



Strategic Plan 2011

Kids First, New Mexico Wins

Contents

Vision.....	2
Mission.....	2
Current State.....	2
Future State	4
2011 Strategic Efforts and Achievements.....	4
Strategic Lever 1: Smarter Return on New Mexico’s Investment.....	6
Strategic Lever 2: Real Accountability. Real Results.	11
Strategic Lever 3: Ready for Success Initiative.....	14
Strategic Lever 4: Rewarding Effective Educators and Leaders.....	17
Strategic Lever 5: Effective Options for Parents	19
PED Senior Team Contact Information	21

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:

- 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: 57% of the state's K–12 students are Hispanic, 29% are White, 11% are Native American, 3% 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 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 (NMSBA) results, nearly 52% of 11th graders are not proficient in reading and almost 62% are not on grade level in mathematics¹. Currently, only 67% 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 year².

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 26% 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 49th in fourth grade reading³ and according to the National Quality Counts Report⁴ (NQCR), New Mexico received an "F" in K–12 student success. Additionally, according to the Diploma Counts Report⁵, 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 standard⁶.

Despite these challenges, the students and teachers of New Mexico are making progress. In 2009, New Mexico Hispanic 4th graders ranked 13th⁷ in the nation on NAEP mathematics. New Mexico ranks 25th in the nation in the percent of students earning college degrees, which pays big rewards as the difference in earnings between high school graduates and college graduates is almost \$50,000 per year⁸. New Mexico has demonstrated success as the NQCR rated our standards, assessment, and accountability system with an A-⁹.

We know that our students can achieve and compete with the best and the brightest across the nation and demographics cannot be an excuse. The challenge for our communities is to believe that success is possible for our students regardless of the circumstances. Once this is realized, New Mexico will demonstrate it can be successful. When we put kids first, New Mexico will win.

The students, educators, and parents of New Mexico 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.

³ U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Mathematics and Reading Assessments.

⁴ http://www.edweek.org/media/ew/qc/2011/QualityCounts2011_PressRelease.pdf

⁵ http://www.edweek.org/media/ew/dc/2010/DC10_PressKit_FINAL.pdf

⁶ New Mexico Public Education Department

⁷ U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Mathematics and Reading Assessments.

⁸ 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.

⁹ 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.

Future State

Since Governor Martinez took office and made the pledge to prioritize education and the economy, the New Mexico Public Education Department (PED) 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 PED has accomplished the following:

2011 Strategic Efforts and Achievements

Smarter Return on New Mexico's Investment

- Led the effort to protect classroom dollars in all 89 New Mexico school districts and charter schools. Statewide, budgeted expenditures for direct classroom instruction increased by nearly 0.5% while budgeted expenditures for administration decreased a little more than 0.6%.
- Included language in the General Appropriations Act ([House Bill 2](#)) to align proven strategies for student success with expenditures in education across the state.
- Reorganized the PED to better serve taxpayers and students despite budget cuts of nearly 25%.
- Improved the timely dissemination of financial data to districts resulting in a 50% decrease in turnaround time to process and distribute district reimbursements.
- 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.
- Decreased licensure backlog by 50% from 10 weeks to 5 weeks.

Real Accountability. Real Results.

- Worked with the New Mexico Legislature to implement Governor Martinez's new A-F school grading system which recognizes proficiency and growth of all students and schools.
- Applied for the Race to the Top Early Learning Challenge Fund of \$50 million in partnership with the Children Youth and Families Department (CYFD).
- Developed a legislative initiative to end 3rd grade social promotion and support struggling readers with early interventions.
- Reduced testing time by nearly 40% and negotiated to deliver testing results four weeks earlier than the previous year.
- Raised the bar and expectations when it comes to accurate data reporting through initial audits of data in districts.

Ready for Success Initiative

- Increased communication and collaboration across the bureaus within the Student Success Division through increased frequency of communication and cross training.
- Facilitated the transition to the Common Core Standards for Priority Schools through the use of instructional resources for reading and math.
- Significantly enhanced collaboration between the Indian Education Bureau and the Student Success Division to ensure alignment of instructional standards for all Native American students.
- Initiated the development of a culture-based education model to comply with the New Mexico Indian Education Act to engage the Native American students to improve student performance.
- Engaged the Bilingual Directors in a process that identified high-need educational challenges for bilingual/ELL students, such as, instructional support, professional development, leadership and communication to improve student performance.

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

- Partnered with the National Association of Charter School Authorizers (NACSA) to create a more vigorous charter application review and vetting process.
- Presented training in collaboration with NACSA to Public Education Commission (PEC) and local district authorizer on authorizing best practices.
- Worked with Superintendent of Farmington Municipal Schools to assist and guide with best practices for reviewing of new charter application.
- Began process of identifying additional resources to further online learning courses to expand IDEAL-NM and other distance learning opportunities.
- Initiated a review of Charter Schools Bureau operations for efficiency and improvement of client services.

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, for the entire state of New Mexico. The PED'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 Level 1: Smarter Return on New Mexico's Investment

To protect students in these challenging economic times, Governor Martinez prioritized classroom spending over bureaucracy. Legislation passed in the 2011 regular session increases transparency in school spending, authorizing the PED to partner with local school districts to align their 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. Improve management and expenditures of state and federal dollars to align with proven strategies for student success with expenditures in education across the state.	X	OBMS, SHARE, budget review process	PED Senior Team, Program Managers, Financial Managers, District Superintendents
2. Increase percent/dollars to the classroom in chart of accounts category 1000.	X	OBMS, STARS, budget review process	Paul Aguilar (Deputy Secretary, Finance and Operations)
3. Increase percent/dollars to the classroom in the following chart of accounts: direct instruction (1000), support services students (2100), and support services instruction (2200).	X	OBMS, STARS, budget review process	Paul Aguilar (Deputy Secretary, Finance and Operations)
4. Obtain private funding investments to increase overall educational funding.	X	SHARE	Leighann Lenti (Director of Policy)
5. Seek federal competitive grants to increase overall educational funding.	X	SHARE	Leighann Lenti (Director of Policy)
6. Obtain budget and regulatory flexibility for student achievement effectiveness at the federal level.	X	Federal reporting, STARS, School Report Card	Leighann Lenti (Director of Policy), Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)
7. Ensure accurate and meaningful data are available.	X	STARS, OBMS	PED Senior Team, Michael Archibeque (Chief Information Officer), District Data Coordinators
8. Identify effective PED programs to serve districts better and retool current programs to improve effectiveness.	X	TBD	PED Senior Team

Smarter Return on New Mexico's Investment

1. Improve Management and Expenditures of State and Federal Dollars

Within the PED, the coordination among bureaus to ensure expenditures are aligned with approved applications and proven instructional strategies is imperative. The department works to keep districts and charter schools informed on the status of revenue available and expended to avoid reverting funds annually. Since districts and charter schools are required to expend their own funding first and then request reimbursement, it is important for the PED to expedite reimbursements to the districts and charter schools.

Externally, districts and charter schools certify to the department that expenditures are aligned with their Educational Plan for Student Success (EPSS). PED program staff work with districts and charter schools to ensure proper planning takes place and that districts align their instructional practices with proven strategies to improve student growth and promote student success.

2. Increase Percent/Dollars to the Classroom, Chart of Account Category 1000

The School Budget and Financial Analysis Bureau analysts work with superintendents and business managers to evaluate district and charter school budgets to ensure that budgets are focused on increasing the percent and dollars to the classroom. These increases are then used to implement proven strategies for student success. This involves give-and-take negotiations between districts and the PED to assist districts in identifying areas where funding can be moved into direct instruction line items. PED program staff are also included to ensure districts are providing educational programs that implement proven, successful instructional strategies. In areas where districts have concerns with recommended changes, senior staff is involved in discussions to ensure districts understand the imperative of increasing funding to the classroom to improve student success.

3. Increase Percent/Dollars to the Classroom: Direct Instruction (1000), Support Services Students (2100), and Support Services Instruction (2200)

The School Budget and Financial Analysis Bureau analysts work with superintendents and business managers to evaluate district and charter school budgets to ensure that budgets are focused on increasing the percent and dollars to the classroom—support services, students and supplemental services and, instruction. These increases are used to implement proven strategies for student success. This involves give-and-take negotiations between districts and the PED to assist districts in identifying areas where funding can be moved into line items 1000, 2100, and 2200. PED program staff are also included to ensure districts are providing a curriculum that implements proven, successful, instructional strategies. In areas where districts have concerns with recommended changes, senior staff is involved in discussions to ensure districts and charter schools understand the imperative of the department to increase funding.

4. Obtain Private Funding Investments to Increase Overall Educational Funding

Leveraging private funds that align to New Mexico's education reform agenda will link the funding community to the schools across the state, and allow investment in the kinds of high-impact innovations that otherwise would not be financially feasible. The PED will work to ensure that any private dollars received meet the established goals to guarantee that private donors know that their investments positively impact teaching and learning.

5. Seek Federal Competitive Grants to Increase Overall Educational Funding

Historically, New Mexico has struggled to successfully compete for federal grants. In order to increase the amount of dollars available to support our key reform goals, the PED will actively pursue competitive dollars that will positively impact teaching and learning.

6. Obtain Budget and Regulatory Flexibility for Student Achievement Effectiveness at the Federal Level

Through the waiver process developed by the United States Department of Education, New Mexico will seek both regulatory and budgetary flexibility. New Mexico will seek flexibility that will allow the state to have a singular accountability system that recognizes both proficiency and growth, unlike the current pass/fail system. New Mexico will also pursue flexibility to transition to an evaluation system that places the emphasis on teacher effectiveness as measured by student outcomes over teacher qualifications. Additionally, the PED will pursue flexibility to decrease the number of federal reports currently required and expand the allowable uses of funds.

7. Ensure Accurate and Meaningful Data is Available

To ensure accurate and meaningful data is collected, the PED is committed to establishing a comprehensive Data Quality Program to document data collection processes, track necessary data elements, document the purpose and use of data, identify redundant data, and reduce the reporting burden to the PED. Additionally, the PED will continue to facilitate data sharing, collection, and collaboration with schools, school districts, teachers, principals, administrators, legislators, and the public to ensure accurate and meaningful data are available.

8. Identify Effective PED Programs to Serve Districts Better and Retool Current Programs to Improve Effectiveness

Finance and Budget Division

- Decrease processing time of federal reimbursements to grantees by informing the districts regularly of revenue available and timelines for expenditure.
- Eliminate duplicative or redundant state and federal data collection and reporting requirements.
- Standardize and streamline grant applications.
- Implement electronic submission and approval of waivers.
- Reduce the number of required reports from districts and charter schools.
- Ensure funds are moved quickly into school accounts to keep programs operating and to allow districts and charter schools to pay their bills through the Fiscal Grants Management Bureau.
- Ensure districts and charter schools develop budgets aligned with department and the Governor's priorities and executed appropriately through the School Budget and Financial Accountability Bureau.

Policy Division

- Streamline and expedite the process under which districts can submit waiver requests and receive decisions from the PED.

Assessment and Accountability Division

- Provide timely and reliable data for improved data-driven decision making through online reporting tools.

Educator Quality Division

- Use Title II funding to strategically implement statewide and regional teacher professional development focused on literacy, numeracy, and school leadership.
- Establish criteria for Title II allocation to school districts. Provide technical assistance to districts regarding effective measures established in Title II.
- Amend rules for licensure to structure longevity of a teaching license to a term of three years. Effective measures are tied to continuing licensure.
- Establish an effective online help desk for Licensure Bureau that will serve districts and teachers to expedite license queries.

Student Success Division

- Enhanced technical support to schools and districts by eliminating silos within the divisions with expanded communication among all bureaus.
- Developed evidence-based best practices will formulate the transformational model as a pilot for 15 School Improvement Grant (SIG) schools and 5 additional schools in designation with emphasis on literacy, math, leadership, and cultural competence.

Options for Parents Division

- Provide professional development and technical support to local school districts for authorizing best practices and the implementation of [Senate Bill 446](#) (Charter School contracts bill).
- Reorganize the Charter Schools Bureau to become a technical support unit for all charter schools and local district authorizers.

Strategic Lever 2: Real Accountability. Real Results.

Implementing a 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. Recognizing excellence and progress while addressing failures are the keys to improving our education system. Without incentives for effectiveness and replacing failure with success, our system of evaluating students is meaningless. To increase accountability and transparency in New Mexico schools, the “Real Accountability. Real Results.” initiative signed into law by Governor Martinez adopts an easy-to-understand system of grading schools.

Goal	Public Performance Measure	Data Validation	Accountability
1. Implementation of successful school-grading system.	X	STARS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy)
2. Pursue federal waiver.	X	Implementation of a singular accountability system that recognizes both proficiency and growth	Leighann Lenti (Director of Policy)
3. Increase A and B schools.	X	STARS, OBMS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy)
4. Decrease D and F schools.	X	STARS, OBMS	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	Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success)
7. Identify, develop and implement effective turnaround strategies for low performing schools and champion proven strategies in higher-performing schools.	X	More A, B schools and fewer D, F schools annually	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success), Leighann Lenti (Director of Policy)

Strategic Level 2 (continued)

8. Transition to common core.	X	Assessment system in place, structural materials aligned, professional development for teachers conducted	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success)
9. Transition to common core assessments.	X	STARS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)

Real Accountability. Real Results.

1. Implementation of Successful School-Grading System

The school-grading system utilizes multiple years of data, incorporating both current performance and individual student growth to hold schools accountable for student learning. The PED will utilize the rule making process in the fall of 2011 to outline the specific criteria that will be used to implement the school grading system. Additionally, the PED will work with districts and schools to provide baseline data in 2011, technical assistance on how grades are calculated, and guidance on activities schools can undertake to improve their grades and outcomes for students.

2. Pursue Federal Waiver

The state will also pursue a federal waiver to replace the current pass/fail AYP system with our school-grading system. This will allow New Mexico to have a singular accountability system that recognizes both the proficiency and growth made by our students and schools.

3 - 5. Increase A and B Schools. Decrease D and F Schools. Create Monetary and Flexibility Incentives for Schools and Districts

By developing flexibility and, over time, including monetary rewards for A schools, the PED will partner with districts to incentivize the growth of all schools. As part of the federal waiver request, the PED will look to expand how federal resources can be used to not only incentivize growth, but also reward schools. This could include flexibility in the use of funds and less onerous reporting requirements. Additionally, the PED will look to provide tiered support to D and F schools. The most intensive support will be provided to F schools and aligned to their areas of weakness so that they can become high-performing schools.

6. Increase Parent and Community Involvement

Parents are their child's first teacher. PED's role is to arm parents with tools to enhance their role as the first teacher of their child. To do this, the PED has developed robust parent and community training modules designed to aid parents in their role as the first teacher. The modules address key components, such as, effective reading strategies for parents. For parents who do not have access to technology, these modules will be available to parents through their child's school.

7. Develop and Implement Effective Turnaround Strategies for Low Performing Schools and Champion Proven Strategies in Higher Performing Schools

Effectively intervening in our lowest-performing schools and championing the success of our highest-performing schools is the responsibility of every educator, parent, community member and public servant. To accomplish this goal, the PED will pursue budgetary and regulatory flexibility and require the lowest-performing schools to invest their dollars in proven strategies. Additionally, our highest-performing schools will have the opportunity for additional flexibility and, over time, monetary rewards.

8. Transition to Common Core

The Common Core standards are a set of nationally-developed standards that are aligned with 21st century skills that students need in order to be college and career ready. The PED is developing a transition plan to the Common Core. This plan will be built in collaboration with district and charter school administrators, school leaders, teachers, parents, and community stakeholders. The transition plan will be the basis for the PED to pursue both state and private support to implement the plan so that we can prepare all students to be college and career ready.

9. Transition to Common Core Assessments

Full implementation of the Common Core standards (CCS) means that teachers will be teaching towards a mastery of the standards, using materials aligned with the CCS, and that students will be assessed using tests fully aligned to the CCS. This transition includes providing teachers with professional development, and building school, district, and charter school capacity for computer-based assessments. Full implementation also includes implementing new state assessments based on the CCS. By partnering with other states in the Partnership for Assessment of Readiness for College and Career (PARCC) consortium, New Mexico will be able to support the development of high-quality assessments that will best meet the needs of our students and teachers.

Strategic Level 3: Ready for Success Initiative

To prepare students to succeed throughout their academic careers, the PED is committed to placing a command-focus on literacy. This focus will include vertical alignment and integration of the core content, curbing the all too common practice of social promotion, 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 NMSBA.	X	NMSBA Scores –STARS	Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success), Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)
2. Implement parent and community reading initiatives.	X	TBD	Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success)
3. Increase graduation rates.	X	Graduation rate	Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success), Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)
4. Implement a 3 rd grade “no social promotion” initiative.	X	Higher number of proficient readers and less students retained on an annual basis	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success), Leighann Lenti (Director of Policy)
5. 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	Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success)

Ready for Success Initiative

1. Increase the Percentage of Students in Proficient and Advanced on the NMSBA

The PED will work with school districts to identify proven strategies for improving student academic growth and assist with providing professional development for local implementation.

2. Implement Parent and Community Reading Initiatives

After analyzing current community-based reading initiative programs, the PED will work with school district and charter school staff, parents and communities to identify proven practices for replication in other districts and communities to increase literacy levels across the state.

3. Increase Graduation Rates

The PED will work with school districts and charter schools on interventions and proven strategies that can be implemented to increase the readiness of students to successfully graduate, and be prepared to enter college or career. An unacceptably-high proportion of New Mexico high school graduates are not adequately prepared to competitively enter the work force or seamlessly transition into college or university coursework. The purpose of high-stakes graduation expectations is to provide concrete objectives for students that, upon completion, signals that students have mastered New Mexico standards and are prepared to enter the next stage of their careers. A major component of high expectations is a high stakes exit exam that explicitly assesses students for mastery on standards designed to prepare students with 21st century skills. A complimentary goal to the implementation of a high-stakes exit exam is the development of Alternative Demonstrations of Competency (ADC). The ADC must be a rigorous alternative indicator of student skills and knowledge.

4. Implement a 3rd Grade “No Social Promotion” Initiative

As reading proficiency is one of the key indicators for high school graduation, the PED will implement policies to end the all too common practice of social promotion. Through screening and early intervention, New Mexico will better identify struggling readers and provide support needed so that all children are proficient by third grade. The parents of struggling readers will be notified early in the year in order to provide the opportunity to become engaged in supporting their child.

5. Reduce the Percentage of Students Retained in Third Grade Due to Literacy Level

Adequately assess students' instructional reading level. Ensure standards-based instruction for all students, especially those grades leading to third grade. Develop vertical alignment of early childhood literacy with kindergarten to ensure students are reading on level as they exit the grade. Implement, with fidelity, the state's Response to Intervention framework with differentiated instructional models and integrating cultural competence components.

Strategic Level 4: Rewarding Effective Educators and Leaders

To ensure all students have access to great teachers and school leaders, Governor Martinez remains committed to developing an evaluation system that prioritizes student academic gains. Additionally, the Governor is committed to recruit, retain, reward, and incentivize effective teaching and leadership in our schools and districts.

Goal	Public Performance Measure	Data Validation	Accountability
1. Create a comprehensive teacher and school leadership performance-based evaluation system with 50% of the evaluation capturing student achievement, 25% observation, and 25% multiple measures.	X	Student achievement will constitute 50% of the teacher evaluation, 25% observation, 25% multiple measures	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)

Rewarding Effective Educators and Leaders

1. Create a Comprehensive Teacher and School Leadership Performance-Based Evaluation System

The PED is seeking to reform the current teacher and school leader evaluation systems to include standardized and objective criteria that establish a multi-tiered evaluation based upon effectiveness. This system seeks to recruit, retain, reward, and advance teacher and school leader licenses based on level of student achievement and a common PED-approved set of multiple measures. The teacher and school evaluation system will consist of reliable, precise models that allow for valid attribution of effectiveness-based student performance.

2. Create an Educational Leadership Pipeline

The PED will develop a leadership pipeline for school leaders that will provide professional development that meet New Mexico Administrative Code (NMAC) requirements for bi-annual training. The Department will establish a structure that utilizes research-based strategies to define roles of instructional leadership that includes teacher observations and ongoing professional development initiatives that are data driven.

3. Work with Higher Education to Address Teacher Preparation Program Effectiveness

The PED will facilitate data sharing between licensure data bases and STARS to establish a process for evaluating teacher effectiveness as defined in the value-added model and the teacher preparation programs. Accreditation of pre-service programs will be determined based on objective data, as well as required state accreditation visits.

Strategic Level 5: Effective Options for Parents

Governor Martinez remains committed to offering parents multiple educational opportunities for their children, including effective charter schools that are held accountable to high standards through implementation of [SB446](#). In addition, robust online learning opportunities will be created to reach out to all areas of New Mexico.

Goal	Public Performance Measure	Data Validation	Accountability
1. Increase number of effective charter schools.	X	Budget review process, school grades, rule implementation	Patty Matthews (Director of Options for Parents)
2. Create robust, statewide virtual school (s).	X	Virtual school course offering, number of students enrolled completing virtual schools	Patty Matthews (Director of Options for Parents)
3. Provide high-quality technical assistance to charter authorizers.	X	Needs assessment completed, training provided	Patty Matthews (Director of Options for Parents)

Effective Options for Parents

1. Increase Number of Effective Charters Schools

The PED will amend existing processes for new and renewed applications to ensure only quality charter schools are approved or renewed using national best practices. This includes the development of rubrics, templates, guidance, and technical assistance for ensuring that charter schools and authorizers understand their respective obligations and roles. New rules will be adopted and the PED guidance around SB446 will be provided to define and clarify authorizing practices. School grading will be used to inform acceptable standards for charter school sustainability. The effectiveness of the appeal process will be examined as it applies to charter applications and renewal. In addition, professional development opportunities for charter school governing bodies will be created to ensure accountability and compliance.

2. Create Robust, Statewide Virtual School (s)

The PED will conduct a statewide assessment of the utilization of IDEAL-NM and other virtual education programs at districts and charter schools. Using the data collected, the Options for Parents Division will determine how to improve overall utilization of existing resources in areas that will create expanded effective options for parents.

3. Provide High-Quality Technical Assistance to Charter Authorizers

The PED will conduct a statewide assessment of local authorizers to determine areas of need and how to improve the use of existing resources to assist with best practices, which includes the implementation of SB446. The PED will provide at least one training to local district authorizers to inform them of the implementation of SB446.

PED Senior Team Contact Information

Name	Title	Email
Hanna Skandera	Secretary of Education	Hanna.Skandera@state.nm.us
Christine Stavem	Chief of Staff	Christine.Stavem@state.nm.us
Paul Aguilar	Deputy Secretary of Finance and Operations	PaulJ.Aguilar@state.nm.us
Michael Archibeque	Chief Information Officer	Michael.Archibeque@state.nm.us
Dr. Anna Lisa Banegas-Peña	Director of Student Success	AnnaLisa.banegaspen@state.nm.us
Larry Behrens	Public Information Officer	Larry.Behrens2@state.nm.us
Julia Rosa Emslie	Director of Strategic Initiatives	juliarosa.emslie@state.nm.us
Dr. Pete Goldschmidt	Director of Assessment and Accountability	Pete.Goldschmidt@state.nm.us
Leighann Lenti	Director of Policy	Leighann.Lenti@state.nm.us
Patricia Matthews	Director of Parent Options	Patricia.Matthews@state.nm.us
Matthew Montaña	Director of Educator Quality	Matthew.Montano1@state.nm.us