae.ped.state.nm.us/>), the state plans to explore other instruments that might have broader application to learning climate, academic achievement, engagement, and self-efficacy for use in school grades across all grade spans in the 2018-19 school year. Any new measures must be valid, reliable, and comparable statewide in order to support effective differentiation of schools, and PED will submit an updated plan to the Department once the specific OTL measures have been selected based on input the state has received. Through PED's process of stakeholder engagement throughout communities across New Mexico, extensive feedback was collected regarding what stakeholders would like to see represented as a part of the "other school quality" or student success indicators of School Grades.

In this process of refining a new OTL measure, along with the input gathered from stakeholders -- which valued student and family survey instruments that account for school safety, climate, culture, and responsiveness to community needs, including a version for the early grades -- the PED will consider content and predictive validity, relevance for all grades, and evidence that the survey is related to student achievement gains. Moreover the method of administration will need to ensure private and candid response, complete coverage of all students, and the ability to disaggregate the results by all student characteristics. The state remains fully committed to engaging students about their educational experiences in a manner that fosters meaningful feedback to schools and teachers. Capturing student and family engagement, educator collaboration and engagement, school climate, and other critical components for quality schools will allow for more meaningful differentiation between schools beginning in 2018-19 and beyond.

Chronic Absenteeism

Through school year 2017-2018, the state will report habitual truancy for students who have accumulated the equivalent of 10 or more full-day unexcused absences within a school year. This truancy rate has been validly and reliably reported by schools and LEAs in a comparable manner

statewide and is being used for supplementary information as a School Quality or Student Success indicator for all grade spans in school grading and meaningful differentiation of schools.

Beginning in the 2018-2019 school year, the state proposes to expand the statewide methodology to account for all absences, both unexcused and excused (chronic absenteeism). Absenteeism represents lost instructional time whether excused or not and has a strong relationship with achievement and graduation. As early as pre-kindergarten, students who are chronically absent are less likely to read proficiently by the end of third grade and more likely to be retained in later grades (Connolly, Faith and Olson). For this reason, the PED will begin to track PreK attendance in the 2017-2018 school year. Absenteeism further serves as an indicator in the early warning system that is relevant to all grades and is considered an important metric in accountability, demonstrating greater variance across schools than attendance alone, enhancing meaningful differentiation of schools. This measure would fully replace the state's use of student attendance by the 2019-2020 school year. The PED will have multiple years to work with stakeholders to establish the full methodological and operational implications.

The state will work with stakeholders to detail the chronic absenteeism measure so that adequate protections and audits are in place prior to implementation, and PED will update the ESSA plan once a statewide, comparable definition of chronic absence has been defined for use in the 2018-19 school grades.

College and Career Readiness

College and career readiness propels students from a solid foundation of early and secondary learning into rigorous career and technical education programs and college completion goals. Inclusion of college-and-career readiness measures as an additional School Quality or Student Success component for high schools will continue to be an important component of School Grading. For the 2018-2019 system, the PED will refine the definition of this component to ensure the highest standards for all students, and submit an amended plan to the Department to ensure the CCR indicator continues to be calculated in a way that is valid, reliable, comparable, and adds to meaningful differentiation of high schools. Indicators such as college remediation and college persistence will be considered, as will newly-developing indicators in CTE fields.

Approach to Subgroups

The state uses accountability information gleaned from traditional subgroups across all schools to ensure that achievement does not appear to be atypically suppressed in a disadvantaged student group. This information is paramount in informing interventions for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools. All indicators and measures continue to be disaggregated, examined, and reported to serve the needs of stakeholders, and in addition an index analysis will drive further action to schools that appear to be consistently failing to serve disadvantaged subgroups.

The evaluation will take place by way of a post hoc evaluation of School Grades indicators by subgroups, and schools that demonstrate systematic failure to serve certain student groups will be identified as CSI or TSI.

- i. List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.*