



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

July 2, 2019

The Honorable Karen Trujillo, Ph.D.
Secretary of Education
New Mexico Public Education Department
300 Don Gaspar Avenue
Santa Fe, NM 87501

Dear Secretary Trujillo:

I am writing in response to New Mexico's requests to the U.S. Department of Education (Department) on March 1, 2019 and May 9, 2019, to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act. Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendments to the Department for review and approval.

I have determined that the amended request meets the requirements in the ESEA and, for this reason, I am approving New Mexico's amended State plan. A summary of the New Mexico amendment is enclosed. This letter, as well as New Mexico's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend New Mexico's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment to New Mexico's consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is New Mexico's responsibility to comply with these civil rights requirements.

Thank you for all of the work that the New Mexico Public Education Department has put into its consolidated State plan under the ESEA. If you have questions or need any assistance regarding

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

the implementation of your ESEA consolidated State plan, please contact the Office of School Support and Accountability at: NewMexico.OESE@ed.gov.

Sincerely,

/s/

Frank T. Brogan
Assistant Secretary for
Elementary and Secondary Education

Enclosure

cc: Timothy Hand

Amendments to the New Mexico’s Consolidated State Plan

The following is a summary of New Mexico’s amendment request. Please refer to the Department’s website <https://www2.ed.gov/admins/lead/account/stateplan17/map/nm.html> for New Mexico’s complete consolidated State plan.

Approved Amendments

The following amendments are aligned with the statute and regulations:

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

- *Graduation Rate Indicator*
Consistent with sections 8101(25) and 8101(23) of the ESEA, NMPED removed language indicating that extended-year adjusted cohort graduation rates did not take into account new entrants in years after a cohort’s initial four years. ESEA section 8101(23) requires that an extended-year adjusted cohort graduation rate include all entrants during the period for which the graduation rate is calculated.
- *Progress in Achieving English Language Proficiency Indicator*
NMPED updated the language in this indicator by removing the note that the individual growth targets are preliminary and clarified that a school receives points on this indicator based on the percentage of students who meet or exceed their individual growth targets.
- *School Quality or Student Success Indicators*
NMPED clarified the school quality or student success indicators that it will include and updated the years in which opportunity-to-learn indicator (2019-2020) and chronic absenteeism indicator (2018-2019) will first be incorporated. NMPED also specified how it will calculate the college and career readiness indicator and apply available measures to all schools.
- *Annual Meaningful Differentiation*
MPED updated its plan to no longer assign letter grades to schools. NMPED also updated the points available related to each indicator. NMPED calculates a numerical summative score for each school to designate schools for targeted support and improvement, comprehensive support and improvement (CSI), Additional Targeted Support Schools (ATSI), and CSI schools that fail to meet the State’s exit criteria within the State-determined number of years (which NMPED refers to as More Rigorous Intervention Support and Improvement schools), as well as three additional State-determined categories of schools that recognize strong school performance. NMPED no longer offers “bonus points” in tallying the summative score. Finally, NMPED specified, for the 2019-2020 school year only, how it will reassign the points that would otherwise be related to science assessment since the State received a waiver from the Department regarding a field test that year.
- *Additional Statewide Categories of Schools*
NMPED designates three new State-determined categories of schools that NMPED will identify to recognize strong school performance: New Mexico Spotlight School for a school scoring above the 75th percentile on the summative determination index; Designation of Excellence for a school scoring above the 90th percentile on any indicator; and Designation of School Quality and Student Success for “schools scoring above a set standard on any indicator.”
- *Identification of Schools: Comprehensive Support and Improvement – Lowest Performing 5%*
NMPED updated its methodology to specify that it uses an average of three years of data when identifying schools for comprehensive support and improvement based on being among the lowest performing five

percent of schools that receive support under Title I, part A.

- *Identification of Schools: Comprehensive Support and Improvement – Low Graduation Rates*
NMPED specified that it identifies schools for CSI based on having a low graduation rate if a high school has an average four-year graduation rate of less than 67 percent over the previous three years.
- *Identification of Schools: Targeted Support and Improvement based on Consistently Underperforming Schools*
NMPED clarified that it identifies a school for targeted support and improvement based on consistently underperforming subgroups if a school has any subgroup performing as poorly as the highest-performing school identified for comprehensive support and improvement based on low performance for fewer than three years.
- *Identification of Schools: Additional Targeted Support and Improvement*
NMPED clarified the methodology it will use to identify schools for ATSI. NMPED will establish a threshold value used to identify schools for comprehensive support and improvement (i.e., the summative score of the highest-performing school identified for comprehensive support and improvement) and will identify for ATSI any school with one or more subgroups of students for which the average performance over the past three years is equal to or less than the threshold.
- *Annual Measurement of Achievement*
Since NMPED no longer uses letter grades, it removed the reference to lowering a school’s summative rating by a letter grade as a result of low participation rates. NMPED clarified that it calculates the Academic Achievement indicator consistent with ESEA section 1111(c)(4)(E).
- *Exit Criteria for Comprehensive Support and Improvement Schools*
NMPED amended its CSI exit criteria to align with its update to the identification criteria. In order to exit, a school must improve its three-year average overall summative score (both relative to the score that resulted in identification and such that the score is higher than the CSI threshold) within three years.
- *More Rigorous Interventions*
NMPED updated the approaches it will use with schools identified for CSI that do not improve (i.e., meet the statewide exit criteria) within three years.