

STRATEGIC PLAN FOR PUBLIC EDUCATION

2005-2010



BECAUSE EVERY CHILD DESERVES A GOOD EDUCATION!



NEW MEXICO

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INTRODUCTION

In November of 2003, New Mexico voters changed the Constitution and established a new governance structure for New Mexico public education, with the Executive becoming responsible for the educational system. The Secretary of Education, appointed by the Governor and part of the Governor's Cabinet, leads the Public Education Department. The Department is overseen by two Deputy Secretaries (Learning and Accountability, Finance and Operations) and is comprised of eleven Divisions headed by Assistant Secretaries (Administrative Services; Assessment and Accountability; Charter Schools; Educator Quality; Indian Education; Information Technology; Instructional Support and Vocational Education; Rural Education; Quality Assurance and Systems Integration; Program Support and Student Transportation; and Vocational Rehabilitation) the Public Information Office, and the Chief General Counsel. (See Appendix 1 – Organizational Chart) Each is considered an exempt position appointed by the Governor. The department with its staff of approximately 326 serves 89 schools districts, 64 charter schools, 329,260 students; and manages \$3.2 billion of school resources, which includes \$438.4 million of federal funds and \$195.0 Capital Outlay Funds. (SY2007-2008)

SUCSESSES IN NEW MEXICO PUBLIC EDUCATION

The quality of the public education system is driven by its standards, assessments, and accountability reporting. Quality Counts 2008 recognized New Mexico for this significant work by awarding an 'A-' rating and ranking New Mexico 16th in the nation. New Mexico received a 'B-' with a State rank of 8 for its Education Alignment Policies. For teacher quality, the State has earned a 'C+' and a rank of 17; and recently was only one of nine states to have its State Highly Qualified Teacher Plan as "substantially met each of the six requirements" identified by the United States Department of Education after undergoing a rigorous peer review process.

The State has also received high marks for resource equity, being rated as the third highest state, and only one of three States in the nation that increased per pupil spending by more than 50% between 1993 and 2003. Access to technology has also been recently ranked 10 out of 50 states, a substantial improvement over the past five years. In 2006, New Mexico was ranked second in the nation for its nutrition standards and ensuring healthy food for students.

CHALLENGES TO NEW MEXICO PUBLIC EDUCATION

New Mexico students continue to lag behind in reading and mathematics performance, with a large achievement gap among subgroup populations (as defined in No Child Left Behind legislation). Overall academic achievement must also be higher for all students, which has implications for the state's future and economy. New Mexico ranks 46th in the nation for its high school graduation rates and 45th for 25 - 34 year-olds who have post-secondary education. Approximately 49% of public high school graduates entering college take remedial courses.

Many students also have significant behavioral and physical health issues.

- 150,237 students in New Mexico (approximately half) live at or below poverty levels.
- New Mexico has one of the highest teen suicide rates nationally.
- Student drug use is higher than the rest of the nation, with Hispanic, Native American and African American students' drug use being greater than their student counterparts.
- 34.2% watched three or more hours of TV on a typical school day.
- 43.7% did not get an adequate amount of strenuous physical activity (defined as 20 minutes of activity that made you sweat - at least 3 days a week).
- 23.5% of NM students, nearly a quarter, are either at risk of being overweight or are overweight.
- More than 10% of our total student population is homeless.

STRATEGIC ISSUES

Strategic Issues facing the New Mexico public education system are categorized as follows. The state has established a New Mexico Report Card (Summary) on Public Education about these issues, holding it accountable and responsible for making progress toward addressing them.

1. Student Achievement – Every Child Deserves a Good Education
2. Academic Standards and Assessments – Tough Standards, Fair Assessments
3. Teacher Quality – Qualified Teachers Teaching Their Subjects
4. Parent Partnerships and Other Measures of School Climate – Partnerships among Parents, Children and Schools are the Keys to Learning
5. Dollars to Students: Equity of Funding Resources and Support to the Classroom – Invest More Dollars in Students, Not in Bureaucracy
6. Access to Technology – Modern Schools, up-to-Date Books and Computers
7. The Opportunity Gap – Every Child, Regardless of Race or Background, Deserves an Equal Opportunity to Learn

The Report Summary, on the following page, relies on third-party evaluations of the state's education system. However, those improvements are only now starting to have an impact in the classroom. The report summary shows that many schools still have work to do ensure all students are proficient in reading and math. Since 2003, the state has invested an additional \$600 million from the permanent funds to pay for reform efforts. About \$420 million has been invested in teacher salaries and benefits to help recruit and retain quality educators. Recent and planned initiatives include continued implementation of the Indian Education Act and the maintenance of indigenous languages and culture, development of the Rural Revitalization Education-Led initiative, continued implementation of the School Improvement Framework, greater public school choice through Charter Schools, Pre-Kindergarten programs, and improved Mathematics and Science education

through professional development. Extended school days and longer school years are also incorporated as part of the School Improvement Framework.

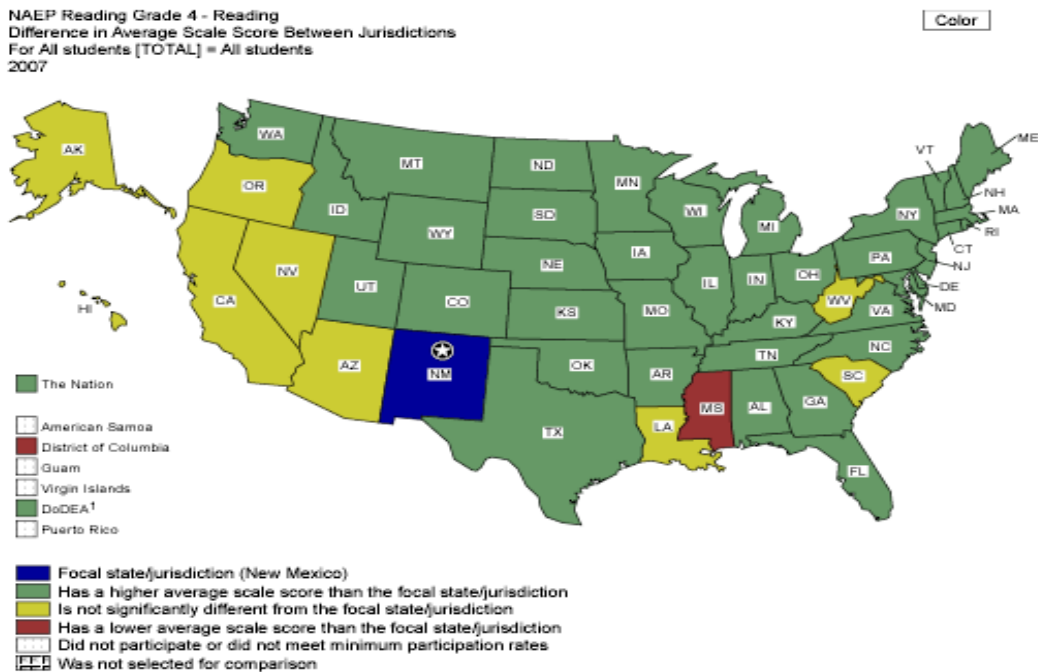
Following the Report Summary is a brief discussion and accompanying information about the strategic issues areas.

New Mexico's 2007 Report Summary

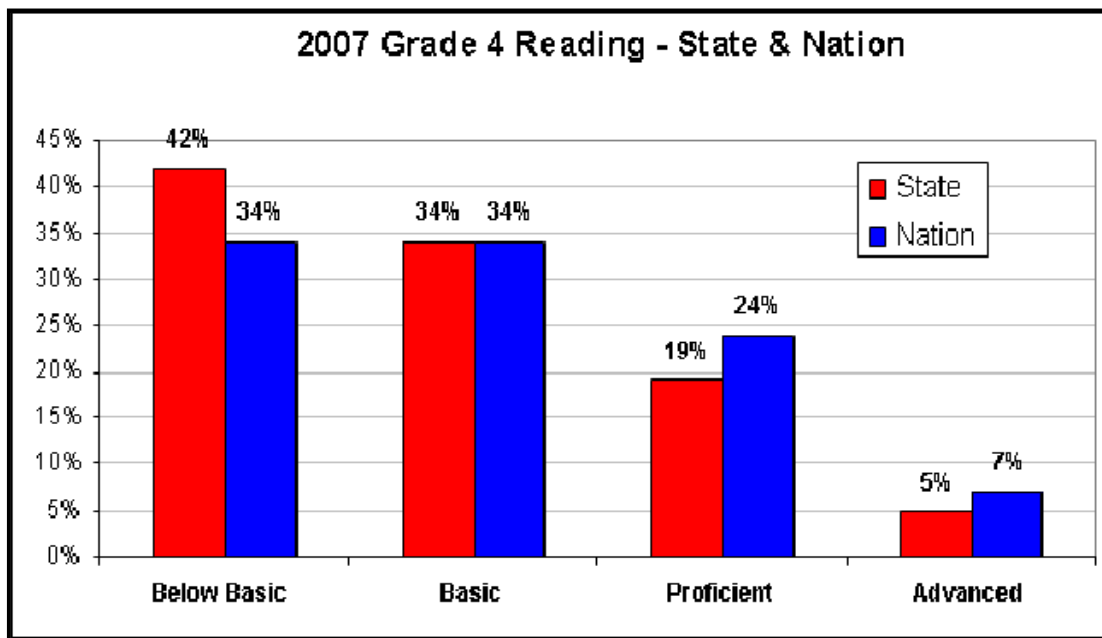
<i>Measures</i>		<i>Where We Were 2005</i>	<i>Where We Are 2007</i>	<i>Comments</i>
Student Achievement	4 th Graders at or Above Proficient in Reading	51.8%	54.7%	<i>Every child deserves a good education</i>
	4 th Graders at or Above Proficient in Math	39.2%	45.8%	
Academic Standards and Assessments		A	A- Rank 16 th Quality Counts 2008	<i>Tough tests, fair assessments</i>
Teacher Quality		B-	C+ Rank 17 th Quality Counts 2008	<i>Qualified teachers teaching their subjects</i>
Parent Partnerships and Other Measures of School Climate		C+	Measure no longer collected by Quality Counts	<i>Partnerships among parents, children and schools are the key to learning</i>
Dollars to Students	Equity of Funding Resources	B	B 85.5% Quality Counts 2008	<i>Invest more dollars in students not in bureaucracy</i>
Student Access to Technology		Ranked 12 out of 50 states	B Rank 11 Technology Counts 2008	<i>Modern schools, up-to-date books and computers</i>
The Opportunity Gap	Hispanic 4 th Graders at or Above Proficient in Reading	44.9%	48.6%	<i>Every child, regardless of race or background, deserves an equal opportunity to learn</i>
	Native American 4 th Graders at or Above Proficient in Reading	32.3%	38.7%	
	African-American 4 th Graders at or Above Proficient in Reading	44.4%	47.6%	
	White Non-Hispanic 4 th Graders at or Above Proficient in Reading	70.0%	70.8%	
	Asian 4 th Graders at or Above Proficient in Reading	72.6%	75.4%	
<ul style="list-style-type: none"> • <i>Where We Were 2005</i> New Mexico's Report Card on Public Education 2006 • <i>Where We Are 2007</i> Making Schools Work: Preparing New Mexico's Future, P-20 2007 Annual Report: Quality Counts 2008: Technology Counts 2008 				

Overall, New Mexico students are not performing at high levels compared to other students who take the National Assessment of Educational Progress test (NAEP). The following sample results show how our students compare in reading at the fourth grade level. The achievement gap between New Mexico and other states, as well as internationally, must be closed.

NAEP 2007 RESULTS

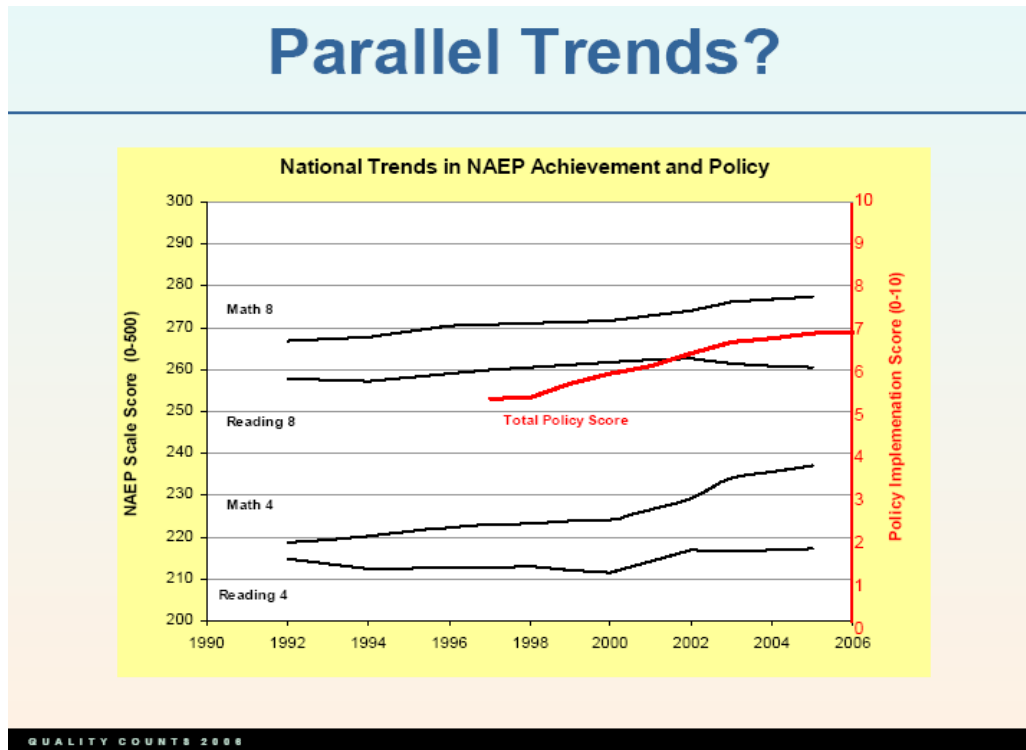


¹ Department of Defense Education Activity schools (domestic and overseas).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments.



ACADEMIC STANDARDS AND ASSESSMENTS – TOUGH STANDARDS, FAIR ASSESSMENTS

New Mexico's has in the past five years focused on implementing rigorous academic standards and aligning assessments to those standards. This focus has reversed a policy trend that hampered student performance and the instructional process. The following information illustrates the effects of the policy implementation. The higher the policy implementation score the higher the math and reading scores for 4th and 8th grades. In the past, New Mexico did not have high policy scores.



TEACHER QUALITY – QUALIFIED TEACHERS TEACHING THEIR SUBJECTS

Teacher quality is another significantly improving area for New Mexico. The following chart illustrates how teacher quality has improved.

Measure	FY03 Baseline SY02-03	FY04 Actual SY03-04	FY05 Actual SY04-05	FY06 Actual SY05-06	FY07 Actual SY06-07	FY08 Actual SY07-08
Annual percent of core academic subjects taught by highly qualified teachers PreK-12 ¹	NA	67.2%	78.6%	92%	94%	94.7%
Annual percent of teachers on waivers	8.1%	4.6%	1.8%	1.0%	0%	0%
Annual percent of teachers on waivers in high poverty districts	12.5%	8.1%	3.5%	2.0%	0%	0%

PARENT PARTNERSHIPS AND OTHER MEASURES OF SCHOOL CLIMATE – PARTNERSHIPS AMONG PARENTS, CHILDREN AND SCHOOLS ARE THE KEYS TO LEARNING

A key component to “Making Schools Work” involves partnering with parents. One measure of that success is the percent of stakeholders positively rating their involvement with public schools. Departmental initiatives also include parent training materials and resources.

Measure	FY03 Baseline SY02-03	FY04 Actual SY03-04	FY05 Actual SY04-05	FY06 Actual SY05-06	FY07 Actual SY06-07	FY08 Actual SY07-08
Annual percent of stakeholders positively rating their involvement with public high schools	60.2%	62.2%	69%	62.5%	67.8%	70.9%
Annual percent of stakeholders positively rating their involvement with public middle schools	72.8%	75.3%	77%	75.5%	79.7%	77%
Annual percent of stakeholders positively rating their involvement with public elementary schools	89.1%	89.5%	91%	89.6%	89.7%	89%

DOLLARS TO STUDENTS – EQUITY FUNDING OF RESOURCES – INVEST MORE DOLLARS IN STUDENTS, NOT IN BUREAUCRACY

Ensuring that state resources are spent on students’ means being able to consistently report how school districts are budgeting and expending funds. The National Center on Educational Statistics Chart of Accounts has been implemented for the FY 2007 school district budgets and will provide an invaluable information base.

(See New Mexico’s Summary Report 2007 page 7 for rating information.)

ACCESS TO TECHNOLOGY – MODERN SCHOOLS, UP-TO-DATE BOOKS AND COMPUTERS

Students, parents, and communities believe that schools are to be modern, with up-to-date books and computers. New Mexico continues to make significant progress in this area as shown by recent rankings and information provided earlier in the document, particularly being ranked at tenth in access to technology.

(See New Mexico’s Summary Report 2007 page 7 for rating information.)

THE OPPORTUNITY GAP – EVERY CHILD REGARDLESS OF RACE OR BACKGROUND, DESERVES AND EQUAL OPPORTUNITY TO LEARN

The opportunity gap exists for African American, Hispanic, Native American, English Language Learners, the Economically Disadvantaged, and children with Disabilities. Under the State Goals for Public Education additional detail is provided.

(See New Mexico's Summary Report 2007 page 7 for recent achievement information.)

STATE GOALS FOR PUBLIC EDUCATION

OUR VISION:

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

OUR MISSION:

The Public Education Department provides leadership, technical assistance and quality assurance to improve student performance and close the achievement gap.

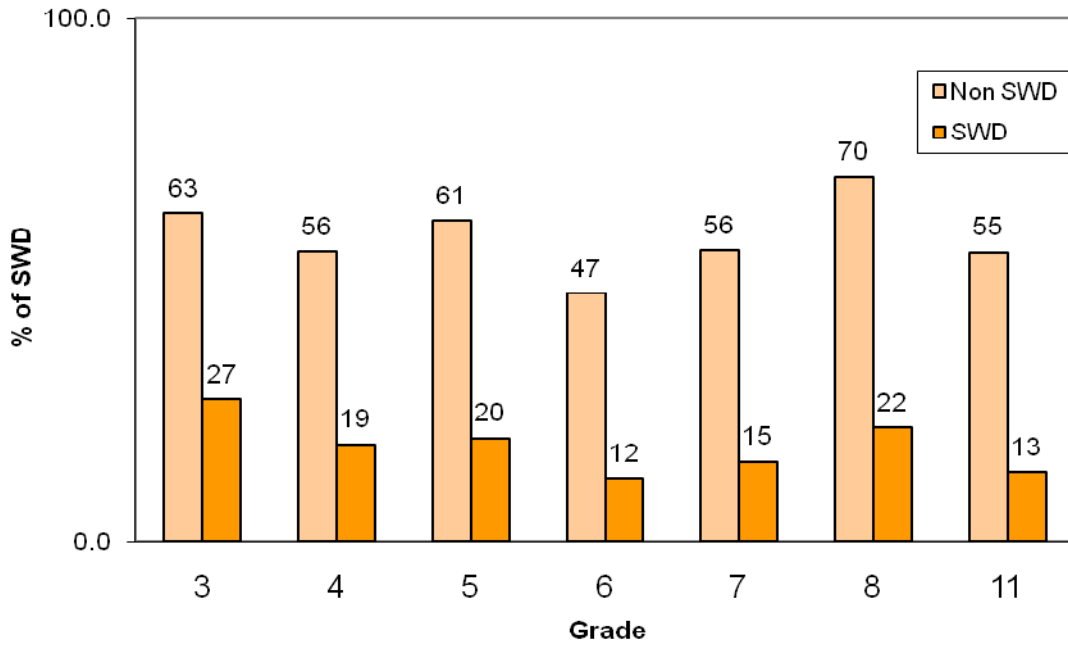
State Goals:

1. Close the student achievement gap in all subgroups identified by NCLB.
2. Increase academic excellence and student achievement.
3. All schools will make AYP.
4. Ensure that all children are ready for kindergarten.
5. Ensure students graduate from high school better prepared to succeed in post secondary education and the world of work.
6. Ensure that all students attend schools in a safe and healthy environment.
7. Increase access to and application of technology for student learning.

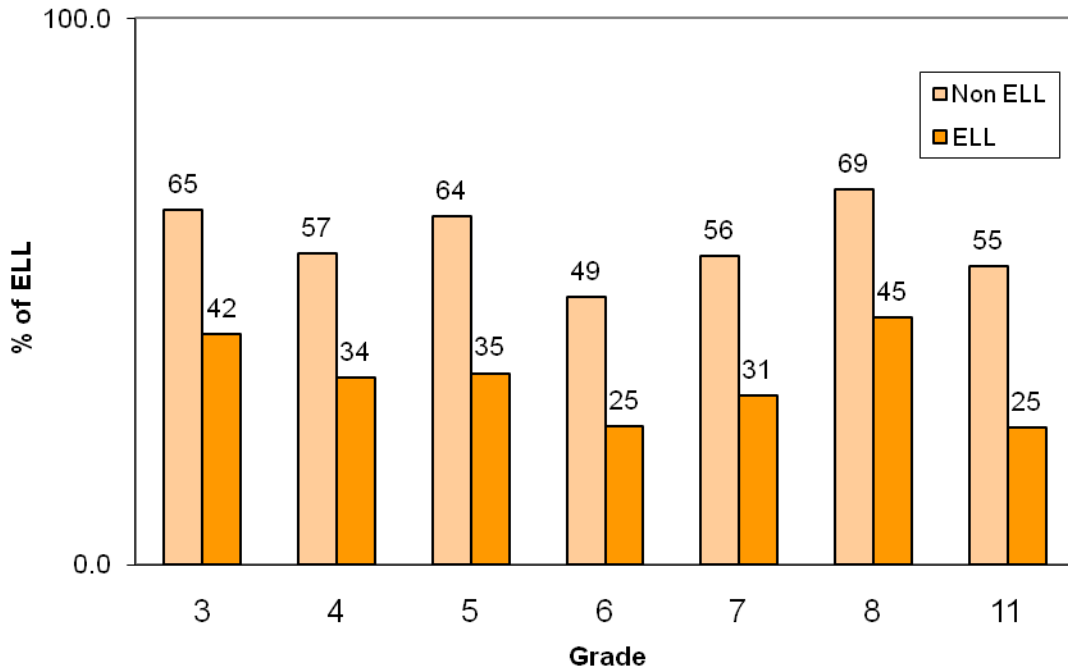
STATE GOAL: 1. CLOSE THE STUDENT ACHIEVEMENT GAP IN ALL SUBGROUPS IDENTIFIED BY NCLB.

Student academic achievement represents the "bottom line" for public education. The Department's constitutional mandate for recommending educational policy, places the responsibility for expecting student success with the Department. Academic achievement is addressed in Standards for Excellence (which includes specifications for the Educational Plan for Student Success, Content Standards and Benchmarks, and Performance Standards), the New Mexico Student Achievement System, NCLB designations, and the accountability framework specified in the New Mexico Accountability Plan.

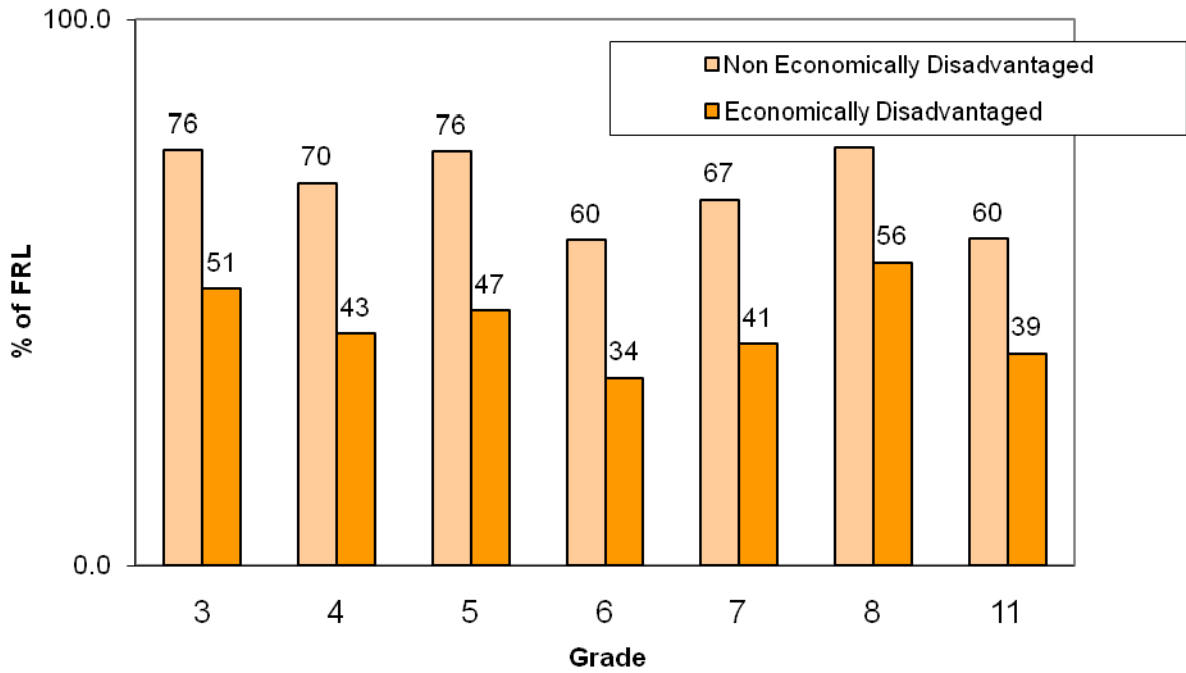
Reading: % of Students At or Above Proficient Students with Disabilities - 2008



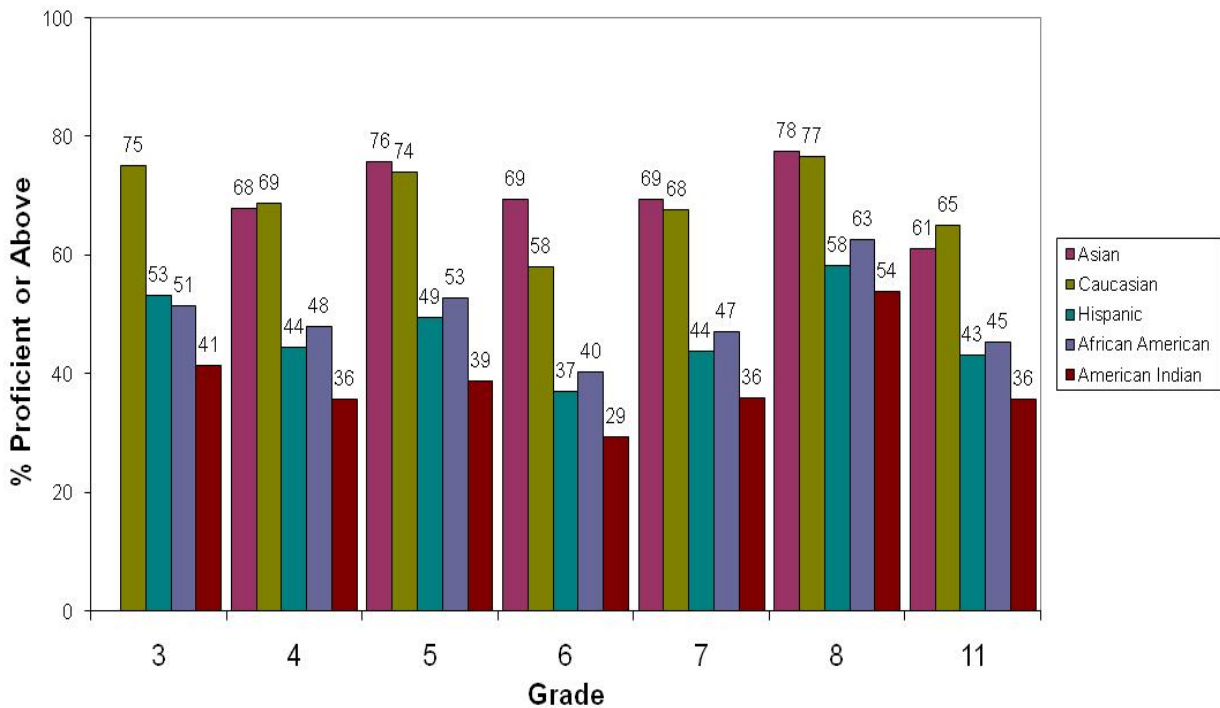
Reading: % of Students At or Above Proficient English Language Learners - 2008



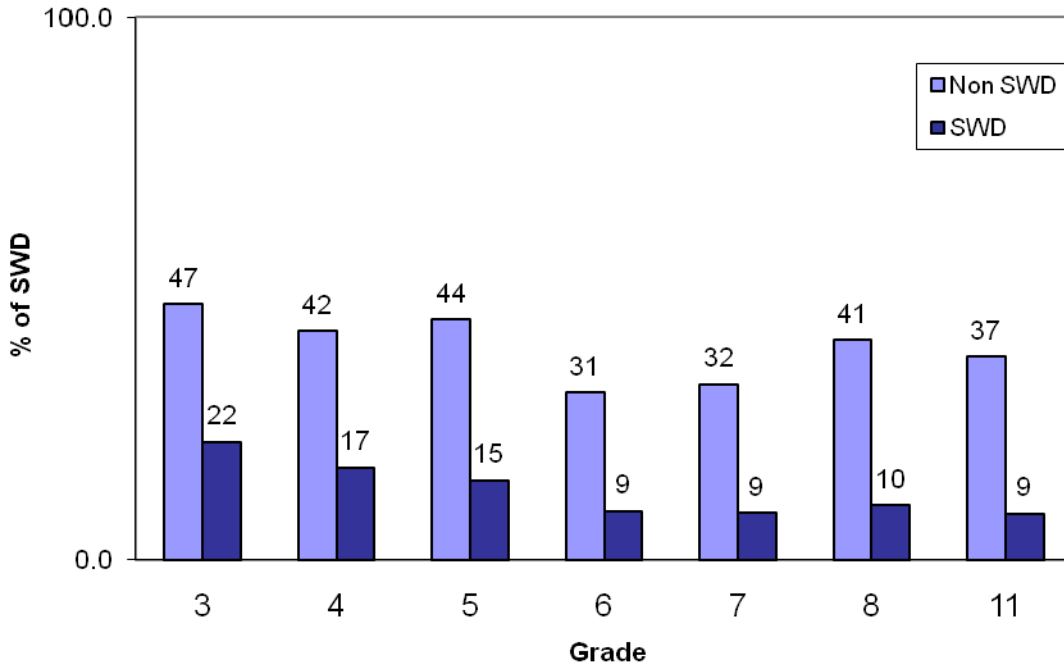
Reading: % of Students At or Above Proficient Economically Disadvantaged - 2008



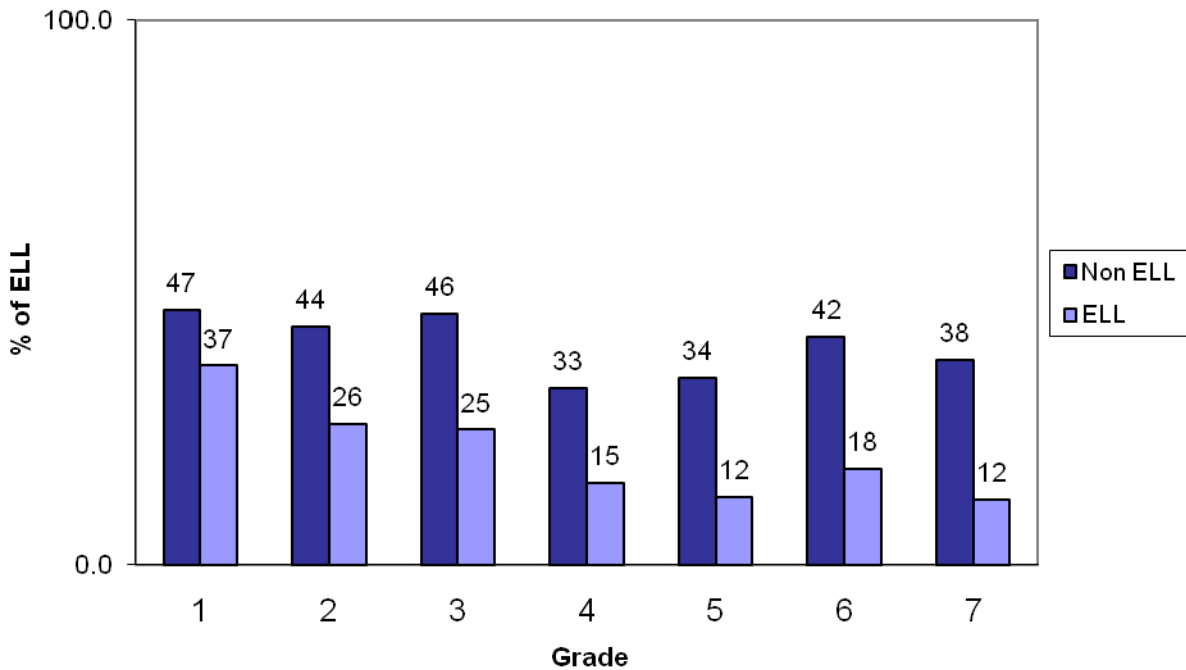
Achievement Gap by Ethnicity Reading 2007-2008



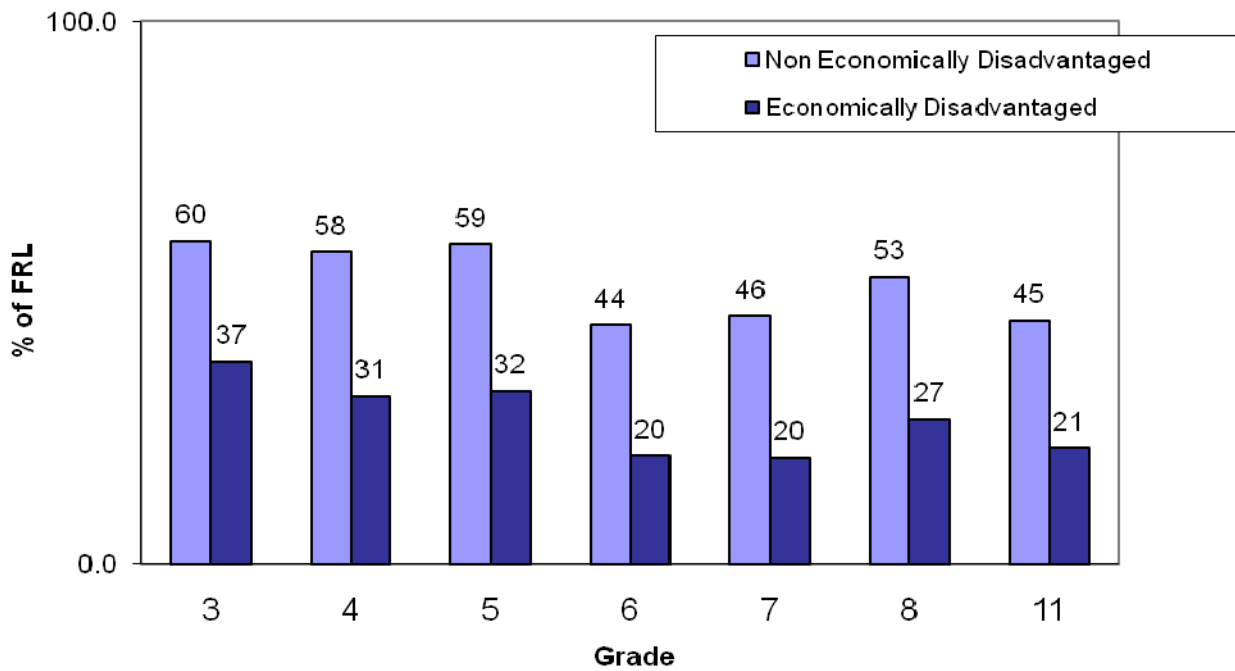
Math: % of Students At or Above Proficient Students with Disabilities - 2008



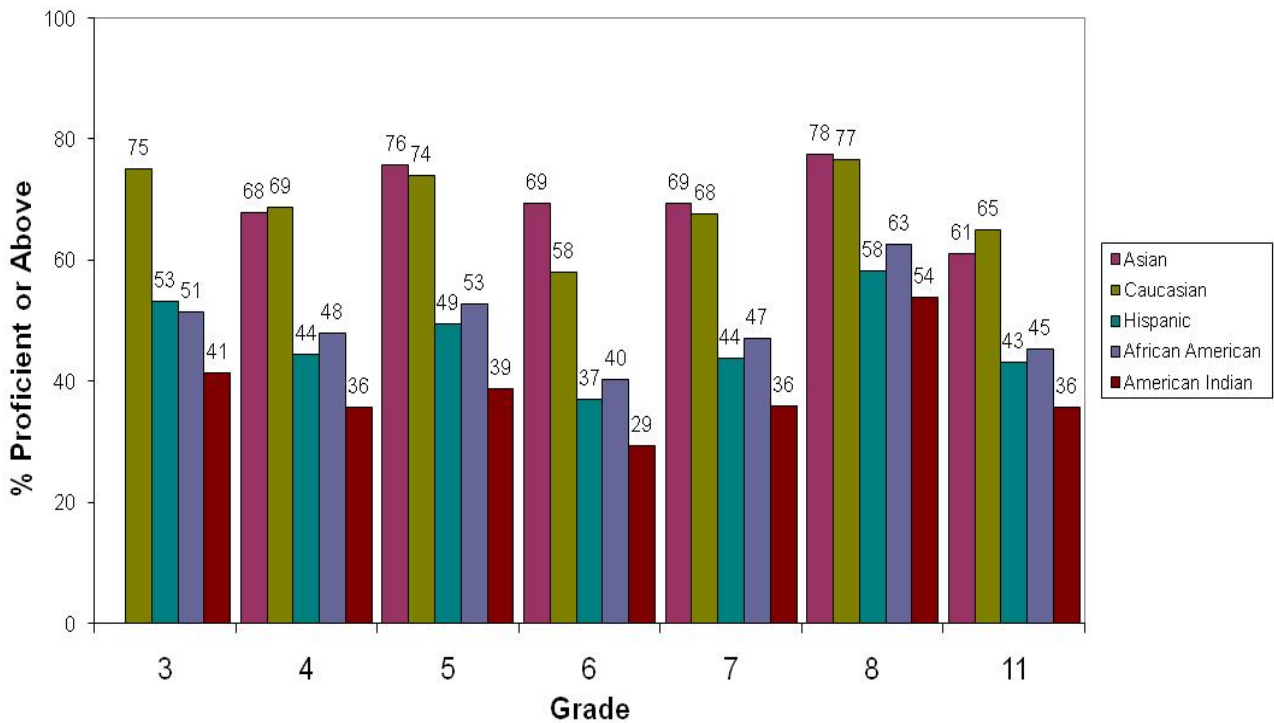
Math: % of Students At or Above Proficient English Language Learners - 2008



Math: % of Students At or Above Proficient Economically Disadvantaged - 2008

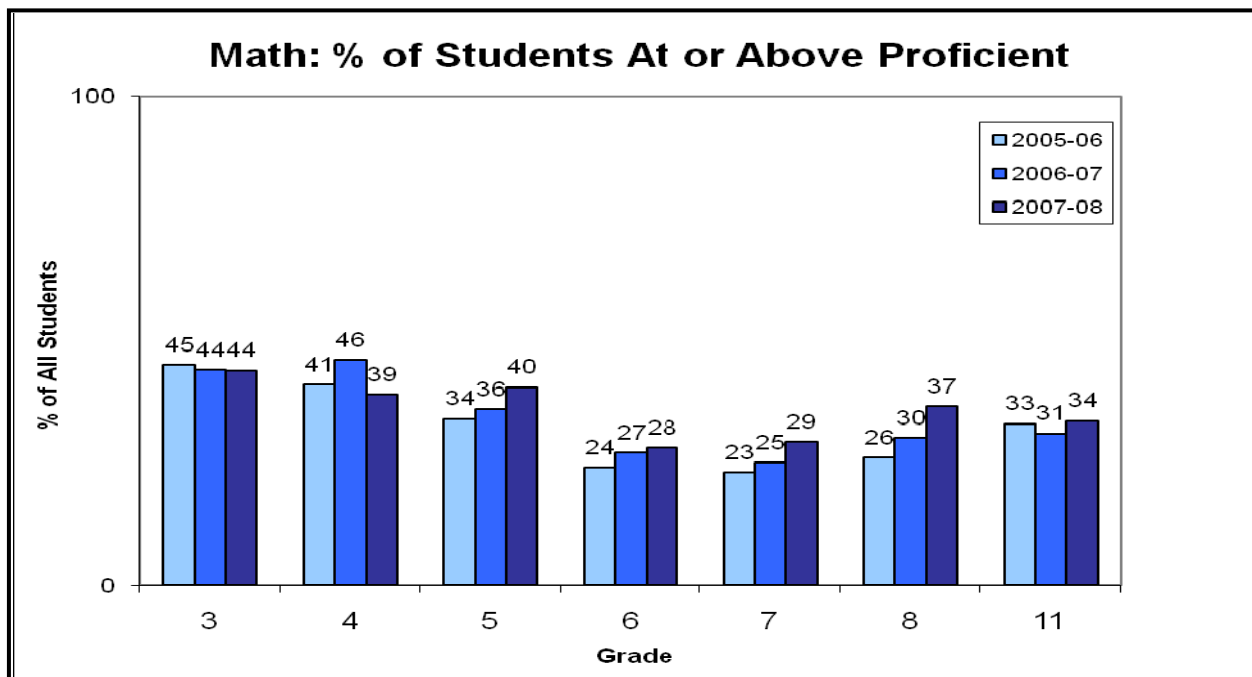
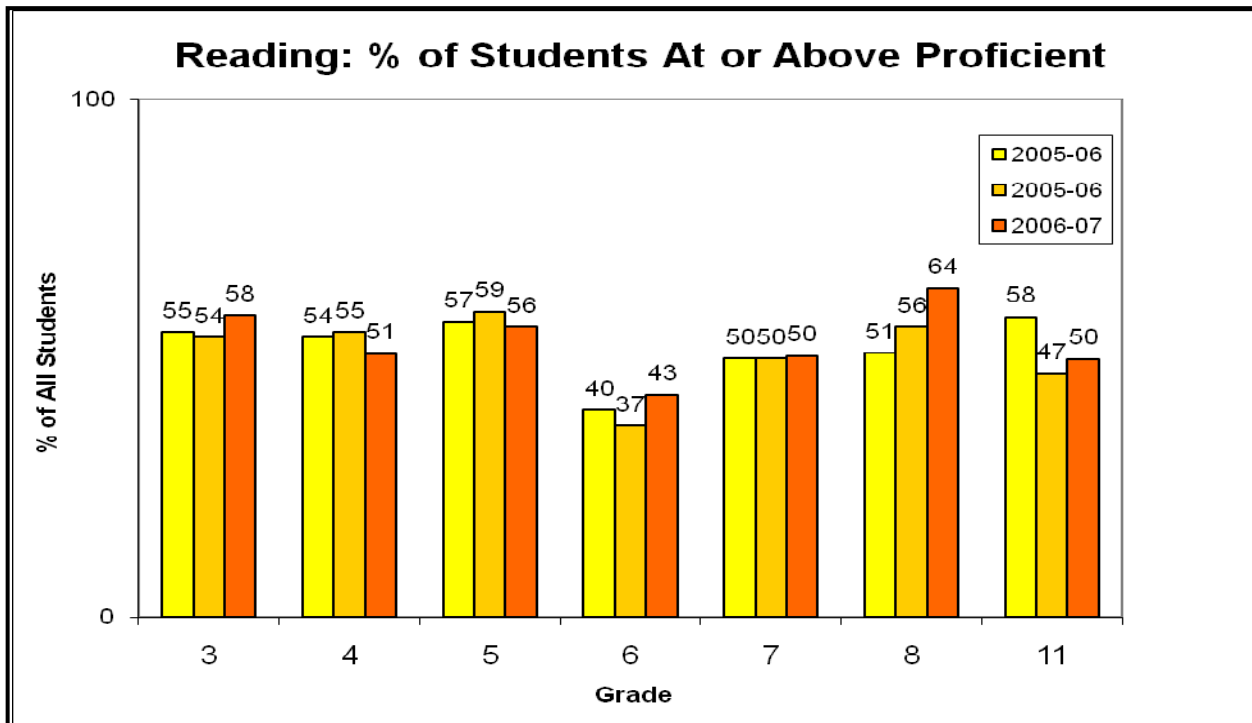


Achievement Gap by Ethnicity Reading 2007-2008



STATE GOAL: 2. INCREASE ACADEMIC EXCELLENCE AND ACHIEVEMENT.

Every New Mexico child deserves a world-class education. New Mexico will develop a coordinated PreK-20 education system focused on raising the level of excellence for all students by closing the student achievement gap that exists among the diverse student populations within New Mexico, and between New Mexico students and those students in other states and countries.



STATE GOAL: 3. ALL SCHOOLS WILL MAKE AYP.

Under the federal requirements of No Child Left Behind legislation, all students must be proficient by 2014. Each year Annual Measureable Objectives (AMOs) are established to ensure that the percent of students becoming proficient increases enough each year to attain the goal. In 2007, the AMOs increased an average 4%. In 2008, the AMOs increased an average 11%, as required for a catch-up year. Schools are then rated as to the success they are making in making Adequate Yearly Progress (AYP) toward the 100% proficiency by 2014. The following table summarizes the information.

Adequate Yearly Progress (AYP)*

Number of Schools AYP Ratings				
Status	2005	2006	2007	2008
Made AYP	372 (47.2%)	367 (45.9%)	368 (45.5%)	245 (31.8%)
Not Make AYP	416 (52.8%)	433 (54.1%)	440 (54.5%)	525 (68.2%)
Total	788 (100.0%)	800 (100.0%)	808 (100.0%)	770* (100.0%)

*770 of 811 total schools received AYP status and designation. 18 schools did not receive status or designation due to no feeder pattern, i.e. no tested grades or no students promoted to a testable grade. These 18 schools will receive district status and designation in October 2008. 23 schools did not receive status or designation due to incomplete district information. They will receive status and designation as they work with PED to audit data.

AYP Summary by Type of School for 2008

School Type	Made AYP	Did Not Make AYP	Total
Elementary Schools (Includes K-5, K-6, K-8)	164 (21.3%)	284 (36.8%)	448 (58.2%)
Middle Schools	23 (3.0%)	121 (15.7%)	144 (18.7%)
High Schools	43 (5.6%)	97 (12.6%)	140 (18.2%)
Schools With Alternative Configurations (K-12, 6-12)	15 (1.9%)	23 (3.0%)	38 (4.9%)
All Schools (N=771)	245 (31.8%)	525 (68.2%)	770 (100.0%)

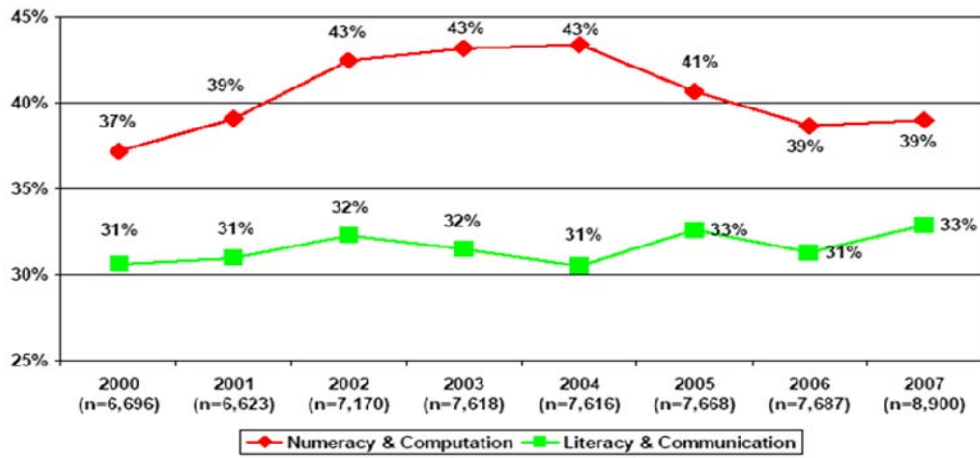
STATE GOAL: 4. ENSURE THAT ALL CHILDREN ARE READY FOR KINDERGARTEN.

<p>With a significant number of disadvantaged children in New Mexico, the early learning years are especially critical toward ensuring that every child has the opportunity to succeed. Pre-Kindergarten programs are making headway toward having children ready to learn.</p> <p>Measure↓</p>	<p>FY06 Actual SY05-06</p>	<p>FY07 Actual SY06-07</p>	<p>FY08 Actual SY07-08</p>	<p>FY09 Target</p>
<p>Percent of children in publicly funded PreK increasing language vocabulary</p>	<p>67%</p>	<p>57%</p>	<p>TBD Target 81%</p>	<p>TBD</p>

STATE GOAL: 5. ENSURE STUDENTS GRADUATE FROM HIGH SCHOOL BETTER PREPARED TO SUCCEED IN POST SECONDARY EDUCATION AND THE WORLD OF WORK

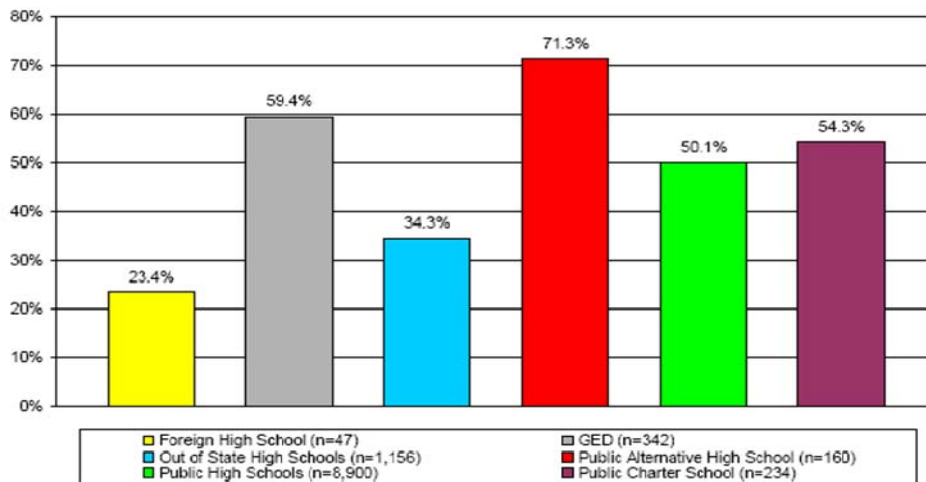
One of the important challenges facing the United States, including New Mexico, is ensuring that students graduate from high school prepared for college, for work, and for full lives as adults, parents, and citizens. That challenge has been particularly difficult for New Mexico. The following tables summarize data reported by the New Mexico Office of Educational Accountability. The data in this study include 59,978 students who graduated from New Mexico's public high schools and attended college in 2000, 2001, 2002, 2003, 2004, 2005, 2006, and 2007 the percent enrolling in what is considered to be developmental or remedial coursework upon entry to college. Although these data precede the reform efforts, they serve as a reminder about the importance of improving the New Mexico public education system and provide a baseline for measuring the results of the reform efforts.

Percent of New Mexico High School Graduates Who Took Remedial Classes In Just Math OR In Just Reading, 2000-2007

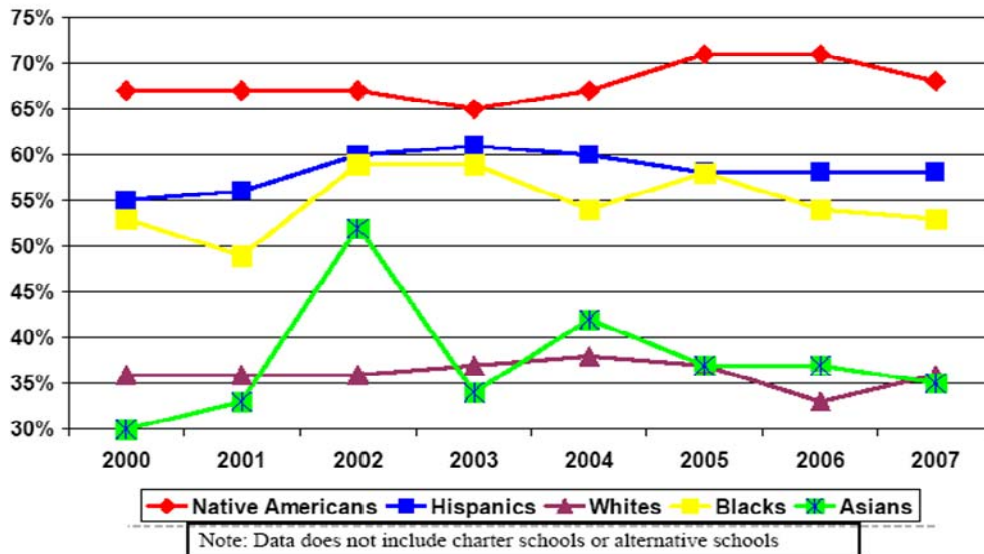


Note: Data does not include charter schools or alternative schools

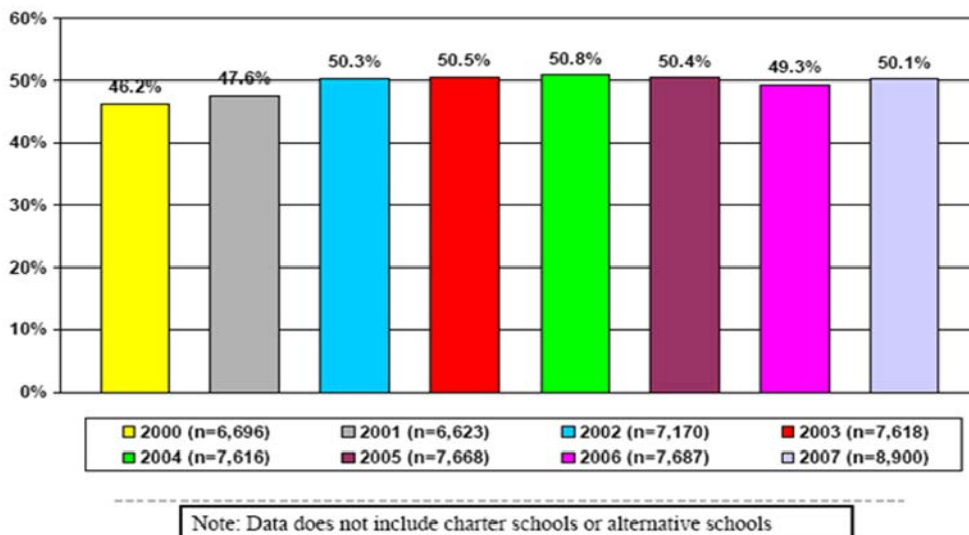
Percent of High School Graduates Who Took Remedial Classes In Math And/OR Reading In New Mexico Colleges By Type Of High School: 2007



Percent of New Mexico High School Graduates Who Took Remedial Classes by Ethnicity, 2000-2007



Percent of New Mexico Public High School Graduates Who Took Remedial Classes In Math And/Or Reading In New Mexico Colleges: 2000-2007



STATE GOAL: 6. ENSURE THAT ALL STUDENTS ATTEND SCHOOLS IN A SAFE AND HEALTHY ENVIRONMENT

Students attending school need to do so in a safe and healthy environment. Of particular emphasis has been the need to ensure student access to physical education, nutritional food and health care. The following table represents efforts toward addressing student needs

Measure	FY03 Baseline SY02-03	FY04 Actual SY03-04	FY05 Actual SY04-05	FY06 Actual/ Estimate SY05-06	FY07 Actual SY06-07	FY08 Actual SY07-08
Percent of elementary physical education teachers available to meet need	NA	NA	44%	47%	51%	TBD
Percent of schools required to comply with the state rule regarding vending sales	NA	NA	NA	90%	100%	100%
Number of school breakfasts served	15,136,856	16,359,999 +7.5%	16,788,149 +2.6%	18,230,810 +7.9%	19,142,640	20,443,305
Percent of schools with school-based health centers ¹	4.6%	4%	8%	8%	8%	9%
Number of schools with school-based health centers	32	32	64	64	64	73

STATE GOAL: 7. INCREASE ACCESS TO AND APPLICATION OF TECHNOLOGY FOR STUDENT LEARNING

“Mathematical, scientific, and technological skills are a leading concern for U.S. policy makers in today’s competitive global economy. New Mexico’s students must have access to modern technology to successfully compete in a complex and advanced workforce.

To ensure that New Mexico and its future are not left on the wrong side of the “digital divide,” that schools must have access to technology, develop students’ digital literacy, and build students’ technology application skills.

New Mexico is the first state in the nation to create a statewide eLearning system that from its inception encompasses all aspects of learning from traditional public and higher education environments to teacher professional development, continuing education and workforce education. Statewide Cyber Academy

IDEAL-NM provides eLearning services to New Mexico K-12 schools, higher education institutions and government agencies. IDEAL-NM provides a statewide technical infrastructure to facilitate state licensing to reduce costs to districts and ensure statewide compatibility.

In 2007, the New Mexico Cyber Academy created the basic foundation for operation.

In addition to bringing technology opportunities to New Mexico students, the Statewide Cyber Academy that serves K-12 students also does the following:

- Reduces geographic and capacity barriers
- Expands course offerings—language, math, science, technology, and career-tech
- Resolves conflicts in student schedules
- Provides dual credit, credit-recovery, summer school, on-line tutoring, alternative high school completion, and home-bound options
- Increases access to highly qualified teachers
- Reduces teacher-pupil ratios

In collaboration with the Higher Education Department, the eLearning consortium New Mexico Learning Network, and New Mexico State University, the PED piloted its first semester of eLearning services in 2007.

- Twenty-five eTeachers in thirteen districts received training and participated in course development.
- Seven high schools registered students in twenty-two courses including French, German, English, history, math, economics, and digital video production.
- Two New Mexico courses were developed and piloted: Algebra I and New Mexico History (high school).
- Teacher, school, and student handbooks were developed.
- Domain established at www.ideal-nm.org
- Learning Management System is in the final stages of procurement.”*

*Making Schools Work: Preparing New Mexico’s Future, P-20 2007 Annual Report

Measure↓	FY07 Actual SY06-07	FY08 Actual SY07-08	FY09 Target
Number of courses taken through the IDEAL-NM	0	(246 Registrations) (53 courses)	(800 Registrations)

STATE STRATEGIES FOR PUBLIC EDUCATION

The State Goals can only be attained through design and development of key state strategies. The following Key State Strategies are focused on the state system of public education.

- A. Apply a system approach through Educational Plans for Student Success and school improvement processes.
- B. Implement the 3 tiered teacher licensure and statewide principal evaluation.
- C. Facilitate and monitor the implementation of the Performance Standards for Excellence, Next Steps Plans, and Safe School Plans.
- D. Promote and develop activities to increase parental involvement.
- E. Coordinate and monitor implementation of the Indian Education Act.
- F. Create inter-agency partnerships to promote a seamless P-20 system.
- G. Develop strong systems of accountability to monitor the quality of Education from P-20.
- H. Keep students ready to learn by providing access to health care, healthy foods, and physical fitness.
- I. Coordinate and monitor implementation of the Charter School Act.

PUBLIC EDUCATION DEPARTMENT GOALS:

In support of the State goals and public education system, the Public Education Department goals are:

1. The PED will provide quality external customer service.
2. The PED will promote positive public relations to internal customers.
3. In order to improve efficiency and effectiveness, the PED will establish a PDSA improvement approach and monitor the performance results of key department processes.
4. The PED will be proactive in the legislative process.
5. The PED will model and implement a systems approach.

In order that the PED can provide support for attaining the State's Public Education Goals, four core staff competencies are essential. These are: 1) systems knowledge and frameworks; 2) continuous improvement methodology, specifically the Plan-Do-Study-Act cycle; 3) Cognitive Coaching Skills; and 4) project management.

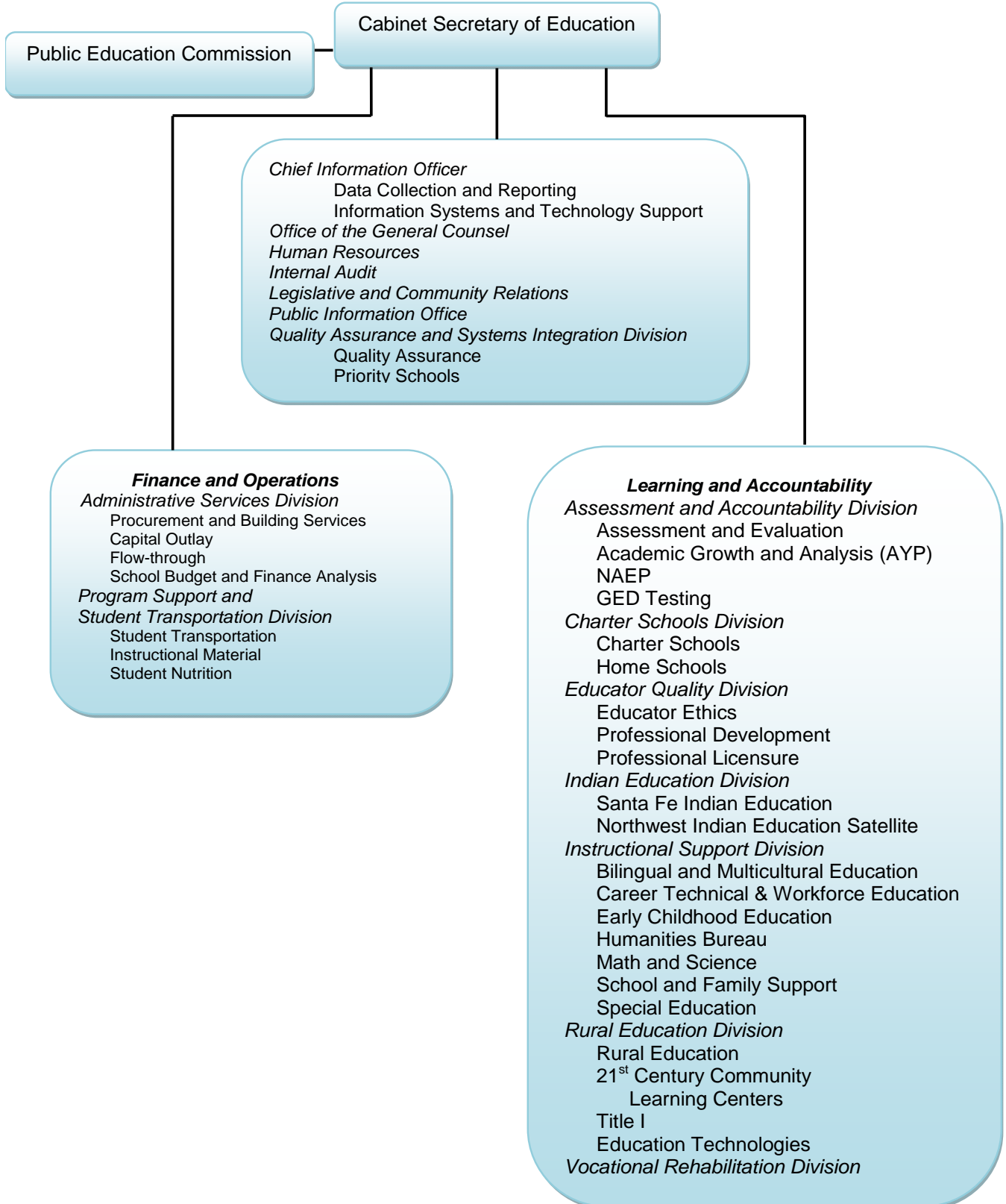
PUBLIC EDUCATION DEPARTMENT KEY PROJECTS:

The Department will utilize project management to ensure that the PED goals are met and to support attainment of the State Goals. The following are key project areas (others will be added as projects are completed and other priorities are established).

- A. High School Redesign: Implement the High School Assessment Process and Framework, including Electronic Student Management System; Continue P-20 Alignment with Workforce Education and Career Clusters
- B. Professional Development: Identify Professional Development Activities administered by the Public Education Department and Associated with New Mexico Teachers and Administrators
- C. Student Teacher Accountability Reporting System (STARS): Conduct the Continuous Improvement Review of the Key School / District Reporting Processes
- D. Parent Involvement: Develop and Implement Parent Involvement Activities Associated with Utilization of the Parent Toolkit, including a Native American Adapted Version of the Toolkit.
- E. Principal Evaluation: Assess Full Implementation of the Principal Evaluation
- F. Educational Technology: Continue Expansion of IDEAL NM and the state wide cyber academy

APPENDIX 1: NEW MEXICO PUBLIC EDUCATION DEPARTMENT ORGANIZATIONAL CHART

New Mexico Public Education Department
Organizational Chart



APPENDIX 2: DESCRIPTION OF STATE STRATEGIES FOR THE PUBLIC EDUCATION SYSTEM

STATE STRATEGY (A) APPLY A SYSTEM APPROACH THROUGH EPSS AND SCHOOL IMPROVEMENT PROCESSES

Strategy:

Apply a system approach through EPSS and school improvement processes.
State goals include 1, 2, 3, 5, 6, & 7.

Update: 8/27/2008

Leadership for the Key Strategy:

The strategy Champion group includes the Assistant Secretary for Quality Assurance and Systems Integration; Bureau Chief for Priority Schools; an School Improvement Advisory Team which is composed of two superintendents, an assistant superintendent, a Director of Federal Programs, a principal, representatives from PED divisions (Indian Education, Charter Schools, Rural Education, Special Education, Bilingual, Assessment and Accountability, Title I, JSA, Education Associates, Career and Tech Ed, Early Childhood, WestEd, and Quality Assurance and Systems Integration).

The Champion group guides and sustains the key strategy by meeting quarterly in person, telephone, video conference, etc. Internal and external groups share information and provide feedback on the process. Performance measures are checked on a quarterly basis by the Champion group, of the process and outcome measures, in a PDSA (Plan Do Study Act) continuous improvement process.

The Champion group communicates with PED concerning the key strategy at Executive Team meetings, Leadership Team meetings, and other agency-wide meetings, The Quality Assurance and Systems Integration web page also provides a strong avenue of communicating with PED.

The Champion group addresses its responsibilities to other PED staff to ensure ethical behavior concerning the key strategy by encouraging senior leaders and division heads to ensure the validity of the EPSS coordinators' roles and responsibilities on their EEs (Employee Evaluations), participation in professional development, and leadership in EPSS plan site visits. During EPSS training, a format of ethical behavior according to PED standards is provided to EPSS coordinators. With commitment from senior leaders and division heads for their staff to attend trainings and participate in site visits, EPSS coordinators exhibit ethical behavior and positive attitudes towards stakeholders concerning the importance of the EPSS and school improvement processes.

Strategic Planning for the Key Strategy:

The Champion group establishes strategies and key strategic objectives for the key strategy during quarterly meetings. To determine the key objectives the Champion group analyzes data and reviews feedback to identify strengths and weaknesses in current EPSS and School Improvement processes. Collaboratively with stakeholders, the Champion group also reviews current research and trend data to assist in making decisions for realignment for the next year. The key objective is

to make the EPSS plan a living document that guides instructional actions in a district/school based data that will result in increased student achievement, rather than a document of compliance.

Based on data and feedback, action plans will be completed for the specified key objectives by April 1, 2009. At the quarterly meetings, action plans for the strategic objective are decided. A recommendation for an action plan is made to the Executive Team and then to be finalized by the Cabinet Secretary. The finalized decision is presented by the Assistant Secretary of Quality Assurance and Systems Integration to the district superintendent's at the Spring Budget Workshop and then back to Priority Schools to develop training for EPSS coordinators.

A current action plan is to focus on the systemic improvement process in the development and monitoring of the EPSS plan and to align the level of responsibility for compliance in a system approach manner- state monitors performance of district; district monitors performance of school (principal and leadership team); principal monitors performance of teachers; and teachers monitor performance of students. Another action plan is to provide training for the EPSS coordinators to train and facilitate district and school personnel to use the revised EPSS plan. The performance measures and indicators that demonstrate the progress of the implementation of the key strategy include: 100 percent of EPSS plan revised by changing the process and evaluating timeline of the existing DAR. 100 percent of the EPSS coordinators are trained to facilitate use of the new EPSS plan, 100 percent of the monitoring processes are changed to align with the new EPSS plan, and that every EPSS plan has been reviewed as part of the monitoring process, and finally 100 percent completion of a rubrics to determine the quality of the EPSS plan. These actions must occur prior to school beginning in fall '08.

Student, Stakeholder, and Market Focus for the Key Strategy:

The Champion group builds relationships to attract, satisfy and retain principals, superintendents and PED staff and stakeholders and increases their loyalty as it applies to the key strategy. The Champion group members are representative of each external and internal group which includes two superintendents, one assistant principal, one Director of Federal Programs and one principal. The meeting time is to be determined. These committee members provide input to the quarterly meetings concerning strengths and weaknesses that impact the success of the strategy. Technical support is provided to schools and districts via the EPSS plan and training as needed.

The Champion group determines stakeholder satisfaction as it applies to the key strategy through a satisfaction survey from group members. The survey is designed and reviewed by the Champion Group. The satisfaction survey is provided to stakeholders (principals, superintendents) concerning the EPSS process and technical assistance from the EPSS coordinators. This survey is called the School District Report of EPSS Process visit. Another satisfaction report to determine PED staff satisfaction is the EPSS Coordinator Internal Survey and a Priority Schools Bureau survey. Logs are kept to document questions from individuals who contact the Champion group and staff members directly.

Measurement, Analysis and Knowledge Management for the Key Strategy:

The Champion group measures, analyzes, aligns, reviews, and continues to improve the implementation of the key strategy through an EPSS plan rubrics and through data gathered from

the surveys and comments regarding the usefulness of the process and redesigned EPSS. School Support Teams read and evaluate every school plan under the leadership of the District Support Team. The Priority Schools Bureau provides technical assistance to the District Support Team and reviews every District plan. Performance measures are checked on a quarterly basis, of the process and outcome measures, in a PDSA (Plan Do Study Act) continuous improvement process. If the EPSS plan does not meet the criteria it will be returned to the school/district with areas to correct prior to approval.

The Champion group works with the STARS staff to facilitate the quality and availability of needed data and information for staff and stakeholders through STARS, Web page, EPSS plan rubrics, and satisfaction surveys. The availability and quality of data from STARS determines the accuracy of the EPSS plans because STARS provides data to the schools/districts. It is imperative that stakeholders be trained in STARS by PED Information and Technology Division and that the system provides the data in a timely manner.

The Champion group builds and manages its information and data concerning the key strategy through various staff available to collect and manage data. A Priority Schools Bureau staff member is responsible for this strategy in collaboration with STARS and Assessment. Only data that has been certified by the Assessment and Accountability Division will be considered valid.

PED Staff Focus for the Key Strategy:

The Champion group's education, training, and career development supports the achievement of the overall objectives of the key strategy by selecting members of the group that have skills and expertise that align to assigned projects of the key strategy.

The Champion group maintains a work environment and staff support a climate that contributes to the well-being, satisfaction and motivation of all staff concerning the key strategy by modeling a collaborative work environment, with respect for the knowledge and skills of others including differences in concepts. The Champion group supports the need for change in an environment that is high stakes.

Process Management of the Key Actions:

The Champion group manages processes that support the key strategy by using a continuous improvement process that has benchmarks, responsible parties, accountability, and communication. This process requires allocation of resources and establishment of benchmarks. Budgets must be available when developing the benchmarks. If additional funds are allocated or needed, the group reviews the data, reviews the research, assesses needs, etc. and utilizes the funds based on this information. A PDSA (Plan Do Study Act) continuous improvement process also informs the process measures and outcome measures. Data is provided on a quarterly basis of process measures to insure that actions are aligned with key strategy.

The key processes for budgetary and financial management and continuity of operation in an emergency for the key strategy is dependent on a fiscal budget. Purchase orders and travel reimbursements processes depend on the division of Finance and Operations.

Results of the Key Strategy:

The Champion group's applicable key student learning results concerning the key strategy is based on the AYP. As the EPSS plan is implemented with fidelity, research based strategies and interventions, quarterly assessments, and instructional decisions based on data, the AYP scores should increase.

The Champion group's key stakeholder satisfaction results concerning the key strategy are based on stakeholder and staff knowledge and skill acquisition satisfaction surveys. Once again, as the staff and stakeholder satisfaction scores improve, so should the school/district status.

The Champion group's budgetary and financial performance results concerning the key strategy are based on a check off list of timely completion of contracts, travel reimbursements, alignment of efforts/funding in PED, and collaboration among the divisions.

The Champion group's applicable key staff development, well being, and satisfaction results concerning the key strategy are based on the staff satisfaction survey.

The Champion group's key operational performance results concerning the key strategy are based on the process performance measures.

Strategy Performance Measures:

Percent of schools that have implemented an aligned systems approach using the EPSS and necessary components in development and monitoring to the EPSS in a systematic manner (state to district to school to classroom). (Outcome)

Percent of stakeholders (leadership team/principals/superintendents) satisfied with systems approach revision of the EPSS document and process over time.

The strategy performance measure will be determined by using a satisfaction survey of stakeholders including staffs of districts/schools that have implemented an EPSS plan and the percent of educational professionals involved in the EPSS plan and School Improvement process.

(Performance measures – 3 and 4)

Another measure of success will include the percentage of actions/resources allocated to schools (from all Divisions in PED) based on specified need and the impact of those actions/resources on measured student achievement.

Data instruments:

1. Meeting schedules
 - a. Performance measure – Percent of scheduled meetings attended by champion group. (Process)
2. Quarterly check off list to ensure ethical practices.
 - a. Performance measure – Percent of EPSS coordinators that include EPSS evaluation as part of the EDA. (Process)

3. Timeline check off list.
 - a. Performance Measure - Number of schools visited concerning EPSS plan in a timely fashion. (Outcome)
 - b. Performance Measure - Number of district EPSS plans gathered, reviewed analyzed and meeting proficiency according to Rubrics. (Outcome)
4. Leadership team/Principal/Superintendent satisfaction survey
 - a. Performance Measure - Percent of leadership team satisfied with EPSS plan visit and process. (Outcome)
5. Revision of EPSS plan.
 - a. Performance Measure - Percent of EPSS plan revised by May 2009 (Process)
 - b. Performance Measure - Percent of EPSS training revised by June 2009 (Process).
 - c. Performance Measure - Percent of EPSS monitoring process revised by May 2009 (Process)
6. Rubrics development for EPSS plan.
 - a. Performance Measure - Percent of completion of the EPSS rubrics. (Process)
7. Champion group and EPSS coordinator satisfaction survey
 - a. Performance Measure - Percent of Champion group that are satisfied with strategy implementation process. (Process)
 - b. Percent of EPSS coordinators (who attend 100% of the trainings) that are satisfied with EPSS knowledge and skill acquisition. (Process)
 - c. Performance Measure - Percent of contracts that apply to strategy that were processed by the Division of Quality Assurance and Systems Integration in a timely fashion. (Process)
 - d. Performance Measure - Percent of employee reimbursements submitted by the Priority Schools Bureau that apply to strategy that were allocated in a timely fashion. (Process)
8. Assessment of knowledge of systems approach and research based strategies and interventions.
 - a. Percent of applicants that are competent in the above areas to provide technical assistance. (Process) To be determined by self assessment rubrics and review of EPSS Plans.

STATE STRATEGY (B) IMPLEMENT THE 3 TIERED TEACHER LICENSURE AND STATEWIDE PRINCIPAL EVALUATION

Strategy:

Implement the 3 tiered teacher licensure and statewide principal evaluation.
State goals include 1, 2, 5, & 7.

Leadership for the Key Strategy:

The strategy champion group includes the Assistant Secretary for Educator Quality and Director of Licensure. The champion group guides and sustains the key strategy by discussing at weekly meetings. The champion group communicates with PED concerning the key strategy during Executive Team, Leadership Team and Instructional Cabinet Meetings. Communications is also rendered to all PED staff via the Educator Quality Web page. The champion group addresses its responsibilities to other PED staff to ensure ethical behavior concerning the key strategy by checking to see that all regulatory processes are completed. A check off list is reviewed semi annually to insure that state and federal regulations have been implemented in an ethical manner.

Strategic Planning for the Key Strategy:

The champion group establishes strategies and key strategic objectives for the key strategy by reviewing data at weekly meetings. The Champion group moves its strategic objectives in to action plans for the key strategy after reviewing the data and making decisions based on the data.

To summarize the action plans we include: an action plan to verify how many districts have submitted a mentorship plan to PED; another action plan is to collaborate with IT for the purpose of developing a system for collecting data on mentored teachers; a third action plan is to continue the development of the principal evaluation system. Performance measures include: 1) PED verifies that all districts have submitted a mentorship plan by October 1; 2) by July 1, 2007, Educator Quality and IT will have collaborated to develop a system that collects data for mentored teachers; and 3) by July 2008, 100% of the principal evaluation system will be implemented into the school districts.

Student, Stakeholder, and Market Focus for the Key Strategy:

The champion group builds relationships to attract, satisfy and retain students and stakeholders and increases their loyalty as it applies to the key strategy by communicating with them through Educator Quality web age. On this web site, is a link for a complete walkthrough of the teacher dossier. Also on the web site, information is updated concerning changes in processes. Satisfaction surveys are provided to stakeholders involved in the key strategy. The champion group determines student and stakeholder satisfaction as it applies to the key strategy by providing a satisfaction survey of the teacher evaluation training. Another survey for Educator Quality staff who

participates in the implementation of the key strategy determines satisfaction of time reimbursement for travel expenses.

Measurement, Analysis and Knowledge Management for the Key Strategy:

The champion group measures, analyzes, aligns, reviews, and continues to improve the implementation of the key strategy by reviewing quarterly reports on the progress of the action plans. A rubric is used determines the quality of the teacher mentor program so that all teachers are afforded the same mentoring. The champion group ensures the quality and availability of needed data and information for your staff and stakeholders by publishing on the Educator Quality web page updates on information that pertains to the key strategy. The champion group must work closely with IT and the STARS program to obtain accurate data. Presently, due to the STARS program being in its initial implementation stages, not all data is available for the champion group. This time delay of information can impede implementation of the key strategy.

PED Staff Focus for the Key Strategy:

The champion group's education, training, and career development supports the achievement of the overall objectives of the key strategy by utilizing existing educational degrees obtained by the champion group. The members have skills that sustain the necessary components involved in the implementation of the key strategy. Workshops are attended along with conferences that update information to support the three tiered licensure program. The champion group maintains a work environment and staff support climate that contributes to the well-being, satisfaction and motivation of all staff concerning the key strategy by collaborating and sharing information so that appropriate decisions can be made.

Process Management of the Key Actions:

The Champion group manages its processes that support the key strategy by checking with staff on a weekly basis, progress with the design of the rubric, satisfaction surveys, and other processes. The key processes for budgetary and financial management and continuity of operations in an emergency for the key strategy include: Presently, there exist problems in the system that provides reimbursement to staff workers. Some workers who are sent out on assignment have to use their own means to accomplish the task. Other staff does not have access to personal means and therefore accomplishing tasks such as supplying technical support impedes the progress of the implementation of the three-tiered licensure strategy.

Results of the Key Strategy:

The champion group's applicable key student learning results concerning the key strategy will be determined in the first stages in 2008. The champion group's key stakeholder satisfaction results concerning the key strategy will be determined at the end of the 2006-2007 year. The champion group's budgetary and financial performance results concerning the key strategy will be determined at the end of the 2006-2007 year. The champion group's applicable key staff development, wellbeing, and satisfaction results concerning the key strategy will be determined at the end of the 2006-2007 year. The champion group's key operational performance results concerning the key strategy will be determined at the end of the 2006-2007 year.

Strategy Performance Measures:

100% of all school districts will have submitted a mentorship plan by October 1, 2007. (process)

100% development of a system that collects data for mentored teachers will be developed by July 1, 2007. (outcome)

100% of the principal evaluation system will be implemented into the schools districts by July, 2008. (process)

The strategy performance measures will be determined by: 1) determining how many school districts will have submitted a mentorship plan to PED; 2) by collaborating with IT, a data collecting system for mentored teachers will be developed; 3) PED will determine how many school districts have implemented the principal evaluation system by interviewing the district superintendents.

Data instruments:

- STARS

STATE STRATEGY (C) FACILITATE AND MONITOR THE IMPLEMENTATION OF PERFORMANCE STANDARDS FOR EXCELLENCE

Strategy:

Facilitate and monitor the implementation of Performance Standards for Excellence.
The state goals include 1,2,3,5, & 7.

Update: April 1, 2008

Strategy Performance Measures:

1. 100% completion of the voluntary curriculum to align with the math standards by July 1, 2008. (Rather than “voluntary curriculum”, Math *Standards* alignment documents for approved K-8 math curriculum core instructional materials were posted on the website in April 2008. This was changed to August 15, 2008, and a few districts have asked for an extension to August 30. (Similar math *Standards* alignments documents will be posted for grades 9-12 after the *Standards* revisions are officially approved.)
 - The aligned 9-12 Math Standards were approved in 2008 by the American Diploma Project (ADP). (It was approved by the ADP in January 2008.)
 - This performance measure was developed before joining ADP; therefore the school district alignment of their math curriculum to the content standards will be reported by October 2008. (Rather than “math curriculum”, as indicated above, Math *Standards* alignment document for approved K-8 math curriculum core instructional materials were posted on the website in April 2008. This was changed to August 15, 2008, and a few districts have asked for an extension to August 30. (Similar math *Standards* alignment documents will be posted for grades 9-12 after the *Standards* revisions are officially approved in December 2008.)
 - The Math and Science Bureau will review district aligned curriculum by fall of 2008. (The aligned math curriculum documents were due August 15, but we are still awaiting a few. When they have all arrived we will review them.)
 - A voluntary Math curriculum template, suggestions, websites and technical assistance information for K-8 will be posted on the PED web site fall 2008. (As indicated above, what have been posted are Math *Standards* alignment documents for grades K-8.)
2. The Instructional Support professional development plan is in development with the Educator Quality Division. The Instructional Support coordinates its calendars and offerings based on school need and data.
3. The language arts standards are ready for the rule making process in November 2008. K-8 standards were changed to include more reading detail. 9-12 includes our work with the ADP.
4. (EPSS coordinators) N/A
5. The computer training model was discontinued by Classroom Connect because of problems within our Agency to raise and flow money. We also had difficulty with contract approval. We hope to try again, as this idea in one of a kind in the Nation.
6. The Instructional Support program managers meet weekly and report and update on their communications and meetings with their staff members. Weekly updates are sent to the Assistant Secretary with professional development plans, calendar, issues that must be addressed and other items of importance.

Leadership for the Key Strategy:

The strategy Champion group includes the Assistant Secretary for Instructional Support, Assistant Secretary for Assessment and Accountability, and Assistant Secretary for Quality Assurance and Systems Integration. The Champion group guides and sustains the key strategy by meeting regularly on a weekly basis. The Champion group communicates with PED concerning the key strategy by meeting in Leadership Team Meetings, Instructional Cabinet Meetings, and Executive Team Meetings. The Champion group addresses its responsibilities to other PED staff to ensure ethical behavior concerning the key strategy by using the Baldrige core values. A check off list for education organizational and personal learning is used. At meetings, a hot topics list determines problems in the system when communication has not been clearly stated (ethical situation is to provide technical assistance for implementation of the standards). Check off list is provided to determine reimbursement or advances to see who receives reimbursement in an appropriate time frame. The most qualified people need to be hired to assist in implementing the standards to ensure ethical technical assistance.

Strategic Planning for the Key Strategy:

The Champion group establishes strategies and key strategic objectives for the key strategy by meeting on a weekly basis. The Champion group moves its strategic objectives in to action plans for the key strategy by appointing committee chairs to lead and direct the objectives. A summary of the action plans include: 1) contracting with McCrell who will do a voluntary curriculum that aligns with math standards; 2) ISVED will provide professional development for the new curriculum alignment; 3) to make reading and language arts standards into an approved rule followed by analysis of whether the standards are helpful to people and aligns with curriculum; 4) coordinate with EPSS group after schools have been selected to discover if, anecdotally, there are standards based instruction in the schools; and 5) for Next Steps plans, we are contracting with E-school and they are developing a professional development computer module for staff members to train on how to counsel students on the Next Step Plan. (Safe School Plans involve Kris Meuer and Gilbert Perea. The performance measures and indicators to demonstrate the progress of the implementation of the key strategy include: 1) 100% completion of the district curricula to align with the math standards by October 2008; 2) 100% completion of the professional development by June 2009; and 3) 100% of rule approval by November 2008.

Student, Stakeholder, and Market Focus for the Key Strategy:

The Champion group builds relationships to attract, satisfy and retain students and stakeholders and increases their loyalty as it applies to the key strategy by communicating with them through e-mails, applicable announcement of events, and phone conversations. The Champion group determines student and stakeholder satisfaction as it applies to the key strategy by feedback from phone calls and e-mails.

Measurement, Analysis and Knowledge Management for the Key Strategy:

The Champion group measures, analyzes, aligns, reviews, and continues to improve the implementation of the key strategy by reviewing the percentage of accomplishments of the actions plans. The Champion group ensures the quality and availability of needed data and information for

your staff and stakeholders by assigning a staff member to log the data and then communicating necessary data to responsible staff members of the key strategy. The Champion group builds and manages its information and data concerning the key strategy by assigning a staff member to detail and review the logged data and information.

PED Staff Focus for the Key Strategy:

The Champion group's education, training, and career development supports the achievement of the overall objectives of the key strategy by sending staff members once a year to professional development conferences. The Champion group maintains a work environment and staff support climate that contributes to the well-being, satisfaction and motivation of all staff concerning the key strategy by posting motivational questions on bulletin boards and by obtaining feedback through staff survey.

Process Management of the Key Actions:

The Champion group manages its processes that support the key strategy by meeting on a weekly basis with staff who are assigned to the strategic objectives and action plans. The key processes for budgetary and financial management and continuity of operations in an emergency for the key strategy include reassigning money to the needed operation from another operation.

Results of the Key Strategy:

The Champion group's applicable key student learning results concerning the key strategy will be determined after the implementation of the action plans. The Champion group's key stakeholder satisfaction results concerning the key strategy will be determined after the implementation of the action plans. The Champion group's budgetary and financial performance results concerning the key strategy will be determined after the implementation of the action plans. The Champion group's applicable key staff development, wellbeing, and satisfaction results concerning the key strategy will be determined from training surveys and other applicable satisfaction surveys following the implementation of the action plans. The Champion group's key operational performance results concerning the key strategy will be determined after the performance measures and indicators have been reviewed.

Strategy Performance Measures:

100 % completion of the district curricula to align with the math standards by October 2008
(Process)

100% completion of the Instructional Support professional development plan by June 2009
(Process)

100% completion of the language arts standards to be an approved rule, followed by analysis of the standards to see if they are helpful by November 2008 (Outcome)

The strategy performance measures will be determined by:

Completed alignment of curriculum to math standards; completed professional development process demonstrated on paper; authorized signature for language arts rule; EPSS coordinator reporting to PED on selected school districts that implement standards based instruction; and the implementation of the computerized training module.

Data Instruments:

1. Contract between McCrell and PED
2. Professional development schedule with evaluations and follow up meetings. Determine teacher implementation and compare with schools that use it and those who do not.
3. Comparing with models across the country to demonstrate that schools who have a voluntary curriculum do better.
4. Research in other places shows that this can be a positive intervention.

STATE STRATEGY (D) PROMOTE AND DEVELOP ACTIVITIES TO INCREASE PARENTAL INVOLVEMENT

Strategy:

Promote and develop activities to increase parental involvement.
The state goals include 1, 2, 3, 4, 5, 6, and 7.

Leadership for the Strategy:

The Champion group for this strategy includes the Assistant Secretary for Rural Education and the Rural Education Bureau. Key Stakeholders partner with Rural Education Division which includes Parent Teacher Association (PTA), New Mexico Broadcasters, Channel 13, Intel, Cybermesa, and National Education Association (NEA). The strategy Champion group guide and sustain the key strategy by communicating with Rural Education staff on a weekly basis. In these meetings, assignments and progress on the assignment activities are reviewed for further decision making by the group.

The Rural Education Assistant Secretary and assigned Rural Education staff communicate with key stakeholder partners through regular meetings to help guide the strategy as well. Meeting schedules include: monthly with the PTA, bi-monthly with New Mexico Broadcasters, monthly with Channel 13, and monthly with the Intel representative. Performance measures are checked on a quarterly basis by the champion group, of the process and outcome measures, in a PDSA (Plan Do Study Act) continuous improvement process.

Communication with PED is accomplished via the Rural Education Web page. On this web page, activities can be viewed along with the latest updates on the progress of the activities. An update is also provided at Instructional Cabinet meetings and the PED Executive Team meetings. This update includes a report from an assigned Rural Education staff member who assigned oversight responsibility to ensure ethical processes of the activities. This staff member checks on the stakeholder partners to make sure that all programs demonstrate ethical behavior and that PED standards are adhered to by using a check off list in a bi-monthly check system. An example of this is checking on the TV commercials to make sure that the content bullets are adhered to according to PED standards and then shared with a PED public relations officer.

Strategic Planning for the Strategy:

The Rural Education Bureau staff members establish strategies and key strategic objectives for the key strategy by discussing and reviewing, during a bureau meeting, potential activities that are involved with parent involvement. After the group reviews the activities, they consent on strategies for improvement or change. A committee composed of PED staff members and key stakeholders is then appointed for that particular activity. Collaborative strategic objectives are made at those committee meetings to initiate further action steps.

One strategic objective is the Parent Tool Kit. Action steps for the Parent Tool Kit include training parents, educators, administrators and businesses. In 26 school districts; compilation of the

PTA booklet “Helping Students Get Ready to Learn” that was handed out for students to take home (December 1, 06 – May 15, 07); developing a DVD; TV commercials; radio announcements; and a Channel 13 broadcast. Intel supports the training by supplying their employees with time off for the training and also to volunteer in the schools.

Another strategic objective is the PTA Booklet. The PTA booklets are designed for grades K-6. It is hoped that funding will be provided to extend the booklets for grades 7-12 as well. Action steps for that include TV commercials and radio announcements and sending the booklets to parents via parent teacher conference and sending them home with students.

The class teacher will tally the number of booklets from a form provided to the parents that is handed out at parent conference and the number of forms that are returned from sending them home to those parents who do not attend parent teacher conference. The forms will also include a permission signature to receive a monthly newsletter from Rural Education. This data will be forwarded to PED Rural Education data keeper. Rural Education data keeper will indicate percent of parents receiving PTA booklets for the performance measure.

Indicators for the Parent Tool Kit include the tallying of receipts that are attached to the Parent Tool Kits. The schools will send a receipt to the PED Rural Education data keeper who tallies the receipts. A performance measure will indicate percent of schools that receive the Parent Tool Kit. These performance measures will align to the PED budget performance measure “Annual percent of stakeholders positively rating their involvement with public elementary, middle, and high schools.”

A teacher survey will be provided semi-annually to determine teacher satisfaction of the parent tool kit and the PTA booklets. The surveys will be on-line on the Rural Education Web site. A performance measure will be tallied by the Rural Education data keeper to determine percent of teacher responses and satisfaction.

Student, Stakeholder, and Market Focus for the Key Strategy:

The strategy Champion builds relationships with key stakeholders by fostering input from parents from the training through a survey, in order to identify and solve problems. This survey will be tallied in with other parent satisfaction surveys to determine percent of parent involvement. The State Strategy should also align with the budget performance measure. Funding from the legislature is another key indication of parent involvement.

Measurement, Analysis and Knowledge Management for the Key Strategy:

The strategy Champion group measures, analyzes, aligns, and review the key strategy by tallying the forms of receipt from the PTA booklet; how many times the TV and radio commercials are aired; survey data from parents after viewing the DVD, survey data from the Parent Took Kit training, and hits on the Parent Took Kit website. Data is analyzed and published on the Rural Education Website in order to inform staff, parents, and stakeholders. Performance measures are checked on a quarterly basis by the Champion group, of the process and outcome measures, in a PDSA (Plan Do Study Act) continuous improvement process.

To ensure quality and availability of needed data, a data person is needed in the division. As of this moment funding is not available. To compensate, several staff members handle the data which

poses a weakness in quality and availability of needed data. This can cause an impediment in achieving the goals and accompanying strategy.

PED Staff Focus for the Key Strategy:

The Champion group aligns their education, training, and career development to support the achievement of the key strategy objectives. The Rural Education staff has specialty areas that align to their responsibilities. A weekly meeting determines whose specialty will be utilized where. Staff is sent to state and national meetings for professional development. Leaders support and sustain empowerment of staff and other Baldrige principles. Staff is empowered to employ cooperative decision making, including clerical staff of Assistant Secretary. At the weekly meetings, they share project progress utilizing open lines of communication so that everyone is aware of each project.

Process Management of Key Actions:

Rural Education staff members manage the process and report during bureau and division meetings on a weekly basis. Key process for budgetary and financial management and continuity of operation in an emergency are handled according to PED process for purchase orders. The PED emergency financial operation process has imposed a weakness in achieving the key strategy.

Results of the Key Strategy:

The activities have not been implemented yet to determine student learning results. A 2009 appropriation request is being prepared

The Champion group's budgetary and financial performance results concerning the key strategy are based on check off list of PO orders and Contract orders.

The Champion group's applicable key staff development, wellbeing, and satisfaction results concerning the key strategy are based on the staff satisfaction survey. A satisfaction survey for staff members is also being administered.

The Champion group's key operational performance results concerning the key strategy are based on the process performance. All performance results concerning the key strategy will be published on the Website on a quarterly basis after the activities are implemented.

Strategy Performance Measures:

Percent of custodial parents/guardians participating in parent activities. (Outcome)

Percent of custodial parents/guardians satisfied with parent activities. (Outcome)

Data instruments:

- Meeting schedules
 - a. Performance measure – Percent of scheduled meetings attended by champion group. (Process)

- A district form that demonstrates receipt of the Parent Tool Kit.
 - b. Performance measure – Percent of schools receiving Parent Tool Kit (Process)

- Teacher survey
 - c. Performance measure – Percent of satisfied teachers concerning Parent Tool Kit. (Process)
 - d. Performance measure – Percent of satisfied teachers concerning PTA booklets. (Process)

- Parent survey concerning training of the Parent Tool Kit (one per student)
 - e. Percent of parents participating in the training. (Outcome)
 - f. Percent of parents satisfied with the training. (Outcome)

- Tally of hits on the Parent Tool Kit Website
 - g. Performance measure – Number of hits on the Parent Tool Kit Website. (Process)

STATE STRATEGY (E) COORDINATE AND MONITOR IMPLEMENTATION OF THE INDIAN EDUCATION ACT

Strategy:

Coordinate and monitor implementation of the Indian Education Act.
State goals include 1, 2, 3, 4, & 5.

Update: August 26, 2008

Leadership for the Key Strategy:

The strategy Champion group includes the Assistant Secretary for Indian Education, Santa Fe Program Manager and Northwest office program manager in Gallup, and the New Mexico Indian Education Advisory Chairperson. The Champion group guides and sustains the key strategy by meeting with the New Mexico Indian Education Advisory Council on a quarterly, special meetings, work-sessions and retreat meetings with the Indian education division staff. The champion group communicates with PED concerning the key strategy by attending Leadership Training, Executive Team, and Leadership team meetings. The Champion group addresses its responsibilities to other PED staff to ensure ethical behavior concerning the key strategy by communicating information through e-mail and local meetings. There is no regulatory code for the Indian Education Act; therefore, aligning performance to ethical standards is difficult. Indian Education distributes money through JPA, MOU, MOA, IGA, and Grants. We are able to have professional services contracts and scope of work, which we follow, provide technical assistance for and monitor through reports and onsite visits.

Strategic Planning for the Key Strategy:

The Champion group establishes strategies and key strategic objectives for the key strategy by meeting together to review data, and feedback to make decisions. The Champion group moves its strategic objectives in to action plans for the key strategy by making assignments for projects during meetings. After designing the objectives, permission is obtained from the Cabinet Secretary. The summary of the action plans include the Champion group will review the Indian Education Act categories and prioritizes each category. A review of the annual Indian Education Status Report and progress of the indicators is now available for three years from 2004-2007. A team leader will be assigned to work within PED department to write a code for partnerships, funding formula, RFP processes, and get legal reviews from PED's Legal department. The performance measures and indicators to demonstrate the progress of the implementation of the key strategy includes: 100% completion of the rule by March 2009.

Student, Stakeholder, and Market Focus for the Key Strategy:

The Champion group builds relationships to attract, satisfy and retain students and stakeholders and increases their loyalty as it applies to the key strategy by reporting quarterly to Indian Education Advisory Council and twice a year at its government to government meeting between PED, tribal and Pueblo leaders to review and make recommendations for programs. The Champion group

determines student and stakeholder satisfaction as it applies to the key strategy through review of the annual Indian Education Status Report.

Measurement, Analysis and Knowledge Management for the Key Strategy:

The Champion group measures, analyzes, aligns, reviews, and continues to improve the implementation of the key strategy by the completion of the code and the annual Indian Education Status Report. The status of the Indian Education Act has indicators for student achievement, drop out and graduation rates, programs and funding. Report section baseline data has been collected. Second and third reports will determine progress and impact that the act as on student achievement. The Champion group ensures the quality and availability of needed data and information for your staff and stakeholders by distributing a report at the government to government meeting using this report and district reports to facilitate meetings between school district and TDE (Tribal Department of Education) and to review their EPSS plans. There are more specific tribal meetings where data is disseminated. A staff member at Northwest office coordinates and produces this report of data. The school districts use this data to incorporate into their EPSS plans to address the achievement gap. What is needed is an assessment and data analysis person to work with Indian Education Division in order to build and manage data. Request for this additional FTE has been unsuccessful thus far.

PED Staff Focus for the Key Strategy:

The Champion group's education, training, and career development supports the achievement of the overall objectives of the key strategy by training received in PED and outside PED, such as Baldrige. SWCC provides a summit on AYP and Best Practices. The Champion group maintains a work environment and staff support climate that contributes to the well-being, satisfaction and motivation of all staff concerning the key strategy through a PDSA committee. The committee meets monthly to develop a framework for technical assistance and use the PDSA process to finalize the plan. Every three months all staff get together to work on plans that have not been brought to fruition. Assistant Secretary of Indian Education works on a part time basis at the Northwest office.

Process Management of the Key Actions:

The Champion group manages its processes that support the key strategy by assigning the program manager to work with their staff on action plans. The Champion group will oversee the process. There is no emergency funding for operations. Changes have been made to all the contracts to ensure a more timely process for payments and invoices. A new process to monitor key processes for budgetary and financial management on a monthly basis is being implemented. This monthly monitoring should improve the continuity of operations in an emergency for the key strategy.

Results of the Key Strategy:

The Champion group's applicable key student learning results concerning the key strategy will be determined from a baseline data for categories of the report. The Champion group's key stakeholder satisfaction results concerning the key strategy will be determined from baseline data

for categories of the report. The Champion group's budgetary and financial performance results concerning the key strategy will be determined from baseline data for categories of the report. The Champion group's applicable key staff development, wellbeing, and satisfaction results concerning the key strategy will be determined from continuous feedback through the advisory members and their constituent representation. The Champion group's key operational performance results concerning the key strategy will be determined from baseline data at the beginning of the project.

Strategy Performance Measures:

100% completion of the rule by March 2009 (Outcome)

The strategy performance measure will be determined by:

Documentation and authorization of the code

Data instruments:

- Annual Indian Education Status Reports
- Rule documentation

STATE STRATEGY (F) CREATE INTER-AGENCY PARTNERSHIPS TO PROMOTE A SEAMLESS P-20 SYSTEM

Strategy:

Create inter-agency partnerships to promote a seamless P-20 system.
State goals include 1, 2, 5, & 7.

Update: May 28, 2008

Leadership for the Key Strategy Deputy Secretary for Learning and Accountability:

Leadership for Key Staff Strategy of Creating Inter-Agency Partnerships to Promote a Seamless P-20 System is provided by the Deputy Secretary for Learning and Accountability. It predominantly includes two initiatives:

1. The P-20 Alignment Taskforce: and
2. The Pre-Kindergarten (Pre-K) programs.

The P-20 alignment taskforce is co-chaired by the PED Deputy Secretary and the Higher Education Department (HED) designee. The P-20 Alignment Taskforce has representation from both departments, the two and four-year institutions, business partners, school districts and school boards. A number of workgroups have been formed to address issues like dual credit, articulation, assessments, post-secondary placement, and alignment with the American Diploma Project, college completion, and high school graduation.

The Pre-K program is supervised by the Assistant Secretary for Instructional Support, which reports to the Deputy Secretary, in partnership with Children Youth and Families department (CYFD) designee. The Pre-K program is led by the Pre-K collaborative, which is a group comprised of PED, CYFD, school representatives, private providers and other interested representatives.

Strategic Planning for the Key Strategy:

Leadership has determined strategies and project activities. Data are used to support examination of issues and to track success and challenges. The identified workgroups determined their action plans and report regularly to the Leadership group. Minutes and agendas are maintained by staff associated with each group. Data results and process indicators are regularly reviewed by the group.

Student, Stakeholder, and Market Focus for the Key Strategy:

The Leadership works to build relationships to attract, promote satisfaction, and retention of students and stakeholders. Processes for determining group satisfaction include evaluation forms, focus groups, and feedback through public comment.

Measurement, Analysis and Knowledge Management for the Key Strategy:

The Leadership groups analyze, align, and review for continuous improvement by focusing on action plan progress. Data are collected and reported at leadership meetings, and after a quality vetting by the group, then posted on the PED or other appropriate agency website.

PED Staff Focus for the Key Strategy:

PED staff is kept engaged in the work so that continuity and succession planning can be maintained. It also builds ownership and helps to provide a work environment contributing to the well-being, satisfaction and motivation of each staff member.

In order to ensure effective management of processes, regular meetings are held with supervisory staff, which in turn, is held accountable for completion of key work process. Resources and budgetary consideration are also identified so that work processes are adequately supported.

Process Management of the Key Actions:

The Champion group manages its processes that support the key strategy by updating progress during weekly meetings and maintaining a calendar of events check off list. The key processes for budgetary and financial and continuity of operations in an emergency for the key strategy include rearranging money from other areas where there might be an excess of funds.

Applicable Key Learning Results are:

- Increased student participation in dual credit enrollment
- Reduced number of students taking remedial courses at the post-secondary level
- Improved student demonstration of high school competence
- Improved high school graduation rates.
- Increased numbers of pre-k students served.

Strategy Performance Measures:

- Regular meetings
- Designated partners and representatives
- Rule and policy establishment
- Program successfully operating

Outcome Measures from Strategic Plan Goals:

Performance and Accountability Contract Measures (when finalized for FY 09)

STATE STRATEGY (G) DEVELOP STRONG SYSTEMS OF ACCOUNTABILITY TO MONITOR THE QUALITY OF EDUCATION FROM P-20

Strategy:

Develop strong systems of accountability to monitor the quality of education from P-20.
The state goals include: 1, 2, 3, 4, and 5.

Leadership for the Strategy:

The Champion group for this strategy includes the Assistant Secretary for Assessment and Accountability and Chief Information Officer of Information and Technology.

Strategic Planning for the Key Strategy:

The Champion group establishes strategies and key strategic objectives for the key strategy by deciding at a division meeting to review state statutes and federal regulations concerning NCLB components. For example a strategic objective is monitoring student proficiency at the grade level within school district and NCLB subgroup in reading, math, science, and social studies in grades 3-9 and 11. The Champion group moves its strategic objectives in to action plans for the key strategy by planning and implementing systems for collecting, analyzing, and reporting data to be used by PED managers, legislatures, school district administrators, and stakeholders for example: STARS. A summary of the Champion group's action plans include: 1) develop accountability models that measure student growth; 2) apply to USDE for approval of modified assessment and accountability work plan; 3) develop a model for measuring incremental progress in meeting proficiency targets in reading and math in schools and districts; 4) assess and analyze process steps for AYP development and administration of state assessments. The performance measures and indicators to demonstrate the progress of the implementation of the key strategy include: 1) the models will be 100% completed by April, 2008; 2) completed application period and feedback from USDE by September, 2008; and 3) have model 100% completed by January, 2008; 4. 100% completion of assessment and analysis of process steps by May, 2007.

Student, Stakeholder, and Market Focus for the Key Strategy:

The Champion group builds relationships to attract, satisfy and retain students and stakeholders and increases their loyalty as it applies to the key strategy by PED providing reports of AYP in district and charter school report cards to communicate student results on statewide assessments in reading and math proficiency. The Champion group determines student and stakeholder satisfaction as it applies to the key strategy by PED gathering stakeholder feedback (notes from meetings) through meetings of the assessment and accountability advisory council and through impromptu communications by e-mail to the Assessment and Accountability Division and the Cabinet Secretary.

Measurement, Analysis and Knowledge Management for the Key Strategy:

The Champion group measures, analyzes, aligns, reviews, and continues to improve the implementation of the key strategy by indicating of achievement that would be approved by the USDE of our Assessment and Accountability system; as well as feedback from the AAAC schools, districts, and other stakeholders. USEOE has designations indicating the level of approval by USDOE. We recognize in qualitative ways the opportunities for improvement such as one of the limitations of NCLB being that the schools receive a designation. There are 36 different subgroup outcomes and one student outcome that can result in the school missing AYP and one of those groups not making NCLB can cause the lack of proficiency level. This is compared to a school that does not make AYP in all 36 areas of AYP. These two levels are compared qualitatively with more emphasis on improvement on the latter. The Champion group ensures the quality and availability of needed data and information for your staff and stakeholders by providing reports and statistical summaries on the PED website in the form of AYP accountability reports, districts, and charter school state report cards and aggregate statistical summaries in time for schools to plan instruction for the year. The Champion group builds and manages its information and data concerning the key strategy by the Academic Growth and Analysis bureau collaborating with IT in developing systems for storing and reporting assessment data.

PED Staff Focus for the Key Strategy:

The Champion group's education, training, and career development supports the achievement of the overall objectives of the key strategy with the Assessment and Accountability and the Academic Growth and Analysis staff attending national conferences on accountability and data reporting systems. They also read professional publications on developing accountability initiatives. The Champion group maintains a work environment and staff support climate that contributes to the well-being, satisfaction and motivation of all staff concerning the key strategy by beginning with the selection of highly qualified staff, working in an environment where collaboration is encouraged and recognized. Goals are forged by team members. We value open communications and good humor and look for opportunities to serve one another as a team member.

Process Management of the Key Actions:

Due the lack of staff, focus on meeting immediate objectives and evaluating completion by due dates and quality of product makes it difficult for Champion group manage processes of key actions. We are beginning to develop process documentation charts to use as time lines to demonstrate timely processing of state assessment administration. The key processes for budgetary and financial management and continuity of operations in an emergency for the key strategy include: At this point in time there is no budgetary operations for emergencies.

Results of the Key Strategy:

The Champion group's applicable key student learning results concerning the key strategy will be determined August 2008. The Champion group's key stakeholder satisfaction results concerning the key strategy will be determined August 2008. The Champion group's budgetary and financial performance results concerning the key strategy includes the fact there is a considerable amount of attention in regulating and managing the vendor contract to ensure deliverables meet requirements

for quality cost and timeliness. Results are determined upon the delivery date of the tests and the results of the tests from the vendor. The Champion group's applicable key staff development, wellbeing, and satisfaction results concerning the key strategy will be determined when enough staff is employed to support the division the Champion group's key operational performance results concerning the key strategy are the timely delivery of tests and result information to stakeholders.

Strategy Performance Measures:

100% completion of accountability models by April 2008. (Process)

100% completed application period and feedback from USDE by September, 2008 (Outcome)

100% completion of measuring model for incremental progress by January, 2008 (Process)

100% completion of assessment and analysis of process steps by May, 2007 (Outcome)

The strategy performance measure will be determined by:

- Process chart for the development of the accountability model
- USDE signature and statement of approval
- Process chart for the development of the measuring model
- Process chart for the progress of the assessment and analysis of process steps.

Data instruments:

1. Satisfaction surveys
2. Time lines
3. Progress charts

STATE STRATEGY (H) KEEP STUDENTS READY TO LEARN BY PROVIDING HEALTHY AND SAFE LEARNING ENVIRONMENTS, ACCESS TO HEALTH CARE, HEALTHY FOODS, AND PHYSICAL FITNESS

Strategy:

Keep students ready to learn by providing healthy and safe learning environments, access to health care, healthy foods, and physical fitness.

State goals include 1, 2, 3, 4, & 5.

Leadership for the Key Strategy:

The strategy Champion group includes the Assistant Secretary for Instructional Support and Vocational Education, Assistant Secretary for Assessment and Accountability, Assistant Secretary for Program Support and School Transportation, Assistant Secretary for Quality Assurance and Systems Integration, and Consolidated School and Family Support Bureau (SFSB) of the ISD in cooperation with other state agencies. The Champion group guides and sustains the key strategy through electronic communication and planning meetings as guided by the SFSB. The Champion group communicates with PED concerning the key strategy through Leadership training meetings, Executive Team Meeting, Instructional Cabinet Meeting, and other division meetings. The Champion group addresses its responsibilities to other PED staff to ensure ethical behavior concerning the key strategy by working collaboratively. We share travel time, resources, professional development opportunities and are in continuous discussions concerning our role, stewardship and responsibilities.

Strategic Planning for the Key Strategy:

The Champion group establishes strategies and key strategic objectives for the key strategy by reviewing legislative responsibilities, budgets, needs assessments, data analysis, capacity analysis, communications, meeting and prioritizing. The Champion group moves its strategic objectives into action plans for the key strategy through regular strategic planning sessions with interim checkpoints. A summary of the Champion group's action plans are below. The performance measures and indicators to demonstrate the progress of the implementation of the key strategy are below.

Student, Stakeholder, and Market Focus for the Key Strategy:

The Champion group builds relationships to attract, satisfy and retain students and stakeholders and increases their loyalty as it applies to the key strategy by professional development opportunities, regular visits and communication, technical assistance, and personalized customer service. The Champion group determines student and stakeholder satisfaction as it applies to the key strategy by managing data; each bureau in the ISD designed a data collection methodology which is reviewed regularly. We also determine stakeholder satisfaction from assessments and surveys.

Measurement, Analysis and Knowledge Management for the Key Strategy:

The Champion group measures, analyzes, aligns, reviews, and continues to improve the implementation of the key strategy by regular meetings, and timely data management and collection. The Champion group ensures the quality and availability of needed data and information for your staff and stakeholders by communicating regularly with IT, continuous review, and triangulation. The Champion group builds and manages its information and data concerning the key strategy with each bureau developing its own EPSS, which is aligned with the PED and state goals to create a Division EPSS.

PED Staff Focus for the Key Strategy:

The Champion group's education, training, and career development supports the achievement of the overall objectives of the key strategy by the commitment of each program manager in the ISD to one professional development opportunity per year to advance the achievement of the overall objectives of the key strategy. For example; the SFSB attends meetings at the Center for Disease Control in Atlanta, GA. The Champion group maintains a work environment and staff support climate that contributes to the well-being, satisfaction and motivation of all staff concerning the key strategy by the celebration of small steps. Included in the celebration are productive and rewarding meetings, encouragement for one another's work, sensitivity to the human factor when carrying out the work, review of practice with an eye to change, utilization of the "Fish" philosophy and "Character Counts" in the workplace, and asking ourselves, "Does this activity contribute to our goal?"

Process Management of the Key Actions:

The Champion group manages its processes that support the key strategy by using the Plan Do Study Act (PDSA) method to guide strategic processes, continuous analysis, and correction in midcourse if necessary. The key processes for budgetary and financial management and continuity of operations in an emergency for the key strategy include the dependence on Fiscal Departments to provide budget for ISD's activities to have efficient flow of funds. ISD turns in invoices in a timely manner and tracks them through the process. In an emergency we consult with the Deputy Secretary and the ASD director.

Results of the Key Strategy:

The Champion group's applicable key student learning results concerning the key strategy is data collection on "The Next Steps Plan" (sampling); "Safe School Plans" (reviewed): working with the SWCC to develop a method to measure (survey sampling, interviews and focus groups) implementation on NM Content Standards and Benchmarks. The Champion group's key stakeholder satisfaction results concerning the key strategy will be determined by learning about activities surrounding the Next Steps Plan and the Safe Schools Plans and the implementation of the NMSWB in the classrooms. The Champion group's budgetary and financial performance results concerning the key strategy will be determined by the amount of money expended by July, 07; numbers of complaints from customers; correct adherence to state and federal law concerning spending and use of these funds; and diligent oversight of contracts and other agreements with stakeholders. The Champion group's applicable key staff development, wellbeing, and satisfaction

results concerning the key strategy will be determined at the end of the year. The Champion group's key operational performance results concerning the key strategy will be determined by planned and continuous data collection.

Strategy Performance Measures:

Number of schools with approved Safe Schools Plans
Number of districts/charter schools with approved Local Wellness Policies

Data instruments:

Safe Schools Plan analysis rubrics
Wellness Policy analysis rubrics
Healthy Schools Report Card to be implemented (08-09 SY)

Summary of Actions and Results:

As part of 6.12.6 NMAC School District Wellness Policy Rule, the Public Education Department (PED) is requiring all schools to revise, update, or develop new school-level safety plans based on current best practices. These plans are due on January 9th and will be reviewed this spring. Currently all schools have safety plans however, they are in need of an update.

All school districts in New Mexico have local wellness policies that address nutrition and physical activity. These policies have been analyzed by SFSB staff and feed back has been send to all districts. The PED is implementing a new evaluation tool, the Healthy Schools Report Card (HSRC). HSRC is a tool to assist New Mexico schools/districts in their implementation and evaluation of the Wellness Policy and Nutrition, Competitive Food Sales Rules. In addition, this tool will help to build the capacity of School Health Advisory Committees (SHAC) to evaluate, plan and implement school programming that will positively impact the health and academic success of New Mexico students. I have enclosed a brief fact sheet about the HSRC.

Currently, 29 randomly selected school districts have agreed to pilot the tool this fall in 67 schools across the state. See the enclosed Healthy Schools Report Card Wave #I Schools for the districts and schools that will be participating this school year. All New Mexico public schools will begin using the HSRC within the next three years. Schools will be incrementally enrolled in the process and will be notified in writing of their enrollment. At the time of enrollment, school will be required to complete the sections on physical education/activity, nutrition, and family, school and community involvement. Each school's data will contribute to the statewide report card and will inform school efforts to improve student health and academic performance.

STATE STRATEGY (I) COORDINATE AND MONITOR IMPLEMENTATION OF THE CHARTER SCHOOL ACT

Strategy:

Coordinate and monitor implementation of the Charter School Act.
State Goals include: 1, 2, 5

Update: March 31, 2008

Leadership for the Key Strategy:

The strategy Champion group includes the Assistant Secretary for Charter Schools Division, representatives from PED (Deputy Secretary of Learning and Accountability and additional Key Stakeholders).

The Champion group guides and sustains the key strategy by meeting intensively twice a month until March. Thereafter, quarterly meetings will be held in person or via telephone. Internal and external groups share information and provide feedback on the process. Performance measures are checked on a quarterly basis by the Champion group, of the process and outcome measures, in a PDSA (Plan Do Study Act) continuous improvement process.

The Champion group communicates with PED concerning the key strategy at Executive Team meetings. The Quality Assurance and Systems Integration web page also provides a strong avenue of communicating with PED.

The Champion group addresses its responsibilities to other PED staff to ensure ethical behavior concerning the key strategy by encouraging senior leaders and division heads to ensure the validity of the Program Manager and Project Team positions on their EDAs (Employee Development and Appraisal), mandatory attendance at trainings, and mandatory participation at Charter Schools Division plan site visits. During Charter Schools Division training, a format of ethical behavior according to PED standards is provided to the Program Manager and Project Team coordinators. With commitment from senior leaders and division heads for their staff to attend trainings and participate in site visits, the coordinators exhibit ethical behavior and positive attitudes towards stakeholders concerning the importance of the Charter School Act and school improvement processes.

Strategic Planning for the Key Strategy:

The Champion group establishes strategies and key strategic objectives for the key strategy during quarterly meetings. To determine the key objectives the Champion group analyzes data and reviews feedback to identify strengths and weaknesses in current Charter School Division and School Improvement processes. Collaboratively with stakeholders, the Champion group also reviews current research and trend data to assist in making decisions for realignment for the next year. The key objective is to make the Charter School Division plan a living document that guides

instructional actions in a district/school based on data that will result in increased student achievement, rather than a document of compliance.

Based on data and feedback action plans will be completed for the specified key objectives. At the quarterly meetings, action plans for the strategic objective are decided. A recommendation for an action plan is made to the Executive Team and then to be finalized by the Cabinet Secretary. The finalized decision is presented by the Assistant Secretary of Quality Assurance and Systems Integration to the district superintendent's at the Spring Budget Workshop and then back to Charter Schools Division to develop training for its coordinators.

A current action plan is to change the focus and flow of the systemic improvement process to the development and monitoring of the Charter Schools Division plan; to appropriately use the Key Strategies as the planning tool for the Charter and Home Schools; and to align the level of responsibility for compliance in a system approach manner- state monitors performance of charter school; charter school monitors performance of school (principal and leadership team); principal monitors performance of teachers; and teachers monitor performance of students.

Student, Stakeholder, and Market Focus for the Key Strategy:

The Champion group builds relationships to attract, satisfy and retain principals, and PED staff and stakeholders and increases their loyalty as it applies to the key strategy. The Champion group members are representative of each external and internal group which includes the Sponsor, Program Manager, and Project Team. The meeting time is to be determined. These committee members provide input to the quarterly meetings concerning strengths and weaknesses that impact the success of the strategy. Technical support is provided to schools via the key stakeholders and training as needed.

The Champion group determines stakeholder satisfaction as it applies to the key strategy through a satisfaction survey from group members. The survey is designed and reviewed by the Champion Group. The satisfaction survey is provided to stakeholders through the Charter School Project Team coordinators. Logs are kept to document questions from individuals who contact the Champion group and staff members directly.

Measurement, Analysis and Knowledge Management for the Key Strategy:

The Champion group measures, analyzes, aligns, reviews, and continues to improve the implementation of the key strategy through data gathered from the surveys and comments regarding the usefulness of the process and redesign. The Charter School Project Team coordinators read and evaluate every plan. Then, the Charter Schools Division reviews every plan prior to approval. Performance measures are checked on a quarterly basis, of the process and outcome measures, in a PDSA (Plan Do Study Act) continuous improvement process. If the plan does not meet the criteria it will be returned to the school/district with areas to correct prior to approval.

The Champion group works with the STARS staff to facilitate the quality and availability of needed data and information for staff and stakeholders through STARS, Web page, and satisfaction surveys. The availability and quality of data from STARS determines the accuracy of the STARS

data and provides data to the schools. It is imperative that stakeholders be trained in STARS by PED Information and Technology Division and that the system provides the data in a timely manner.

The Champion group builds and manages its information and data concerning the key strategy through various staff available to collect and manage data. Presently, there is no FTE for a data collection position; consequently an educational administrator has been assigned data responsibility as well as other bureau responsibility. The Charter Schools Division must rely on the IT Staff to provide data in a timely manner. Several staff members in the past have managed the data which alters the accuracy and availability of the data for staff and stakeholders. From among the bureau staff a web page manager has been assigned in each division to input analyzed data on to the Quality Assurance and Systems Integration web pages. Only data that has been certified by the Assessment and Accountability Division will be considered valid.

PED Staff Focus for the Key Strategy:

The Champion group's education, training, and career development supports the achievement of the overall objectives of the key strategy by selecting members of the group that have skills and expertise that align to assigned projects of the key strategy.

The Champion group maintains a work environment and staff support climate that contributes to the well-being, satisfaction and motivation of all staff concerning the key strategy by modeling a collaborative work environment, with respect for the knowledge and skills of others including differences in concepts. The Champion group supports the need for change in an environment that is high stakes.

Process Management of the Key Actions:

The Champion group manages its processes that support the key strategy by using a process that has benchmarks, responsible parties, accountability, and communication. The process requires allocation of resources and benchmarks. Budget must be available when developing the benchmarks. If additional funds are allocated or needed, the group reviews the data, review the research, need mandates, etc. and utilizes the funds based on this information. A PDSA (Plan Do Study Act) continuous improvement process also manages the process measures and outcome measures. Data is provided on a quarterly basis of process measures to insure that actions are aligned with key strategy.

The key processes for budgetary and financial management and continuity of operation in an emergency for the key strategy is dependent on a fiscal budget. Purchase orders and travel reimbursements processes depend on the division of Finance and Operations.

Results of the Key Strategy:

The Champion group's applicable key student learning results concerning the key strategy is based on AYP. As the Charter Schools Division plan is implemented with fidelity, research based strategies and interventions, quarterly assessments, and design based on data, the AYP scores should increase.

The Champion group's key stakeholder satisfaction results concerning the key strategy are based on stakeholder and staff knowledge and skill acquisition satisfaction surveys. Once again, as the staff and stakeholder satisfaction scores improve, so should the school/district status.

The Champion group's budgetary and financial performance results concerning the key strategy are based on a check off list of timely completion of contracts, travel reimbursements, alignment of efforts/funding in PED, and collaboration among the divisions.

The Champion group's applicable key staff development, well being, and satisfaction results concerning the key strategy are based on the staff satisfaction survey.

The Champion group's key operational performance results concerning the key strategy are based on the process performance measures.

Goal #1: 100% of all state-chartered schools will open by September 1st, 2008

Strategies:

- 1) The CSD will support, train, and provide technical assistance on pre-opening procedures to all new state-chartered schools scheduled to open in the Fall of 2008
- 2) The CSD will design and deploy a system for new state-chartered schools to qualify as a Board of Finance
- 3) The CSD will monitor new state-chartered schools for compliance to the planning year checklist "required dates for completion"

Goal #2: 100% of all new charter schools will submit federal and state stimulus grant applications that are fundable.

Strategies:

- 1) The CSD will support, train, and provide technical assistance to all new charter schools on state stimulus, state capitol stimulus, and federal grant applications
- 2) The CSD will develop and deploy an application evaluation process for the federal grant

Goal #3: To create and implement aligned processes for the review of initial charter applications and renewal applications to the Public Education Commission. *(This goal will be measured by process indicators which are: a) the completion of an application kit and recommendation process for start-up state-chartered charter schools; b) the completion of technical assistance training for prospective applicants; c) the completion of an application kit and recommendation process for the renewal state-chartered charter schools; d) the implementation of technical assistance training to renewal applicants.)*

Strategies:

1. The CSD will design and deploy training for prospective applicants to the Public Education Commission (PEC).
2. The CSD will design and deploy a system of evaluating applications to the PEC for charter authorization.
3. The CSD will design and deploy a system for reviewing Renewal applications to the PEC
4. The CSD will design and deploy a system for providing technical assistance and support to state-chartered schools
5. The CSD will develop system for providing support to existing charter schools

Goal 4: To implement technical assistance training to local authorizers throughout the state on effective authorizing practices.

Strategies:

- The CSD will design and deploy a system to provide technical assistance on effective authorizing practices to districts

Desired Results:

1	100% of all state-chartered schools will open by September 1 st , 2008
2	100% of all new charter schools will submit federal and state stimulus grant applications that are fundable.
3	To create and implement aligned processes for the review of initial charter applications and renewal applications to the Public Education Commission.
4	To implement technical assistance training to local authorizers throughout the state on effective authorizing practices.

Project Organization

Role	Description	Staff Assigned
Sponsor	<i>Has ultimate authority over and is responsible for a project and/or a program, its scope & deliverables.</i>	Dr. Don Duran
Program Manager	The Program Manager coordinates the work of the goal teams and helps provide resources to the goal teams and the division as a whole when necessary.	Sam Obenshain
Project Team	The CSD is divided into Goal Teams to implement the strategies identified under each goal. The goal teams are utilizing action planning, work groups, and data analysis to continuously improve their processes and outcomes.	Charter Schools Division Rudolph Arnold Michael C de Baca Corina Chavez Karen Ehlert Marjorie Gillespie Wilma Martinez Dr. Bob Olix Lorianne Valencia
Key Stakeholders	Technical assistance workshops, compliance monitoring tools, and aligned review processes are designed to help key stakeholders provide quality educational services to the populations they are serving.	<ul style="list-style-type: none"> ➤ Prospective Charter School Applicants ➤ Existing Charter Schools ➤ Local district authorizers ➤ The Public Education Commission

[Project Title]

KEY PROJECT

Define responsibilities and terms and planning pieces
Align district and state plans

Management

Define terms and roles. [Insert Date]

**This project supports the following
New Mexico Public Education Department Goals:**

(Check all that apply)

PED Goals:

- Goal 1 Provide quality external customer service**
- Goal 2 Provide positive public relations to internal customers**
- Goal 3 PDSA approach to monitor performance results**
- Goal 4 Proactive in the legislative process**
- Goal 5 Model & Implement a systems approach**

State Goals for Public Education:

- Goal 1 Close the Achievement Gap**
- Goal 2 Increase academic excellence and student achievement**
- Goal 3 All schools will make AYP**
- Goal 4 Ensure children are ready for kindergarten**
- Goal 5 Ensure students graduate ready to succeed in post secondary education and the world of work**
- Goal 6 Ensure schools are safe and healthy**
- Goal 7 Increase access & application of technology**

Insert text here

Introduction:

Provide background and a brief description of the project, including information on the need/problem. Also, list the key desired results that are to be accomplished by the project.

Project Description:

Insert 3-5 sentences that succinctly state what you are going to do (i.e., things you want to accomplish w/ the end in mind- what will it look like?)

Desired Results:

1	
2	
3	

Project Organization

Role	Description	Staff Assigned
Sponsor (member of Executive Staff)	Has ultimate authority over and is responsible for a project and/or a program, its scope & deliverables.	
Project Manager(s)	Develops and maintains project plan and project schedules, executes project reviews, tracks & disposes of issues & change requests, manages the budget, and is responsible for overall quality of the deliverables.	
Project Team	Is responsible for performing the activities necessary for implementation of the project.	
Key Stakeholders	Provides expert understanding of their organization, and represents area for which the project is intended to support/serve.	

Project Scope

PROJECT SCOPE AND SCHEDULE SUMMARY

The table below is to be used for all PMOC projects as follows:

- **Step I – Project Plan** (*see table 1 below*)
 - Identify the project's deliverable (noun) in the row that is highlighted. You can add additional rows to accommodate all of the project's deliverables. The rows beneath each deliverable are for the detailed tasks.
 - Identify the detailed tasks to produce each deliverable in the rows beneath the deliverable
 - For ***each*** task, indicate a date when the work will begin and when the work will be finished. Additional rows can be added as necessary.

- **Step II –Monthly Status Report** (*see table 2 below*)
 - Indicate the status for each activity and the actual completion date.
 - Identify any issues that the project is dealing with in the rows at the bottom of the table.
 - The monthly report is to be submitted to the Sponsor and will reflect work completed in the previous month.

						[DATE]
Project Schedule/Status Report						
<Insert Project Name>				Submitted by: <insert name>		
	Deliverable(s) and Tasks	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
1.0	[Insert First Deliverable]					
1.1	[insert task]					
1.2	[insert task]					
1.3	[insert task]					
1.4	[insert task]					
1.5	[insert task]					
1.6	[insert task]					
1.7	[insert task]					
1.8	[insert task]					
1.9	[insert task]					
Task #	Issue(s)	Date Presented	Resolution			Date Resolved

Table 1

						[DATE]
Project Schedule/Status Report						
<Insert Project Name>				Submitted by: <insert name>		
	Deliverable(s) and Tasks	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
2.0	[Insert First Deliverable]					
2.1	[insert task]					
2.2	[insert task]					
2.3	[insert task]					
2.4	[insert task]					
2.5	[insert task]					
2.6	[insert task]					
2.7	[insert task]					
2.8	[insert task]					
2.9	[insert task]					
Task #	Issue(s)	Date Presented	Resolution			Date Resolved

Table 2

						[DATE]
Project Schedule/Status Report						
<Insert Project Name>				Submitted by: <insert name>		
	Deliverable(s) and Tasks	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
3.0	[Insert First Deliverable]					
3.1	[insert task]					
3.2	[insert task]					
3.3	[insert task]					
3.4	[insert task]					
3.5	[insert task]					
3.6	[insert task]					
3.7	[insert task]					
3.8	[insert task]					
3.9	[insert task]					
Task #	Issue(s)	Date Presented	Resolution			Date Resolved

Table 3

Project Dependencies and Assumptions

Identify other project dependencies and/or efforts that are related to, that affect, or may be affected by, the project being planned. Also, identify any assumptions that could significantly affect the project depending on their outcome. Indicate a Degree of Impact of “High”, “Medium” or “Low”. (Examples: staff availability, another project that must be done prior to launch, etc.)

Dependency/Assumption (brief description)	Degree of Impact

Project Budget Summary

[The budget and costs reflected in the Project Plan should account for all resource labor, hardware, software, facilities, etc. required to achieve the stated scope and objectives.]

Project Budget Summary				
Budget Categories		Amount	Amount [additional funding source]	Amount [additional funding source]
a	Internal Resource Labor <i>(estimate the number of hours that will be required to complete the project)</i>	_____ hours		
b	External (Contract) Resource Costs *List provider(s) / amount(s) Ex: Transcend / \$35,000	\$ XXX (total contract costs)		
c	Materials and Supplies <i>(please list)</i>	\$ XXX		
d	Employee Expenses <i>(i.e., travel, registration fees, etc.)</i>	\$ XXX		
e	Training <i>(please list)</i>	\$ XXX		
f	Other <i>(please list)</i>	\$ XXX		
TOTAL <i>(sum rows b-f)</i>		\$ XXX	\$ XXX	\$ XXX

Approved by Cabinet: _____ Date: _____

Team Member Signature

(Instructions: Hold a review of the project plan with your team members and obtain their agreement to participate. Each team member's signature represents his or her agreement to participate in this effort.)

TEAM MEMBER - AGREEMENT TO PARTICIPATE		
ORGANIZATION / REP	SIGNATURE	DATE
_____	_____	____/____/____
_____	_____	____/____/____
_____	_____	____/____/____
_____	_____	____/____/____
_____	_____	____/____/____
_____	_____	____/____/____
_____	_____	____/____/____
_____	_____	____/____/____
_____	_____	____/____/____
_____	_____	____/____/____
_____	_____	____/____/____
_____	_____	____/____/____
_____	_____	____/____/____
_____	_____	____/____/____
_____	_____	____/____/____

APPENDIX 4: 2007 NATIONAL RECOGNITION AT A GLANCE

2007 New Mexico National Recognition at a Glance

- New Mexico ranks 1st in the nation for the highest number of low income students eating free and reduced-price breakfast.
Food and Research Action Center 2007
- New Mexico ranks 1st for growth in Oral Reading fluency in Reading First Western States.
Federal Reading First Office 2007
- New Mexico ranks 4th nationally for Standards, Assessments, and Accountability.
“*Quality Counts 2007: From Cradle to Career, Connecting American Education from Birth to Adulthood,*” *Education Week 2007*
- New Mexico is recognized for having high academic standards aligned to the National Assessment for Educational Progress (NAEP).

US Department of Education 2007

- 8th nationally in 4th grade reading
- 9th nationally in 4th grade math
- 7th nationally in 8th grade math
- 11th nationally in 8th grade reading
- New Mexico is recognized for significant increases in academic performance on the NAEP.
US Department of Education 2007
 - NM is one of only 4 states to show significant increases in math and reading for 4th grade Hispanic students.
 - NM is one of only 14 states to show significant increases in both 4th grade math and reading for all students.
 - NM is recognized for significant increases in 4th and 8th grade, math and reading for Hispanic students.
 - NM is recognized for significant increases in math and reading for 4th grade students eligible for free/reduced lunch.
- New Mexico is named “State of the Month” for strategies to improve teacher quality.
National Commission on Teaching and America’s Future, March 2007
- Tatum High School is named a 2007 *Blue Ribbon School*. The first New Mexico public school to receive the award for outstanding achievement.
US Department of Education 2007
- *Of the nation’s 3,940 Charter Schools in 2007, only 53 schools in 24 states received national recognition as outstanding schools. Three are in New Mexico: 21st Century Public Academy (APS), Taos Municipal Charter (Taos), and Moreno Valley High School (Cimarron).*

- 16 New Mexico High Schools rank among the nation's top high schools for ensuring quality education and college readiness for all Students.
"America's Best High Schools" US News and World Report 2007

Silver Recognition

- Los Alamos High School, Los Alamos
- Sandia High School, Albuquerque
- La Cueva High School, Albuquerque

Bronze Recognition

- Academy Tech. & Classic, Santa Fe
 - Bloomfield High School, Bloomfield
 - Clayton High School, Clayton
 - Cliff High School, Silver Consolidated Schools
 - Eldorado High School, Albuquerque
 - East Mountain Charter High School, Sandia Park
 - Hagerman High School, Hagerman
 - Lake Arthur High School, Lake Arthur
 - Logan High School, Logan
 - Magdalena High School, Magdalena
 - Springer High School, Springer
 - Tatum High School, Tatum
 - Texico High School, Texico
- Hobbs High School, Moreno Valley High School, and Los Alamos High School rank in the top 5% of the best high schools in the nation.
"Top of the Class: The complete list of the 1,300 top US schools" Newsweek 2007
 - New Mexico is recognized for standards and benchmarks well aligned to the SAT, PSAT, and AP tests; rigorous high school graduation requirements boosting college and career readiness.
National College Board 2007
 - New Mexico ranks 20th nationally for new National Board Certified Teachers (74).
National Board for Professional Teaching Standards 2007