# Center for American Progress

FACT SHEET

# New Mexico Accountability

By Samantha Batel and Laura Jimenez     August 2017

TABLE 1
## New Mexico school classification system

| Design model | Performance index | | |
|---|---|---|---|
| **Summative classifications** | A–F letter grades | | |
| **School classification indicators** | | **Indicator weights** | |
| | | Elementary and middle schools | High schools |
| **Academic achievement** | | 38.0% | 30.0% |
| Subject(s): English language arts, math, and science | Measure(s): Percent proficient | | |
| **Student growth** | | 42.0% | 30.0% |
| Subject(s): English language arts and math | Measure(s): Composite of lowest quartile, middle two quartiles, and highest quartile of students using value-added modeling | | |
| **English learner progress** — Growth to English language proficiency | | 10.0% | 5.0% |
| **Early warning** — Chronic absenteeism | | 5.0% | 5.0% |
| **Persistance** — Four-, five-, and six-year graduation rates and growth in the four-year rate | | — | 13.0% |
| **College and career readiness** — To be determined; considering college remediation, college persistence, and indicators in Career and Technical Education fields | | — | 12.0% |
| **Enrichment and environment** — Opportunity to learn survey and test participation* | | 5.0% | 5.0% |

*Schools that fail to test 95 percent of students in English language arts or math will have their overall letter grade reduced by one letter.

Notes: New Mexico will transition to this system in the 2018-19 school year and will use its old system for the 2017-18 school year. See the Center for American Progress' "Making the Grade" report for details on the indicators the state will phase out. In addition, a state's description of its school classification system may differ from this organization's, which was designed to make cross-state comparisons. This analysis assumes that all applicable indicators are used for school classifications. Actual indicators applied may vary based on student demographics and grade configurations.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html (last accessed June 2017).

TABLE 2
## New Mexico timeline to identify and intervene in schools

State-level annual activities to identify low-performing schools

| First cohort timeline | | Second cohort timeline |
|---|---|---|
| 2017-18 | Collect data to identify comprehensive and targeted support schools*<br><br>• Fall: Provide final notification of identification<br><br>• Instruct identified schools and their districts to engage in planning for remainder of school year<br><br>• Review and approve applications for funding | 2020-21 |
| 2018-19 | Launch district and school support system | 2021-22 |
| 2019-20 | See above | 2022-23 |
| 2020-21 | See above<br><br>and<br><br>Determine if schools met improvement targets by end of school year | 2023-24 |

*New Mexico will identify schools for targeted support starting in the 2019-20 school year.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html (last accessed June 2017).

**TABLE 3**
## New Mexico school improvement funding

Grant structure and amounts

| | |
|---|---|
| Competitive grants | ✓* |
| Formula grants | ✓* |
| Maximum amount, comprehensive schools | TBD |
| Maximum amount, targeted schools | TBD |

*Both competitive and funding grants are described by New Mexico's plan, although it is not clear that targeted support schools will receive funding.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html (last accessed June 2017).

**TABLE 4**
## New Mexico school identification details

Alignment with statutory requirements for school identification

| School type | Outstanding issues in identification methods |
|---|---|
| Lowest performing, Title I | — |
| Low graduation rate | — |
| Chronically low-performing subgroups | — |
| Consistently underperforming subgroups* | Unclear if the performance on all required measures considered |
| Low-performing subgroups** | Unclear if the performance of all subgroups considered |

*Absent additional guidance from the U.S. Department of Education, low-performing subgroup schools must be identified for their performance on all measures of annual meaningful differentiation.

**Absent additional guidance from the U.S. Department of Education, identification of low-performing subgroup schools must consider a school's performance among each subgroup of students in the school.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html (last accessed June 2017).

## A selection of New Mexico's key school improvement strategies

- Districts agreeing to receive support must address four areas of operations in addition to specific improvement strategies: leadership, accountability, talent management, and infrastructure

- Districts select from among four options for intensive improvement, according to school needs

- Option 1: Use of the state online implementation planning tool; option 2: state-sponsored models; option 3: comprehensive grants for district-chosen and state-approved evidence-based strategies; option 4: high school transformation

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission. html (last accessed June 2017).