



Strategic Plan 2012

Kids First, New Mexico Wins

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Vision

Bold, visionary reform that puts students first in every decision will increase student achievement and prepare our kids for success in colleges and careers. We call on every educator, student, parent, community member, and public servant to share in the responsibility for the success of our children and, ultimately, the future of the great state of New Mexico. When we put our kids first, New Mexico will win.

Mission

A focus on students means an emphasis on five strategic imperatives as follows:

- Expect a smarter return on New Mexico's investment
- Require real accountability for real results
- Ensure our students are ready for success
- Reward effective educators and leaders
- Provide effective options for parents

Current State

With approximately 330,000 students in grades K–12, New Mexico's demographics are distinctive: 59.51% of the state's K–12 students are Hispanic, 26% are White, 10% are Native American, 2% are African American, and 1% are Asian or of other ethnicity. New Mexico is ranked 36th in overall population size, has the fifth largest land mass in the U.S. (121,665 square miles), and ranks 45th in the nation in population density. Further, with only 6.3 people per square mile, New Mexico faces unique challenges in educating students in rural areas, particularly on its vast Indian reservations. New Mexico's majority-minority status presents our state with a unique opportunity to lead the way in increasing academic success for every student and closing the achievement gap.

According to the New Mexico Standards Based Assessment (SBA) results, nearly 55% of 11th graders are not proficient in reading and 61% are not on grade level in mathematics.¹ Currently, only 63% of students graduate high school, hampering their life-long potential for success. For example, in 2010, the unemployment rate for dropouts was almost 15%. For those having earned their diploma it was about 10% and for college graduates it was 5%. Beyond simply having a job, the difference in earnings between dropouts and high school graduates is \$10,000 per year.²

¹ New Mexico Public Education Department

² Bureau of Labor Statistics, Current Population Survey. Data are 2010 annual averages for males age 25 and over. Earnings are for full-time wage and salary workers.

On a national scale, only 20% of New Mexico's 4th graders are proficient in reading and only 29.5% demonstrated proficiency in mathematics. Those results come from the National Assessment of Educational Progress (NAEP), which is a test issued to a sample of students all over the country. According to the NAEP, New Mexico is ranked 50th in fourth-grade reading³ and according to the National Quality Counts Report⁴ (NQCR), New Mexico received an "D+" in K–12 student success. Additionally, according to the Diploma Counts Report,⁵ New Mexico is ranked 49th in graduation rates, yet our investment in education is near the middle of the pack in national comparisons. Further, today 99.998% of New Mexico's teachers "meet competency" on annual evaluations. However, our student achievement results are not reflective of this standard.⁶

We know that our students can achieve and compete with the best and the brightest across the nation. New Mexico's students, educators, and parents are ready for reform. They have delivered a mandate to change the culture of education in the state, placing more priority on student achievement and a much better return on \$2.4 billion dollars in taxpayer investment.

By placing kids first, New Mexico will win.

³ U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics and Reading Assessments.

⁴ http://www.edweek.org/media/qualitycounts2012_release.pdf

⁵ http://www.edweek.org/media/diplomacount2012_presspacket_final.pdf

⁶ New Mexico Public Education Department

Future State

Since Governor Martinez took office and made the pledge to prioritize education and the economy, the New Mexico Public Education Department (NMPED) has renewed its commitment to serving the state of New Mexico. Many first steps toward that commitment have taken place, indicating success is possible for our students. To date, the NMPED has accomplished the following:

2012 Strategic Efforts and Achievements

Smarter Return on New Mexico's Investment

- Developed and implemented a budget questionnaire to ensure that D and F schools focus their school improvement funds on improving student achievement.
- Examined federal program expenditures closely with a focus on direct instruction or instructional support.
- Reduced the need for \$4.3 million dollars in assessments by streamlining the accountability process.
- Reduced the number of federal allocation websites from seven to one.
- Received a federal grant for teen pregnancy and the prevention of teen dating violence that targets school districts with high pregnancy rates and high rates of teen dating violence.
- Increased Title I technical assistance to districts and charter schools through individual meetings to review program requirements and opportunities.
- Coordinated with the CYFD to ensure the most at-risk PreK students have access to high-quality PreK programs through either the NMPED or the CYFD program without duplication of services.
- Developed a sub-recipient monitoring policy and procedure for federal programs.
- Received a "meets requirements" determination for the Special Education Bureau from the federal Office of Special Education Programs for the 2nd year in row.
- Streamlined federal program fiscal monitoring through the Web Educational Plan for Student Success (EPSS).
- Decreased the backlog of licensure applications from 10 weeks to 4 weeks.
- Received a USDA funded implementation grant (Direct Certification Grant) to improve the direct certification process. The purpose of the grant is to ensure that children who are members of eligible households are certified to receive free meals without the need for households to submit an application.
- Preserved or increased dollars to the classroom in all 89 of 89 school districts.
- Provided high-quality technical assistance, both fiscal and programmatic, to guide districts in developing budgets aligned with proven education programs while maximizing the return on the state's investment.
- Increased dollars to the classroom by about .45 percent from FY11 to FY12 and by about .36 percent from FY12 to FY13.
- Processed more than 7,000 requests in FY12 for reimbursements received from districts (80% in July alone). Average processing time for reimbursements is less than 21 days, which is a decrease in turn-around time from more than 60 days in 2010.
- Conducted an emergency textbook adoption evaluation in order to provide districts and charter schools with options for Common Core State Standards (CCSS) aligned materials for FY13.

- Developed and executed the Governor’s “New Mexico Reads to Lead!” first-grade reading materials initiative.
- Conducted more than 35 district audits, evaluating membership counts, Teaching and Experience, and other funding formula factors for accuracy.
- Reduced time spent in cleaning and reporting data by 50%.
- Improved the timely collection and review of the Student Teacher Accountability Reporting System (STARS) data by 50% (from two months to one month post-data submittal deadlines).
- Reduced the burden of reporting by the districts by 16%, meeting initial goal of 15% by the beginning of the 2013 school year.
- Reorganized the Information Technology (IT) Division to better serve and support the NMPED, districts and charter schools in the areas of data collection and applications, data quality and analysis, system/network infrastructure, and IT project/program management.
- Claimed about \$7 million less for units relating to special education and related services as a result of the findings determined through the NMPED Tier I and Tier II audits of specific districts as well as ongoing funding formula unit audits, for FY13, school districts.
- Developed a computer protocol for use by districts to improve the efficiency of data used to claim funding units.
- Received a grant from the Daniels Fund to develop a New Mexico clearinghouse of best educational practices.
- Reduced emergency supplemental funding to districts by about 23%, from \$13 million to \$10 million.
- Reduced the number of buildings the NMPED operates in from 5 to 2.
- Closed the achievement gap in 77% (85 of 110) of classrooms and increased student achievement growth in students taught by Teach for America educators.
- Aligned Indian Education Act grants with student outcomes.

Real Accountability. Real Results.

- Developed and maintained the School Grading Website with more than 600K hits to date since January of 2012.
- Reduced number of appeals of School Grades (formerly AYP) from hundreds to 76.
- Implemented school grading, which now includes accountability for more than 20,000 students that were not counted under AYP. Before school grading, 260 schools were not held accountable for English Language Learners (ELL), 100 schools were not held accountable for students receiving Free and Reduced Lunch, and 436 schools were not held accountable for Students with Disabilities (SWD).
- Received and implemented the Title I Waiver.
- Reviewed and approved three formative assessments for grades 4–10 that will be available at no cost to districts.
- Trained more than 1,000 New Mexico educators from low-performing districts on improving student achievement.
- Presented at every regional New Mexico School Board Association meeting on school grading system.
- Developed a new School Grading Report Card that includes Performance in Math and Reading, Current Standing, School Growth of Highest and Lowest Performing Students, and results from the Opportunity to Learn survey.
- Developed the special education results plan that aligns with the Elementary and Secondary Education Act (ESEA) waiver.

- Developed results plan to focus on 3–5 pilot school sites with a high number of special education and lowest performing, high-poverty students who are not making progress.
- Completed the study of schools where SWD made progress in reading.
- Created a NMPED position that will provide technical assistance and support to D or F schools with high poverty and a high number of the lowest—performing SWDs.
- Set aside \$1.9 million of IDEA funds for D and F non-Title I schools.
- Received federal waiver of NCLB.
- Rolled out a statewide CCSS transition plan in January of 2012, as well as a new statewide CCSS website: www.newmexicocommoncore.org.
- Awarded \$163,000 of special education dollars to parent organizations for parent training on the CCSS.
- Awarded \$96,000 for professional development modules for special education implementation of the CCSS.
- Developed an academic performance framework for charter schools.
- Designated and convened the 24-member New Mexico Educator Leader Cadre (NMELC), a network of K–16 educators formed to assist with the CCSS and Partnership for Assessment of Readiness for College and Careers (PARCC) implementation.
- Developed supporting literature for mathematics, ELA/Literacy and School Grade Card to assist with communication and dissemination of CCSS and PARCC implementation.
- Communicated 26 sample PARCC prototypes signaling the cognitive complexity and technological advances required for the 2014-15 PARCC assessment.
- Designed blueprint for professional development models for CCSS and PARCC training, including modules for special student populations.
- Revised and improved the Web EPSS while increasing the number of people trained on how to use it.
- Coordinated interventions for D and F schools across the NMPED by aligning programs.
- Developed the Alternate Demonstration of Competency to include scores on a nationally-normed test or end-of-course exams.
- Targeted \$3.5 million to support the development of school and district leaders in building the skills required to turnaround struggling skills, support innovative solutions to close the achievement gap, and ensure a smarter return on the investment by identifying proven programs low-performing schools can invest in.
- Trained 289 users during the 2012 STARS Data conference, as well as 120 new STARS users.
- Held four Data meetings with pueblos and tribes that led to FERPA Memorandum of Understanding with the Navajo Nation, and collaboration on other projects, including State Tribal Education Pilot (STEP) proposal to U.S. Department of Education, monthly information sessions, and meeting with individual tribes and pueblos.
- Created seven new templates for collecting transportation and teacher evaluation data in STARS.
- Improved the reporting of district College and Career Readiness (CCR) concentrators, resulting in all 89 reporting for the first time in 5 years.
- Developed new templates for collecting data in partnership with eScholar®.

Ready for Success Initiative

- Revised the Hispanic Education Advisory Council to focus on student achievement, improving graduation rates, and creating college readiness opportunities for Hispanic students.
- Established a partnership with Dual Language New Mexico and the W.K. Kellogg Foundation™ to identify dual language programs that will to serve as model schools in improving Hispanic and Native American student achievement.
- Maintained and supported CCSS website.
- Planned and convened New Mexico CCSS Summit, with more than 500 educators in attendance.
- Provided 30,000 books to every first grader in New Mexico as part of the Governor's *New Mexico Reads to Lead!* initiative.
- Implemented a Request for Proposal (RFP) process to procure and provide a K–3 Formative Assessment System including screening and progress monitoring measures.
- Implementation the *New Mexico Reads to Lead!* K–3 reading initiative with \$4.5 million provided to 12 districts, 1 charter school, and 9 Regional Education Cooperatives (RECs).
- Increased stakeholder input with the development of two state literacy teams: K-3 Plus Advisory Committee and the New Mexico State Literacy Team.
- Provided regional professional development for 800 K–3 teachers, reading coaches, and district/school administrators on evidence-based reading instructional strategies.
- Developed a state literacy professional development trainer cadre.
- Produced the Tribal Education Status Report (TESR).
- Collaborated with tribal and pueblo leaders to submit the State-Tribal Education Partnership (STEP) agreement to the federal government.
- Produced the State Tribal Collaboration Report in collaboration with tribal and pueblo leaders.

Rewarding Effective Educators and Leaders

- Appointed and convened the 15-member New Mexico Effective Teaching Task Force.
- Facilitated the development of teacher and school leader evaluation system recommendations and delivered to the Governor.
- Established more direct outreach to districts to assist with staffing concerns.
- Increased collaboration to enhance effective professional development.
- Applied and received a no-cost extension of Transition-to-Teaching grant.
- Launched a partnership with Southern Regional Education Board (SREB) and University of New Mexico Institute for Professional Development to improve school leadership.

Effective Options for Parents

- Rewrote the new charter school application and charter renewal application to incorporate the requirements of SB446.
- Hosted six new application workshops and one renewal training to implement new application process.
- Received and reviewed 14 new charter school applications.

- Developed charter school performance contracts and frameworks pursuant to SB446 with an awarded \$50,000 grant from National Association of Charter School Authorizers (NACSA) to assist the Charter School Division (CSD).
- Completed six SB446 trainings for the Public Education Commission, district authorizers, charter schools, and governance boards.
- Established the Charter School Advisory Team comprised of a diverse group of 13 charter school leaders to advise the Secretary of Education on charter school issues.
- Received a one-year, no-cost extension for the Charter School Program Federal grant of \$5 million.
- Provided training and technical assistance to 11 new state charter schools, with 10 schools approved to commence operations in the fall of 2012 and 1 school granted an additional planning year
- Reduced reporting time and errors on the *Planning Year Checklist* by utilizing an interactive document upload and feedback system with the Web EPSS for 11 new charter schools during their planning year.
- Awarded \$120,000 in contracts to two parent organizations that will provide support and training for parents in the area of literacy. Two of the pilot schools will be for parents of students with Disabilities that are Native American.

New Mexico's children deserve these efforts and so much more. The opportunity to change the culture of education is a golden chance to change the future for not only the students, but for the entire state of New Mexico. The NMPED's vision is to make sure the hardship and the challenges students face today are no longer passed on to future generations. The time to deliver on that promise is now.

Strategic Lever 1: Smarter Return on New Mexico’s Investment

To protect students in these challenging economic times, Governor Martinez and Secretary Skandera have prioritized classroom spending over bureaucracy. The NMPED’s strategic goals increase transparency in school spending, foster a partnership between the NMPED and local school districts in aligning district and charter school budgets to proven student success strategies. The following innovative goals will continue to propel New Mexico towards this strategy:

Goal	Public Performance Measure	Data Validation	Accountability
1. Maximize the utilization of state and federal dollars for education <ul style="list-style-type: none"> • Increase the percentage of federal education grant dollars utilized by performance period • Increase the percentage of state dollars utilized annually • Decrease the average number of days to process federal grant dollars • Reduce the average number of days to process federal grant applications 	X	OBMS, SHARE, budget review process	NMPED Senior Team, Program Managers, Financial Managers, District Superintendents
2. Increase percentage of dollars to the classroom <ul style="list-style-type: none"> • Increase the percentage of dollars budgeted to the classroom in districts with less than 750 students by 1% • Increase the percentage of dollars budgeted to the classroom in districts with more than 750 students by 1% • Increase the percentage of dollars budgeted to the classroom in charter schools by 1% 	X	OBMS, STARS, budget review process	Paul Aguilar (Deputy Secretary, Finance and Operations)
3. Maximize targeted investments for education reform <ul style="list-style-type: none"> • Increase targeted investments for education reform by increasing the use of the Web EPSS • Increase the number of data validation audits for funding formula components • Improve effective utilization of targeted investments for education reform by decreasing the number of priority or focus schools, and increasing the number of schools improving their letter rating by one letter grade • Increase the percentage of charter schools improving their letter rating by one letter grade 	X	OBMS, STARS, budget review process, Web EPSS	NMPED Senior Team, Program Managers, Financial Managers, District Superintendents, Charter School Directors
4. Improve budget review and oversight of D and F schools to ensure resources are moved away from ineffective programs and to programs that are research-based and proven to increase student achievement	X	OBMS, STARS, budget review process, Web EPSS	NMPED Senior Team, Program Managers, Financial Managers, District Superintendents, Charter School Directors

Strategic Lever 2: Real Accountability. Real Results.

The NMPED’s transparent school-grading system allows parents, teachers, students, and the community to understand the quality of education in our classrooms, creating a culture of higher expectations and greater achievement. The keys to improving our education system are recognizing excellence and progress, while addressing failures. The *Real Accountability. Real Results.* initiative incentivizes accountability and effectiveness, replaces failure with success, and makes our system of evaluating students is meaningful and informative.

Goal	Public Performance Measure	Data Validation	Accountability
1. Maintain the school-grading system	X	STARS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy)
2. Implementation of federal waiver	X	STARS, SOAP	Leighann Lenti (Director of Policy)
3. Increase A and B schools and decrease D and F schools	X	STARS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy)
4. Improve data submission and review process by districts for the completion of A-F school grades	X	STARS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy)
5. Create monetary and/or flexibility incentives for schools and districts	X	STARS, OBMS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy)
6. Increase parent and community involvement	X	Parent report card, Parent Advisory	NMPED Senior Team, Program Managers, Financial Managers, District Superintendents, Charter School Directors
7. Implement effective turnaround strategies for low performing schools and champion proven strategies in higher-performing schools	X	More A and B schools, and fewer D and F schools annually	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy)
8. Continue to implement CCSS	X	Assessment system in place, structural materials aligned, professional development for teachers conducted	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy),
9. Transition to CCSS assessments	X	STARS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)
10. Develop additional End-of-Course exams for use in the Alternate Demonstration of Competency and redesigned educator evaluation system	X	STARS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy), Matt Montañó (Director of Educator Quality)

Strategic Lever 3: Ready for Success Initiative

To prepare students to succeed throughout their academic careers, the NMPED is committed to placing a command-focus on literacy. This focus includes vertical alignment and integration of the core content, and prioritizing research-based strategies for reading interventions. This will ultimately lead to college success and career readiness.

Goal	Public Performance Measure	Data Validation	Accountability
1. Increase the percentage of students who score Proficient and Advanced on the SBA	X	SBA Scores , STARS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)
2. Increase graduation rates	X	Graduation rate	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)
3. Increase the percentage of students in grades K–3 demonstrating growth in reading proficiency	X	SBA Scores, STARS, K–3 Formative Assessment Scores	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy)
4. Reduce the percentage of students retained in third grade due to literacy level	X	Significant reduction of students retained in third grade due to literacy level	Leighann Lenti (Director of Policy)
5. Increase literacy resources available to teachers, administrators, parents, and education stakeholders through a literacy website	X	NMPED Website number of users	Leighann Lenti (Director of Policy), Michael Archibeque (Chief Information Officer)
6. Increase the number of students prepared for college and career	X	Data from Postsecondary Institutions, School Grades Data	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy)

Strategic Lever 4: Rewarding Effective Educators and Leaders

To ensure all students have access to great teachers and school leaders, the NMPED is committed to implementing an evaluation system that prioritizes student academic gains while recruiting, retaining, rewarding, and incentivizing effective teachers and leaders.

Goal	Public Performance Measure	Data Validation	Accountability
1. Implement the teacher evaluation system	X	SBA, Multiple Measures, New Mexico Observation Protocol	Matt Montañó (Director of Educator Quality), Leighann Lenti (Director of Policy), Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)
2. Create an educational leadership pipeline	X	Increase annually number of highly effective teachers and school leaders	Matt Montañó (Director of Educator Quality)
3. Work with Higher Education to address teacher preparation program effectiveness	X	Licensure data systems	Matt Montañó (Director of Educator Quality), Mike Archibeque (Chief Information Officer), Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)
4. Align teacher and school leader competencies with the CCSS	X	New Mexico Teacher's Assessment pass rates	Matt Montañó (Director of Educator Quality)
5. Create performance standards aligned to the teacher evaluation system	X	NMAC Rule	Matt Montañó (Director of Educator Quality), Leighann Lenti (Director of Policy)
6. Establish teacher preparation program approval criteria	X	SBA Scores, School Grades	Matt Montañó (Director of Educator Quality), Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)

Strategic Lever 5: Effective Options for Parents

Parents in New Mexico want multiple educational opportunities for their children, including effective charter schools that are held accountable to high standards through implementation of SB446. In addition, the NMPED is increasing robust online learning opportunities to reach out to all areas of New Mexico.

Goal	Public Performance Measure	Data Validation	Accountability
1. Increase number of high performing charter schools by improving academic, financial and operational quality as measured by the charter school accountability performance frameworks (pursuant to SB446)	X	Budget review process, school grades, rule implementation	Kelly Callahan (Acting Director of Options for Parents)
2. Improve charter authorizer performance by providing high-quality, nationally-recognized technical training and assistance on charter school accountability	X	Training feedback, needs assessment surveys, NACSA authorizer assessment tools, charter school feedback on authorizers	Kelly Callahan (Acting Director of Options for Parents)