

To monitor states' progress in implementing the Every Student Succeeds Act (ESSA), the Alliance for Excellent Education analyzed school ratings and lists of identified schools from the 2017–18 school year (based on 2016–17 data).

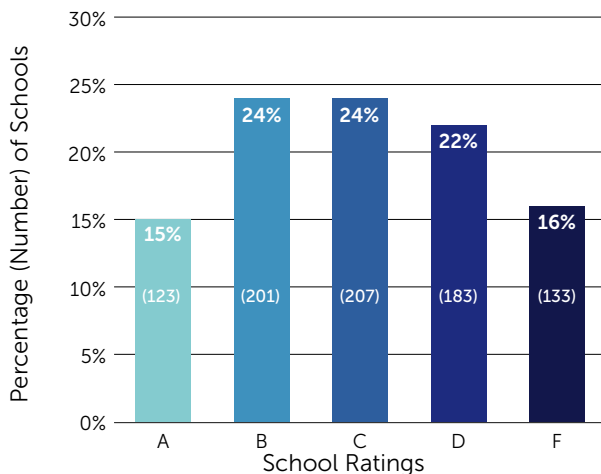
## ABOUT NEW MEXICO'S ESSA ACCOUNTABILITY SYSTEM

- **School rating type:** A–F grades<sup>1</sup>
- **Indicators included in ratings:** (1) achievement: English language arts (ELA) and math; (2) growth: ELA and math; (3) "opportunity to learn": chronic absenteeism and student/family survey; and (4) high school graduation rate and college and career readiness participation and success
- **Subgroup performance included in ratings:** (1) lowest-performing 25% of students and (2) higher-performing 75% of students<sup>2</sup>
- **Categories of schools identified for support under ESSA:** (1) comprehensive support and improvement (CSI) due to low performance or low graduation rates schoolwide and (2) targeted support and improvement (TSI) due to low-performing groups of students<sup>3</sup>
- **How schools are identified for targeted support:** schools that are not identified for CSI but have a federally required subgroup performing as poorly as students in CSI schools (Title I schools in the bottom 5% in the A–F school grading system)
- **School year in which schools were first identified for support:** 2017–18, based on 2016–17 data

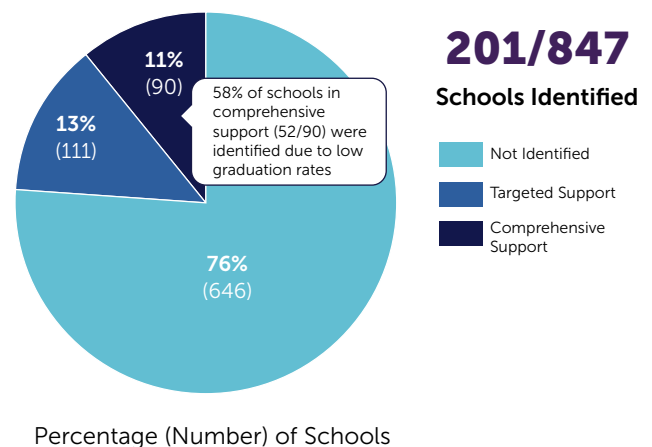
## SCHOOL RATINGS AND IDENTIFICATION FOR SUPPORT

In New Mexico, **more than one-third of schools (38%) received a D or F grade** and about **one-quarter (24%) of schools initially were identified for support**.<sup>4</sup>

How Many Schools Received Each Rating?<sup>1</sup>

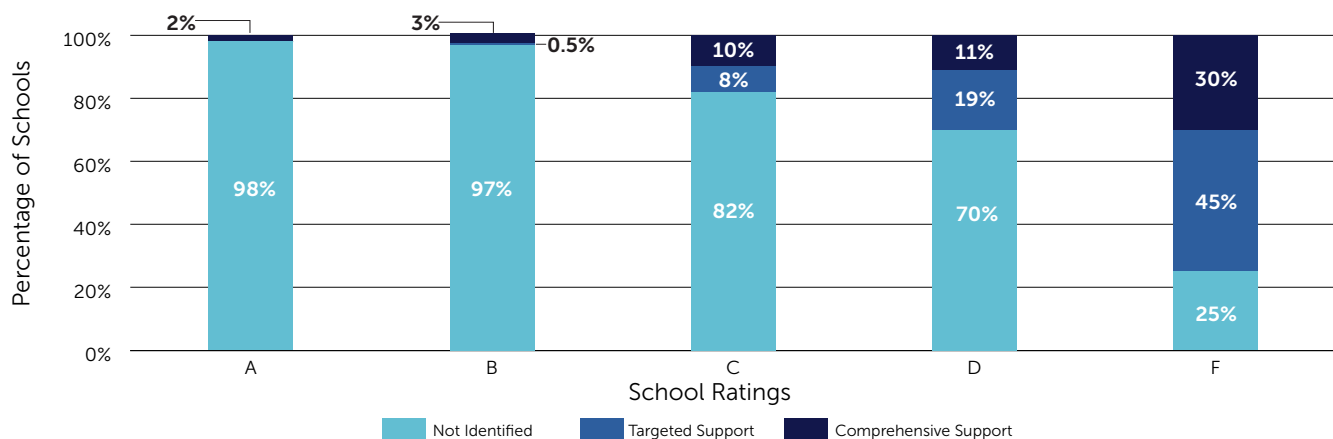


How Many Schools Were Identified for Support?



## Were Schools with Low Ratings Overlooked for Support?

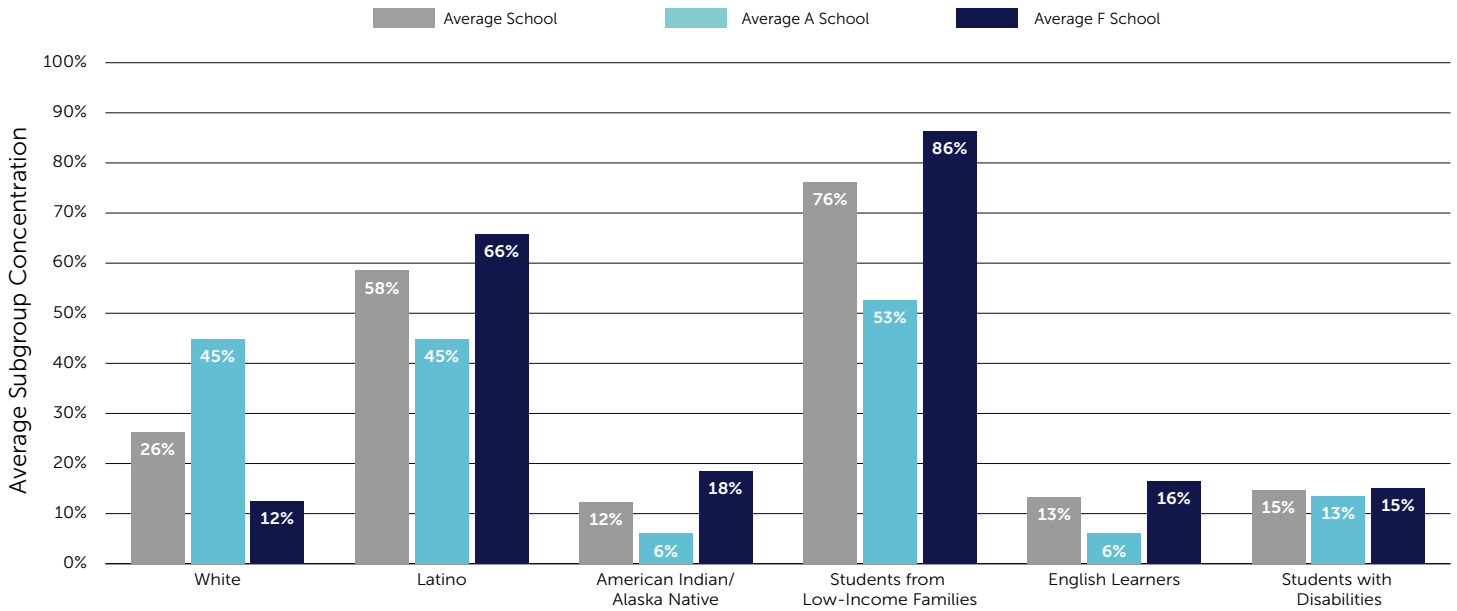
**25%** of F schools and **70%** of D schools were not identified for support.



## PERFORMANCE OF STUDENT SUBGROUPS

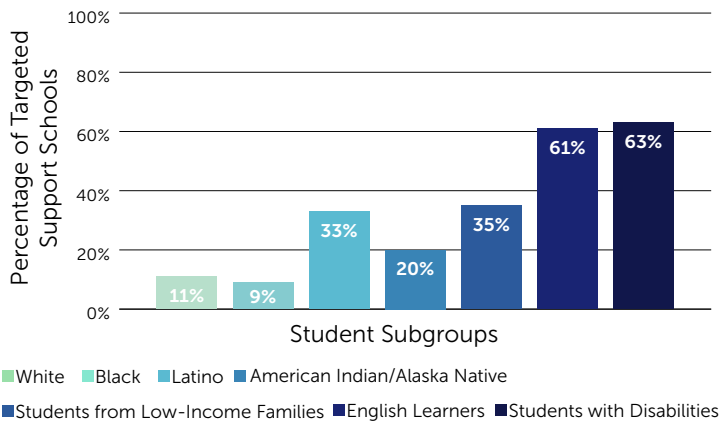
Like in most states, historically underserved students were more concentrated in schools with low ratings.

For example, the student body of an **average school** was **58%** Latino. Yet the student body of an average **A school** was **45%** Latino, while the average **F school** was **66%** Latino.



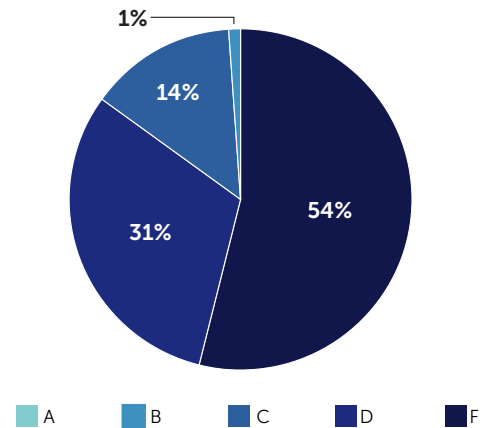
### Which Student Subgroups Needed Extra Support?

In nearly two out of three targeted support schools in New Mexico, **students with disabilities** (63%) or **English learners** (61%) needed extra supports from their school and school district.



### To What Extent Did High Ratings Mask Outcomes for Low-Performing Subgroups?

Among targeted support schools **0%** received an A grade and **1%** received a B grade.



For more information about New Mexico’s ESSA plan, visit [all4ed.org/essa/essa-in-your-state/](http://all4ed.org/essa/essa-in-your-state/).

### Endnotes

- As of the 2019–20 school year, New Mexico no longer rates schools using A–F grades.
- Federally required subgroups (e.g., racial/ethnic groups) are considered in identifying schools for support.
- All of New Mexico’s TSI schools in this analysis meet the state’s definition for additional targeted support. Schools formerly identified for “more rigorous intervention” are included as CSI schools for this analysis.
- Some graphs in this document may not total 100 percent due to rounding of percentages.

The **Alliance for Excellent Education** (All4Ed) is a Washington, DC–based national policy, practice, and advocacy organization dedicated to ensuring that all students, particularly those underperforming and those historically underserved, graduate from high school ready for success in college, work, and citizenship. [all4ed.org](http://all4ed.org)