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Secretary of Education

# a world class education

**Strategic Plan  
2010-2015**



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## INTRODUCTION

New Mexico's unique demographics and rich intellectual assets, including two of the three largest national engineering and science research laboratories in the country (Sandia and Los Alamos), provide an excellent national setting for educational transformation. With approximately 320,000 K-12 students, New Mexico's demographics are distinctive: 57% of the State's K-12 students is Hispanic; 29% is White; 11% is Native American; 3% is Black; and 1% is Asian or of other backgrounds. New Mexico is ranked 36<sup>th</sup> in overall population size, has the fifth largest land mass in the U.S. (121,665 square miles), and ranks 45<sup>th</sup> in the nation in population density. With only 6.3 people per square mile, New Mexico faces unique challenges in educating students in rural areas. Further, New Mexico has been a minority-majority State since its inception and includes 22 distinct Indian Tribes, Pueblos, and Nations.

Seeking to build on its unique demographics and geography, New Mexico launched an education reform agenda in 2003 through passage of HB 212 *Public School Reforms*. This landmark legislation, introduced by a teacher-legislator from Albuquerque, marked a critical milestone when New Mexicans came together around fundamental concerns. That is, attracting and retaining quality teachers and principals; holding students, teachers, schools, LEAs, charters, and the State accountable for student performance; providing a culturally diverse curriculum with high expectations for all students; and providing better support for students, educators, families, and schools. Despite this legislation, educational performance in New Mexico has only seen nominal gains, as verified by major legislative reviews; large achievement gaps separate low-income students and students of color from others.

In April 2010, New Mexico's Secretary of Education convened a group of nearly 75 legislative and education leaders, business and community members, and other key stakeholders regarding the Phase II *Race to the Top* grant application. The decision of the group, supported by Governor Bill Richardson, was that New Mexico is well-positioned to undertake ongoing education reform; the State should move forward, and do so enthusiastically and thoughtfully.

Through the College and Career Readiness Policy Institute (CCRPI) Action Plan, New Mexico has articulated a comprehensive, college and career ready, high school graduation initiative for the state's unique population. National CCRPI partners – including Achieve, National Governors Association, Education Council, Jobs for the Future, and Data Quality Campaign – helped a diverse group of New Mexico policy, business, community, and education leaders to develop and build upon cutting edge strategies grounded in current research.

This plan weaves the essential elements of the HB212 Public School Reforms, the ongoing education reform defined within the 2010 *Race to the Top* grant application, and the articulated initiatives outlined in the College and Career Readiness Policy Institute Action Plan to create bold educational transformational challenge for New Mexico.



## WHAT WE DO

The New Mexico Public Education Department; tasked with compliance, monitoring and technical assistance; will honor service in the following ways:

- Implement rigorous best practice obligations to ensure compliance with regulatory requirements;
- Excel in respecting our workforce while expecting the best performance;
- Provide quality external customer service;
  - Promote effective and efficient programs and practices across the New Mexico educational system through reform, interaction with stakeholders, and other forums;
  - Partner with our stakeholders to provide high-quality service to New Mexico school communities;
  - Consult with and assist New Mexico's school districts and the communities they serve;
  - Advance efficient, effective, and transparent processes that create a greater impact for New Mexico's school districts and the communities they serve;
- Sustain the advancement of education in the legislative process;
- Promote positive public relations to internal customers;
- Encourage staff practices that provide a welcoming environment in the workplace;
- Lead the way with dedication to continuous improvement for internal operations;
  - Verify that procedures exist and are followed;
  - Ensure that system infrastructure is properly configured;
  - Validate that an assessment is performed to confirm that infrastructure is appropriately configured;
  - Obtain accurate and timely data through automated evidence gathering;
- Ensure accountability and transparency with compliance and monitoring system principles, State and Federal law, and regulations;
- Lead by example and realize our potential to change.



## OUR VISION

***A world-class educational system in which all New Mexico students are prepared to succeed in a diverse and increasingly complex world***

## OUR MISSION

***To provide leadership, technical assistance and quality assurance to improve student performance and close the achievement gap***

## OUR PREMIER CORE VALUES

The foundation of an organization relies on a set of shared values. People-centered practices, aligned and consistent with shared values, add to the strength of the foundation. Organizational leaders maintain the values and make them real for employees. The shared values of an organization's members are the driving force behind the organization itself.

### *Student-based - New Mexico's Policy Institute Core Value:*

**Economic vitality and access to a high quality of life are secured through an education built upon cultural strengths, academic excellence, and 21<sup>st</sup> Century skills.** Based on the CCRPI Action Plan

The New Mexico system of education is taking a quantum leap to provide transparency, accountability, and appropriate data-driven interventions and supports the necessity to keep options open for all students by fostering readiness for lifelong learning. These provisions help to cultivate students' potential as flexible "doers" and "thinkers," promote academic resiliency and independence within a system of cultural support, and advance students along a pathway leading to doorways for opportunities that enrich their lives both personally and globally. New Mexico students can experience a future in which educational excellence prepares them for the post-secondary arena of their choice and provides them the potential to become successful and prosperous citizens. Based on NM CCRPI 2010

Educator and Department-based -These Core Values Are the Heart of Our Department.

- S**
- Service**
- Meeting the needs of our stakeholders
  - Caring about our communities and our educational system
  - Delivering quality through our service

- E**
- Excellence**
- Being the best in quality in everything we do
  - Pursuing growth and learning
  - Being accountable

- R**
- Respect**
- Building open and honest relationships with communication
  - Being passionate and determined
  - Being respectful and humble

- V**
- Variety**
- Approaching our work with optimism, think boldly, and greet new ideas openly
  - Valuing diversity
  - Creating a culture where creativity and improvement are encouraged and rewarded

- I**
- Innovation**
- Embracing and drive change grounded in high-quality research
  - Doing more with less
  - Having a sense of possibility

- C**
- Clarity**
- Providing transparency
  - Thinking critically and strategically in search of the best answers and approaches, reflecting on past experiences and data to draw lessons for the future, and making choices that are deeply rooted in our mission
  - Making clear, committed decisions

- E**
- Empowerment**
- Empowering our talented people to take the initiative and to do what's right
  - Being passionate about education and about our students and stakeholders, thereby delivering superior value
  - Celebrating success, recognizing and rewarding the achievements of individuals and teams

## OUR COMMITMENT

The Public Education Department will design and implement management practices consistent with our guiding principles. These principles, summarized below guide our efforts to ensure that the shared responsibility of the family, school, and community create a high quality educational system for our students.

### ***New Mexico's Guiding Principles on Family and Parent Involvement A Shared Responsibility***

*WHEREAS, the New Mexico Public Education Department (NMPED) recognizes that parents and families are a young child's first teachers, are essential to school readiness, and that when children enter school the responsibility for their education is then shared with the school and the entire community; and*

*WHEREAS, the NMPED recognizes that creating positive home, school, health, and community partnerships is essential to carrying out this shared responsibility successfully; and*

*WHEREAS, the NMPED recognizes a clear connection between parent involvement and increased student achievement; and*

*WHEREAS, the NMPED recognizes that the P-20 education of a child begins prior to birth. A prenatal through post secondary and into the workforce continuum of services requires an alignment of practices and building relationships between families, schools and communities; and*

*WHEREAS, the NMPED recognizes that in this changing world our children's success will require schools, families, and communities to reinvent how they work together.*

NOW THEREFORE, the NMPED adopts these principles for key stakeholders in ensuring quality education for all students. NMPED, all local school districts, schools, charter schools, school personnel and policy makers are encouraged to:

- Value families and communities as equal partners/joint decision makers in the education of our children;
- Listen carefully to the family and community perspective;
- Make collaborative communication (talking, listening, thinking and planning together) a priority;
- Include social interaction and learning to be respectful of families, language and culture;
- Respect each child, families' and community's individuality and personal circumstances;
- Create high expectations for student academic and social outcomes among all staff and policymakers;

- Engage families, tribes and community-based programs as valued partners in the design of efforts to promote school success for all children;
- Acknowledge ALL partners' strengths, capabilities, contributions, and interests;
- Provide ongoing growth and training opportunities necessary for adults responsible for the care and education of children;
- Collaborate with community tribes and agencies; and
- Design and practice smooth transitions aligning services around each child's needs.

The New Mexico Public Education Department will take steps to foster wide and more substantive family and community involvement by identifying and sharing information with parents and families about high quality educational programs. It will also provide information on funding sources for the development, implementation, and evaluation of programs. Further, it will encourage professional development programs on family/school/community involvement for school staff and families. Efforts will be made to connect with families who did not have a positive school experience or for whom English is not their native language.

The New Mexico Public Education Department will continue to support and assist schools and local school systems in developing, implementing, and evaluating policies and programs that involve all parents and families at all grade levels. It will seek to collaborate with community agencies serving children and families to encourage parent, family, and community involvement in the lives of children. These principles complement legislative initiatives regarding family, parent, and community involvement.

Based on Guiding Principles: For a complete description, please see  
[http://www.ped.state.nm.us/Parents/dl08/NM%20Guiding%20Principles\\_4%208%2008.pdf](http://www.ped.state.nm.us/Parents/dl08/NM%20Guiding%20Principles_4%208%2008.pdf)

## OUR FUTURE

The New Mexico Public Education Department strategic plan introduces four broad tactical categories that provide the defining direction for the next five years. These tactical categories reflect retrenching, rethinking, and recasting the Department strategies for the near and long-term by defining sustainable ways to operate in support of our mission. Every employee plays a central role in making our vision reality and this strategic plan successful. Each Public Education Department staff member's work should link directly to one or more of the following strategies.

## STRATEGIC GOALS

### *Tactical Categories*

The goals and strategies contained within this plan have been developed to obtain superior results and focus upon student-based, place-based, and Department-based activities. The strategic goals are presented in an order that follows the *educational life cycle* of a student ensuring the Department Vision of creating ***a world-class educational system in which all New Mexico students are prepared to succeed in a diverse and increasingly complex world.***

The “*Create the Best for our Students*” tactical category concentrates on improving the learning environment for each student while focusing on diversity and research-based, data-driven initiatives that must be implemented in order to ensure student success. “*Expect the Best from our Educational Staff*” tactical category provides the crucial tools and resources required for the highest levels of performance while requiring accountability. “*Expect the Best from Our Educational Community*” tactical category encompasses the collaboration essential for our students to succeed in the P-20 continuum. Finally, “*Value Our Department Service*” acknowledges the essential performance of Public Education employees through crucial roles. Combined, the tactical categories facilitate the engagement of the student, school, district, community, Tribal, State, and Federal stakeholders creating a pathway to identify and ameliorate gaps while providing a world-class educational system.

The Four Federal Priorities listed below are aligned and incorporated within the New Mexico Tactical Categories, Goals, and Targeted Strategies.

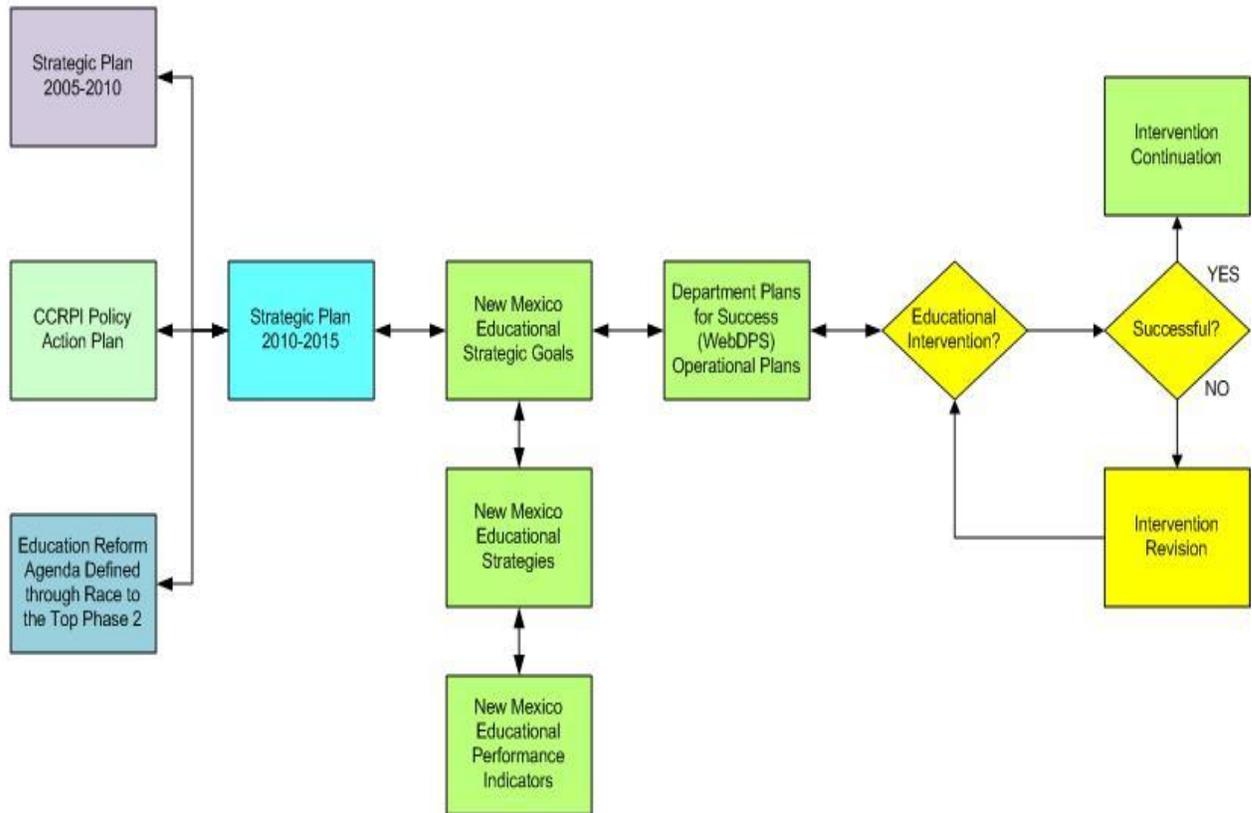
#### **Absolute Priorities.**

- Absolute Priority 1: Innovations that Support Effective Teachers and Principals
- Absolute Priority 2: Innovations that Improve the Use of Data
- Absolute Priority 3: Innovations that Complement the Implementation of High Standards and High Quality Assessments
- Absolute Priority 4: Innovations that Turn Around Persistently Low-performing Schools

<b>Timeline for the Targeted Goals and Strategies for the Fiscal Year 2011-2015</b>			
<b>Tactical Category</b>	<b>Goal and Targeted Strategies</b>	<b>Implementation Years</b>	
<b>Create the Best for our Students</b>	<b>Ensure all students are ready to learn.</b>	<b>2011-2015</b>	
	<ul style="list-style-type: none"> <li>▪ Ensure that all children are ready for kindergarten</li> <li>▪ Have a safe, inviting and caring learning environment</li> <li>▪ Keep students ready to learn by providing access to healthcare, healthy foods, and physical fitness</li> </ul>		
	<b>Improve student readiness in Math and English/Language Arts for college and career.</b>	<b>2011-2015</b>	
	<ul style="list-style-type: none"> <li>▪ Close the student achievement gap in all subgroups identified by ESEA</li> <li>• Align common core state standards with high-quality assessments to include all students, guide instruction, and support a growth-based accountability model</li> <li>▪ Increase proficiency in English for English Language Learners</li> <li>▪ Develop Education Research and Reform Consortium, and frame proposal for research partnerships</li> </ul>		
	<b>Increase access to and application of technology for student learning.</b>	<b>2011-2015</b>	
	<ul style="list-style-type: none"> <li>▪ Implement a statewide longitudinal data system that includes all of the America COMPETES Act\ Data Quality Campaign 10 Essential Elements</li> <li>▪ Create within the CYP web-site a dynamic process and technology to account for student individual learning preferences</li> <li>• Complete multi-agency P-20 data warehouse through the unique student identifier Pre-K through workforce</li> <li>▪ Expand ESMS/CYP to include digital game-based media to increase student engagement</li> </ul>		
	<b>Ensure students graduate from high school better prepared to succeed in post secondary education and the world of work.</b>	<b>2011-2015</b>	
	<ul style="list-style-type: none"> <li>▪ Build on and expand alternative pathways to graduate high school ready for college and careers</li> <li>▪ Add student-level college readiness test scores in the P-20 Data Warehouse to complete America COMPETES Act \Data Quality Campaign 10 Essential Elements</li> </ul>		
	<b>Have Highly Effective Superintendents, Principals, Teachers and Para-professionals</b>	<b>2011-2015</b>	
	<ul style="list-style-type: none"> <li>▪ Implement the State's revised Three-Tiered Licensure and Teacher Evaluation System and the Principal Evaluation System</li> <li>▪ Ensure equitable distribution of effective and highly effective teachers and principals in the LEAs, charters, and schools where they are most needed</li> <li>▪ Deliver effective professional development to practitioners in LEAs and charters to build their capacity to make and support the transition to the new standards and assessments</li> <li>▪ Strengthen the five programs currently aimed at improving the recruitment, preparation, and support of principals and other school leaders [Using The New Mexico State Leadership Institute (NMSLI) results from the Professional Practices and Standards Commission (PPSC)]</li> </ul>		
	<b>Expect the Best from our Educational Staff</b>		

<b><i>Expect the Best from our Educational Community</i></b>	<b>Have meaningful parent and community involvement.</b>	<b>2011-2015</b>
	▪ Promote and develop activities to increase parental involvement	
	▪ Develop and implement strategies to inform educators, employers, and engage minority and rural communities in dramatic educational reform	
	▪ Actively involve the community in the coordination, monitoring, and implementation of the Hispanic Education Act	
	▪ Actively involve the community in the coordination, monitoring, and implementation of the Indian Education Act	
<b><i>Value Our Department Service</i></b>	<b>Have effective, efficient, and transparent Department operations.</b>	<b>2011-2015</b>
	▪ Apply a systems approach through Educational Plans for Student Success and school improvement processes	
	▪ Develop strong systems of accountability to monitor the quality of Education P-20	
	▪ Increase the Department's capacity to take the lead role in supporting LEAs and charters to provide effective professional development using data	
	▪ Coordinate and monitor implementation of the Charter School Act, particularly State authorized Charters.	
	▪ Implement a high-quality plan to ensure that data from the state's statewide longitudinal data system are accurate, accessible and used to inform and engage key stakeholders	
	▪ Increase the acquisition, adoption, and use of local instructional improvement systems by expanding the use of systems already implemented in the State	
	▪ Improve web-based systems for providing data to educators and stakeholders for more efficient decision making.	

# Public Education Department Strategic Plan Process Map



Revision: August 2010

# CREATE THE BEST FOR OUR STUDENTS

## STRATEGIC GOAL:

**Ensure all students are ready to learn.**

## STRATEGIES

1. Ensure that all children are ready for kindergarten by providing:
  - The opportunity for families to enroll their children in the New Mexico Pre-K program;
  - A developmental screening prior to age five (NM Department of Health);
  - Child Find to all New Mexico students (Child Find is a component of *Individuals with Disabilities Education Act (IDEA)* that requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who are in need of early intervention or special education services.)
2. Have a safe, inviting and caring learning environment by:
  - Planning for Safe Schools in New Mexico;
  - Requiring Safe Schools Plan - Action Task Templates be completed;
  - Ensuring that each school building in every school district will have an updated Safe School Plan that builds a culture of preparedness that will increase all schools' ability to be both proactive and responsive when safety situations may arise.
3. Keep students ready to learn by providing access to healthcare, healthy foods, and physical fitness by:
  - Supporting the premise that Healthy schools are high achieving schools.
  - Purchasing and providing professional development, and distributing the Healthy School Report Card Tool, developed by a national professional educational organization, the Association for Supervision and Curriculum Development (ASCD).

## INDICATORS OF OUR PROGRESS

- All New Mexico children are ready for kindergarten as demonstrated by:
  - Data on the families who enroll their children in the New Mexico Pre-K program;
  - Use of the New Mexico Pre-K Observational Assessment Tool in all Pre-K programs;
  - Aggregate data from the developmental screening prior to age five (NM Department of Health);
  - Aggregate data from Child Find.
- All New Mexico School Districts and Charter Schools have a safe, inviting and caring learning environment as demonstrated by:
  - The implementation of Safe School Plans;
  - Entry of data by New Mexico School Districts and Charter Schools into the STARS database;
  - The availability of District and School Reports through STARS (Each District can only view their own data.);
  - Aggregate Data Reports are available to the Department for analysis and intervention planning.
- All New Mexico School Districts and Charter Schools will keep students ready to learn by providing access to healthcare, healthy foods, and physical fitness as demonstrated by:
  - the implementation of the Healthy School Report Card Tool (HSRC);
  - the use of aggregate data provided by the HSRC Tool;

- School Health Advisory Councils review of local school information to identify the status of specific indicators;
- Recording and entering the status of the indicators on-line with the Association for Supervision and Curriculum Development (ASCD). A report is generated by the ASCD;
- Use of HSRC software that identifies improvement loci, rates improvements by the type of impact they will make and rates improvements on ease of implementation and level of resources needed to successfully implement;
- Embracing the intent of the report for suggestions of improvement at the local school and school district guidance for improving their programs;
- As demonstrated by incorporating strategies /activities into the District EPSS to assist schools in becoming high achieving schools.

## STRATEGIC GOAL:

### **Improve student readiness in Math and English/Language Arts for college and career.**

## STRATEGIES

1. Close the student achievement gap in all subgroups identified by ESEA by:
  - New Mexico will use its strong legal, statutory, and regulatory authority to intervene directly in the State’s persistently lowest-achieving schools;
  - New Mexico will turn around 29 of its lowest achieving schools in the next four years (Changing their NCLB/ESEA status.);
  - Schools will be identified to use the School Success Alliance, a new governance framework that gives autonomy coupled with local community and state partnerships to “own” the changes that will be necessary to accomplish long-lasting improvement;
  - Community-based support structures will be developed, and Turnaround Specialists will provide technical assistance to help schools and LEAs and charters apply consistent, explicit methods designed to improve instruction, strengthen leadership, tribal consultation, and ultimately raise student achievement;
  - All changes to governance must be approved by NMPED.
2. Align Common Core State Standards with high-quality assessments to include all students, guide instruction, and support a growth-based accountability model by:
  - Continuing its partnership with the America Diploma Project to work on implementation of the Common Core State Standards to guide instruction;
  - Support the transition to new high school assessments;
  - Implement four-part assessment plan including;
    - Increasing student achievement,
    - Decreasing achievement gaps,
    - Increasing high school graduation rate, and
    - Increasing college enrollment.
  - Continue to administer, score, and report the standards-based assessment/high school graduation assessment until the year prior to full implementation of Board examinations to ensure a smooth transition.

3. Increase proficiency in English for English Language Learners by:
  - implementing the provisions of the State Bilingual Multicultural Education Act (2004) and Title III, English Language Acquisition (NCLB, 2001);
  - connecting English Language Learner assets to quality standards;
4. Develop Education Research and Reform Consortium, and frame proposal for research partnerships by:
  - Capitalizing on the work of Innovate/Educate, an organization of public and private companies that support educational innovation and transformation within New Mexico. Innovate/Educate has committed to inviting a diverse group of educators, researchers, and community members to explore research options. The meeting/focus groups will begin to:
    - Actively recruit New Mexico's higher education institutions to participate in the design and implementation of this research, ensuring that it is high-quality and relevant to the state's specific needs.
    - Promote more widespread knowledge about what the *Ready for College 2009* report reveals regarding the terms "proficient," "advanced," and "ready for college" and their meaning for high schools and colleges.
    - Examine any differences in the content and rigor of the 11th grade work readiness, college readiness, standards-based and alternative assessments.
    - Evaluate the robustness of the SBA to potentially serve as an indicator of proficiency, high school exit, and readiness for college and careers.
    - Plan research to better understand how course taking patterns and other educational experiences, particularly in 12th grade; impact a student's readiness for college.
    - Determine the level of readiness of post secondary institutions and businesses about accepting the SBA as the indicator of college and career readiness.

## INDICATORS OF OUR PROGRESS

1. Performance indicators developed and monitored by the School Success Alliance.
2. Implement the State Bilingual Multicultural Education Act.
3. Implementation of the Common Core State Standards.
4. Implementation of accountability growth-based model.
5. Implementation of a New Mexico Education Research and Reform Consortium.

## STRATEGIC GOAL:

**Increase access to and application of technology for student learning.**

## STRATEGIES

1. Implement a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in the RTTT notice.) by:
  - Completion of HED longitudinal data system elements;
  - Completion of workforce longitudinal data system elements;
  - Completion of college readiness assessment scores in the STARS database.

2. Create within the CYP web-site a dynamic process and technology to account for student individual learning preferences by:
  - Expand the student portfolio gap analysis capabilities;
  - Incorporate the requirements of the Special Education Division.
3. Finalize the multi-agency P-20 Data Warehouse through the unique student identifier Pre-K through workforce by:
  - Finalize the HED unique student identifier;
  - Finalize the Workforce unique student identifier.
4. Expand ESMS/CYP to include digital game-based media for student engagement by:
  - Identify high impact digital game-based media elements;
  - Create additional digital game-based media.

## INDICATORS OF OUR PROGRESS

1. Implementation of the statewide longitudinal data system.
2. Implementation of Gap Analysis Tools in Carve Your Path.
3. Implementation of Special Education Division requirements.
4. Complete implementation of multi-agency P-20 unique student identifier.
5. Implementation of additional digital game-based media in Carve Your Path.

## STRATEGIC GOAL:

**Ensure students graduate from high school better prepared to succeed in post secondary education and the world of work.**

## STRATEGIES

1. Build on and expand alternative pathways to graduate high school ready for college and careers by:
  - Developing and implementing the emerging alternative pathways to graduate high school.
  - Developing and implementing the data storage process and reporting system for the alternative pathways to graduate in Carve Your Path.
2. Complete Data Quality Campaign 10 Essential Elements by including student-level college readiness test scores in the P-20 Data Warehouse by:
  - Finalize the incorporation of the Data Quality Campaign 10 Essential Elements within the P-20 data warehouse.
  - Incorporate the college readiness test scores in the P-20 warehouse.

## INDICATORS OF OUR PROGRESS

1. Implementation of the alternative pathways to graduate high school in Carve Your Path.
2. Incorporation of Complete Data Quality Campaign Elements.

## EXPECT THE BEST FROM OUR EDUCATIONAL STAFF

### STRATEGIC GOAL:

**Have Highly effective Superintendents, Principals, Teachers and Para-professionals.**

### STRATEGIES

1. Implement the State's revised Three-Tiered Licensure and Teacher Evaluation System and the Principal Evaluation System by:
  - Applying a model for measuring individual student growth that will be a significant factor in the performance evaluation process currently included in the State's Three-Tiered Licensure and Teacher Evaluation System and the Principal Evaluation System;
  - Evaluate implementation of model for the performance evaluation process.
2. Ensure equitable distribution of effective and highly effective teachers and principals in the LEAs, charters, and schools where they are most needed by:
  - Increasing the numbers of effective teachers in hard-to-staff subjects and specialty areas, with a focus on persistently lowest-achieving, high-poverty and/or high minority schools.
  - Evaluate the process for increasing the numbers of effective teachers in hard-to-staff subjects and specialty areas.
3. Deliver effective professional development to practitioners in LEAs and charters to build their capacity to make and support the transition to the new standards and assessments by:
  - Ensuring that participating LEAs and charters use evaluation results to inform decisions regarding the professional development of teachers and principals;
  - Refining and revitalizing the State's mentoring system for beginning teachers and expand it to include principal and superintendent mentorship;
  - Fully implementing the State's mentoring system for beginning teachers with emphasis on the lowest achieving schools;
  - Expanding and strengthening data-informed professional development opportunities for teachers and principals in the lowest-performing schools;
  - Expanding and strengthening data-informed professional development opportunities for teachers and principals to implement strategies that provide and ensure targeted instruction;
  - Ensuring that data-informed professional development and technical assistance for the alternative demonstration of competencies is provided for teachers and principals;
  - Providing professional development on the use of teacher and principal evaluation data to inform key decisions related to effectiveness, compensation, promotion, retention, and dismissal.
4. Strengthen the five programs currently aimed at improving the recruitment, preparation, and support of principals and other school leaders {Using The New Mexico Leadership Institute (NMLI) results from the Professional Practices and Standards Commission (PPSC)}

### INDICATORS OF OUR PROGRESS

1. Implementation of the revised Three-Tiered Licensure and Teacher Evaluation System.

2. Analysis of effective teachers and principals distribution in LEAs, charters, and schools.
3. Analysis of effective professional development provided.
4. Analysis of five programs aimed at recruitment, preparation, and support of principals and other school leaders.

## EXPECT THE BEST FROM OUR EDUCATIONAL COMMUNITY

### STRATEGIC GOAL:

**Have meaningful parent and community involvement.**

### STRATEGIES

1. Promote and develop activities to increase parental involvement
2. Develop and implement strategies to inform educators, employers, and engage minority and rural communities in dramatic educational reform
3. Actively involve the community in the coordination, monitoring, and implementation of the Hispanic Education Act
4. Actively involve the community in the coordination, monitoring, and implementation of the Indian Education Act

### INDICATORS OF OUR PROGRESS

1. Results of the Quality of Education Survey.
2. Evaluation of the strategies used to inform communities about educational reform
3. Evaluation of the community involvement in the Hispanic Education Act.
4. Evaluation of the community involvement in the Indian Education Act.

## VALUE OUR DEPARTMENT SERVICE

### STRATEGIC GOAL:

**Have effective, efficient, and transparent Department operations.**

### STRATEGIES

1. Apply a systems approach through Educational Plans for Student Success and school improvement processes by:
  - Facilitating and monitoring the implementation of the Standards for Excellence, Next Step Plans, and Safe School Plans.
  - Evaluating the systems approach.
2. Develop strong systems of accountability to monitor the quality of Education from P-20 by:
  - Creating inter-agency partnerships to promote a seamless P-20 system.
  - Monitoring the systems.
3. Increase the Department's capacity to take the lead role in supporting LEAs and charters to provide effective professional development using data by:
  - Providing effective professional development on how to use these systems; and
  - Facilitating the utilization of the resulting data to support continuous improvement.
4. Coordinate and monitor implementation of the Charter School Act, particularly State authorized Charters.
5. Implement a high-quality plan to ensure that data from the state's statewide longitudinal data system are accurate, accessible and used to inform and engage key stakeholders by:
  - Ensuring that data support decision-makers continuously improve efforts in policy, instruction, operations, management, resource allocation, and overall effectiveness.
  - Evaluating the process used by support decision-makers.
6. Increase the acquisition, adoption, and use of local instructional improvement systems by expanding the use of systems already implemented in the State by:
  - Replicating the instructional improvement systems in Albuquerque Public Schools and Las Cruces Public Schools.
  - Evaluating the replication of the instructional improvement systems.
7. Improve web-based systems for providing data to educators and stakeholders for more efficient decision making by:
  - Increasing data-driven decision making;
  - Thereby, increasing student growth; and
  - Closing achievement gaps.

### INDICATORS OF OUR PROGRESS

1. The ability to provide accessible and accurate reports to Legislators, the Department of Finance and Administration, and stakeholders.
2. Accountability through Quarterly Report Performance Measures reporting.
3. Monitoring the implementation of Department Performance Monitoring Plan.

## LONG-TERM PERFORMANCE MEASURES

In addition to using the indicators that appear by each of the strategic goals, the New Mexico Department of Education will also use the following long-term required performance measures to gauge its progress through fiscal year 2011.

You can view the entire FY10 Fourth Quarter Report at:

<http://www.ped.state.nm.us/sec.of.ed/dl10/FY10.Quarter%20Four%20Report.7.30.10.final.pdf>

## 2010 New Mexico Legislature - Regular Session

### HB 2 - GENERAL APPROPRIATION ACT OF 2010

Type of Measure	Performance Measure	Target 2011
<b>Public Education Department Performance Measures</b>		
Outcome Annual	Percent of No Child Left Behind Act yearly progress designations accurately reported by August 1	HB2-100%
Outcome Key/Quarterly	Average processing time for school district budget adjustment requests, in days	HB2-7 days
Outcome Annual	Percent of teachers passing all strands of professional dossiers upon the first submittal	HB2-85%
<b>Public School Support Performance Measures</b>		
Quality Annual	Annual percent of core academic subjects taught by highly qualified teachers, kindergarten through twelfth grade	HB2-100%
Outcome Key / Annual	Percent of recent New Mexico high school graduates who take remedial courses in higher education at two-year and four-year schools	HB2-40%
Outcome Annual	Percent of fourth-grade students who achieve proficiency or above on standard-based assessments in reading	HB2-74%
Outcome Annual	Percent of fourth-grade students who achieve proficiency or above on standard-based assessments in mathematics	HB2-67%
Outcome Annual	Percent of eighth-grade students who achieve proficiency or above on standard-based assessments in reading	HB2-72%
Outcome Annual	Percent of eighth-grade students who achieve proficiency or above on standard-based assessments in mathematics	HB2-63%
Outcome Annual	Current year's cohort graduation rate using four-year cumulative method	HB2-80%
Outcome Annual	Current year's cohort graduation rate using five-year cumulative method	HB2-80%

DFA Fiscal Year 2011 Required Performance Measures

<b>Public Education Department</b>		
Type of Measure	Performance Measure	Target
Outcome	Percent of current-year appropriations that require a request for proposal or grant application sent to school districts by September 30	100%
Outcome	Percent of customers interacting with the public education department who report satisfaction with their telephone communications with the department	97%
Outcome	Percent of Elementary and Secondary Education Act adequate yearly progress designations accurately reported by August 1	100%
Outcome	Average processing time for school district budget adjustment requests, in days	7 days
Output	Percent of school district budget adjustment requests processed in under thirty days	100%
Outcome	Percent of public education department contracts issued within ninety days of receipt of completed request for proposals	90%
Outcome	Percent of completion of the agreed-upon audit schedule for the public education department internal audit section	100%
Outcome	Percent change from the preliminary unit value to the final unit value	2%
Explanatory	Percent completion of the data warehouse project	75%
Outcome	Percent of teachers passing all strands of professional dossiers upon first submittal	85%
Outcome	Percent of prior-year audit finding resolved and not repeated	100%
Outcome	Percent of the nine New Mexico Rural Revitalization Initiative school districts that will engage in stakeholder discussions: develop and begin implementation of school/community improvement strategies	50%
Outcome	Percent of elementary schools participating in the state-funded elementary school breakfast program	60%
Outcome	Percent of eligible children served in state-funded pre-kindergarten	19%
Outcome	Percent of public education department bureaus meeting the public education department's customer service standards	90%

<b>Public School Support Performance Measures</b>		
Type of Measure	Performance Measure	Target
Quality	Annual percent of core academic subjects taught by highly qualified teachers, kindergarten through twelfth grade	100%
Quality	Annual percent of core academic subjects taught by highly qualified teachers in high-poverty schools, kindergarten through twelfth grade	100%
Quality	Percent of stakeholders who rate their involvement with public elementary schools as positive	93%
Quality	Percent of stakeholders who rate their involvement with public middle schools as positive	83%
Quality	Percent of stakeholders who rate their involvement with public high schools as positive	83%
Explanatory	Percent of American Indian language classes being taught in public schools that serve American Indian students	100%
Explanatory	Number of American Indian language teachers, independent of the public education department, certified to teach Native languages in the public schools	TBD
Quality	Current year's cohort graduation rate using five-year cumulative method	
Outcome	Percent of recent New Mexico high school graduates who take remedial courses in higher education at two-year and four-year schools	40%
Output	Number of innovative digital education and learning New Mexico courses completed by New Mexico school age students	1,225
Output	Number of students in dual credit programs within New Mexico public high schools and post secondary institutions	10,000
Outcome	Number of schools identified as needing improvement according to No Child Left Behind designations	400
Outcome	Percent of fourth grade students who achieve proficiency or above on the standards based assessments in reading	65%
Outcome	Percent of fourth grade students who achieve proficiency or above on the standards based assessments in mathematics	50%
Outcome	Percent of eighth grade students who achieve proficiency or above on the standards based assessments in reading	65%
Outcome	Percent of eighth grade students who achieve proficiency or above on the standards based assessments in mathematics	40%
Outcome	Number of schools making adequate yearly progress according to No Child Left Behind designation	TBD
Outcome	Percent of public school students habitually truant	12%
Outcome	Percent of elementary students receiving physical education through the elementary physical education program funded through the Public Education Department	50%

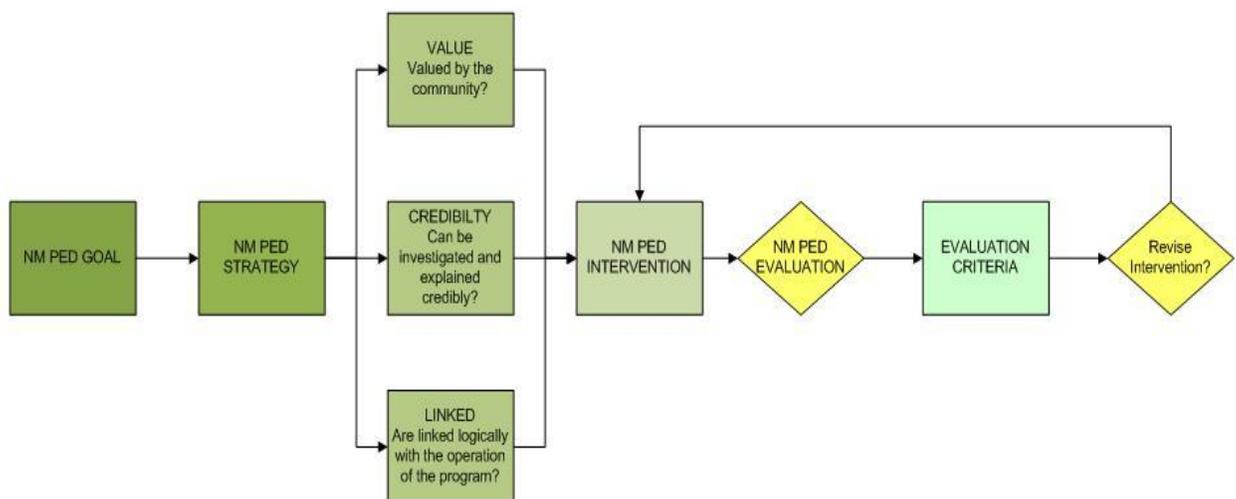
## PLAN IMPLEMENTATION

The implementation of the New Mexico Public Education Department Strategic Plan will be tracked in several ways. Each goal has a list of strategies that will be implemented in order to achieve the goal. A champion has been assigned for each goal area by the Secretary. This individual will be responsible for developing a systematic implementation plan that ensures the strategy is employed. An training for the operational plan implementation will be held annually. This yearly operational plan [Web Department Plans for Success (WebDPS)] will include distinct action steps aligned with completion dates. A review of these operational plans will assure that sufficient resources are allocated to the strategy, and progress is occurring. To ensure transparency, these implementation updates will be provided on a *dashboard* for Department monitoring.

## PROGRAM IMPROVEMENT

During the past several years, the New Mexico Public Education Department has trained its staff on the continuous improvement process delineated by Plan, Do, Study, Act (PDSA) and used this methodology to assess each program, revise internal operations, and link to data-driven decision making. This process has included incorporating Best Practices, formative evaluations, literature reviews, and management evaluations. These findings have been used to improve program performance.

NM PED continues to make progress in the evaluation of its compliance, monitoring, and technical assistance charge by developing research and evaluation capability to assess and evaluate Department programs and initiatives. These results have led to an evaluation process mapped below.





## EVALUATION PROCESS

Applying the evaluation process, NM PED has developed an evaluation strategy that will encompass all programs ensuring compliance, monitoring, and technical assistance to schools, districts, community engagement, State, and Federal programs by utilizing its automated systems to provide rapid-time reporting. This system is based upon the continuous improvement process the Department is utilizing to guarantee progress and determine if a specific program provides the desired impact.

Evaluation of the components of this strategic plan will focus primarily on customer satisfaction and program effectiveness.

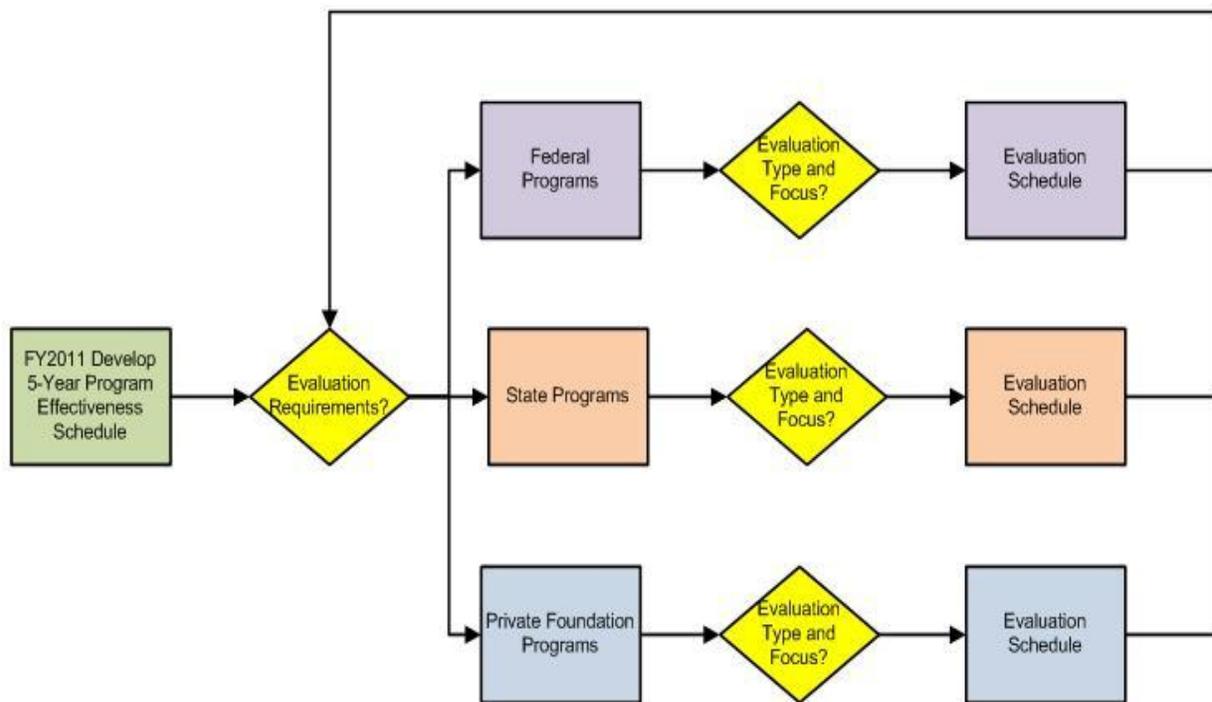
All bureaus providing direct services to either external clients (districts, schools, vendors, or other stakeholders) or internal clients (bureaus that service PED staff) will participate in a customer satisfaction survey each year. The survey will be designed to determine whether clients are receiving the services that they need and the quality of the services provided. Data will be used to determine what changes may need to be made either in the service or its quality.

During 2011 the PED will develop a five-year schedule for evaluating program effectiveness. Priority will go first to externally-funded programs (federal, state or private foundation) that require an evaluation annually or for the period of the grant or contract. Such programs would include the School Improvement Grant, the Governor's Teacher Incentive Program, and Carve Your Path. Second priority (on a rotating basis) would be state-funded programs and services such as the three-tiered licensure, the Indian Education Act, the Hispanic Education Act, the Statewide Systems of School and District Support, and the Bilingual and Multicultural Education Act. The emphasis here will be on the impact that the program is having and whether that impact is significant and cost effective.

Some of the evaluation work, especially that required by a grant or contract, will need to be done by an external group for greater objectivity and credibility. Other aspects of the proposed evaluation (Example: customer satisfaction) could be completed by internal staff, especially during times of stringent budgeting.

Such an evaluation program would ensure that the PED provides the necessary services and programs to all of its clients and that the services and programs are cost effective and efficient. This information would be provided to funders, as required, and to the NM Department of Finance and the State Legislature.

The process map below describes the Strategic Program Plan Evaluation Schedule. This schedule will be created in a web application to ensure that monitoring of critical reminders, sequencing of reporting requirements and compliance is seamless and reported in rapid-time.



Revision August 2010

This comprehensive program evaluation approach will permit the development of data driven decision making analytics to evaluate whether program alternatives contribute toward the desired benefits.



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Learning and Accountability**

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