

# New Metrics Final Report

FOUR YEARS OF PARTNERSHIP, PRACTICE AND PROGRESS  
2014 - 2017

## Letter from the Executive Director

Dear Friends,

The New Metrics initiative was created to research and develop a new evaluation system that could position New Mexico and its young people for a fast-changing and complex future. The schools that participated in New Metrics are asking for much more than “proficiency” in Math and Reading from their students. In their search for ways to prepare young people for the future, they also wanted to hold themselves accountable for what they had learned.

We found that investing in the professional judgement of teachers and the wisdom of our local community are the essential building blocks to meet the needs of an increasingly complex society where we cannot predict future jobs or civic challenges. This sentiment was at the core of New Metrics – *“What should students know and be able to do in the future, and how would we measure their success?”* While our state is skeptical of teachers, other states are moving them into the forefront of change, making them the key ingredient in not only teaching but also evaluating student performance.

The schools that participated in our work understand their communities and the expectations for learning are a reflection of their mission. They have prioritized being responsive to their communities over being compliant to a distant authority. It is this sentiment that has made them so successful.

**Investing in teachers and local communities is at the heart of our work and we believe it is the pathway forward for our schools, students and communities.** Thank you for reading our report and staying engaged with us in the future as we work to make New Mexico a better place for teaching and learning.

Sincerely,

**Tony Monfiletto**, *Executive Director*  
New Mexico Center for School Leadership



## Introduction

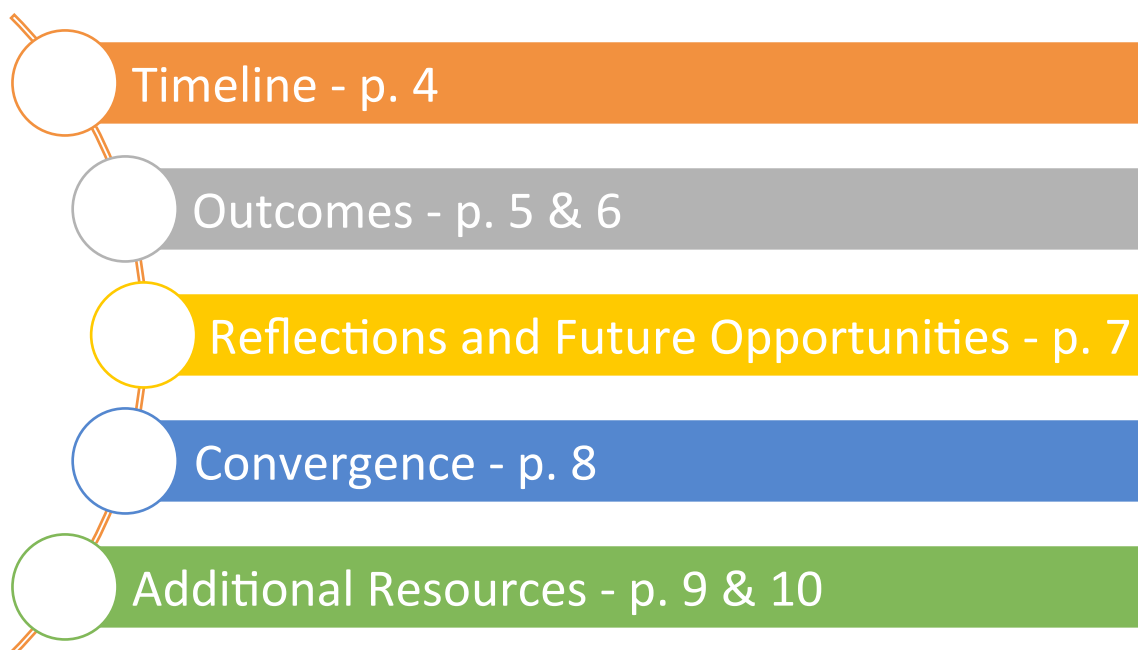
Starting in 2014, New Mexico school leaders<sup>1</sup> worked closely with the McCune Charitable Foundation, New Mexico Center for School Leadership (NMCSL), and Eagle Rock Professional Development Center (Eagle Rock PDC) to reimagine school and student assessment. School leaders shared deep insights, promising practices and lessons learned regarding what works and what could improve within local student assessment. Efforts resulted in a bold purpose statement for the project –

### **New Metrics Purpose**

*The purpose of the New Metrics work is to develop metrics and a tool that can document and measure the current and future effectiveness of public schools. The framework will also be used to facilitate cross-school collaboration to foster instruction and learning that is responsive to the community.*

New Metrics convenings generated innovative thinking about how schools could assess and evaluate students more holistically beyond standardized tests. **Groups interested in similar assessment development can use this report and the resources within to inform future work.**

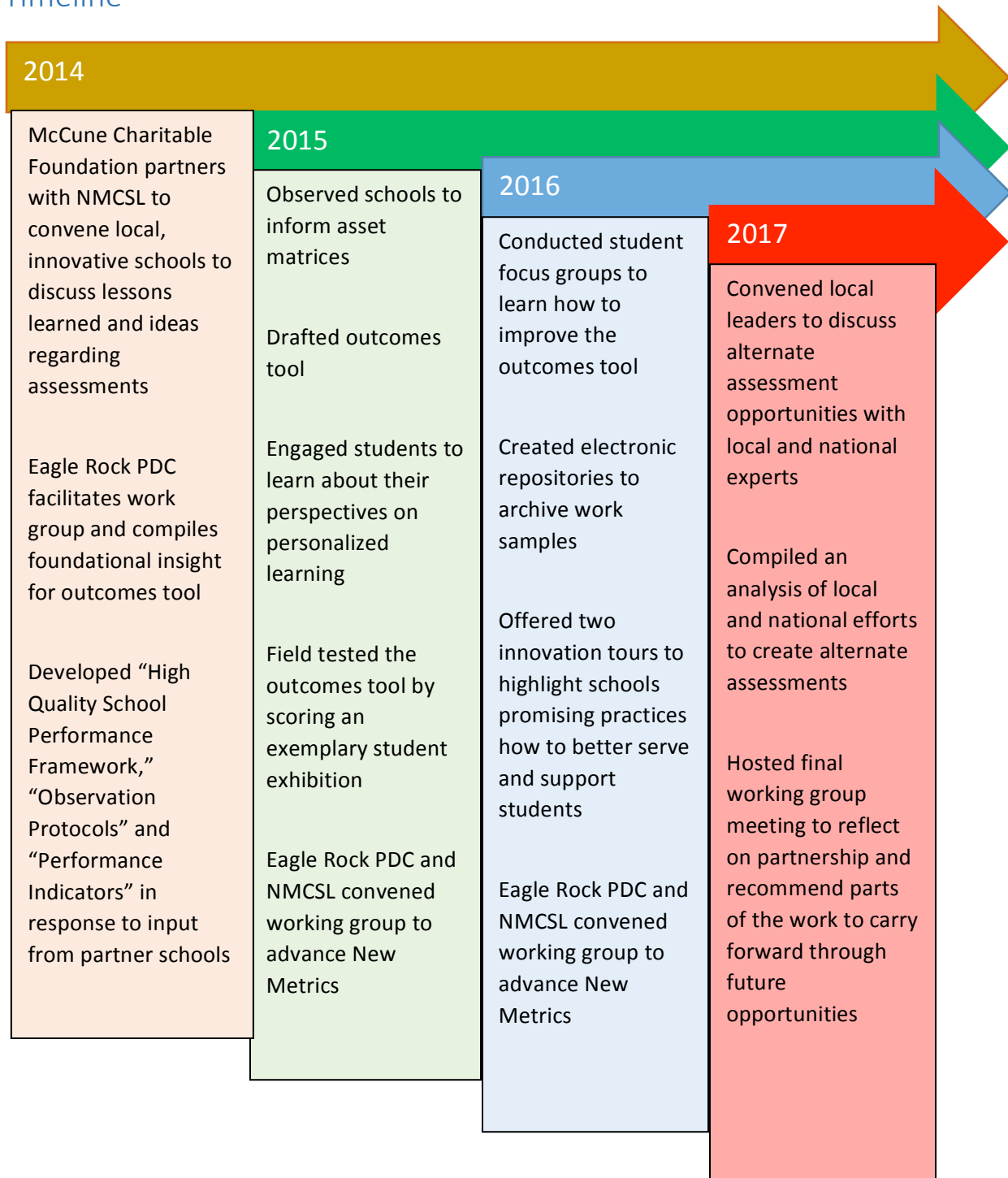
This report documents progress of New Metrics, including:



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<sup>1</sup> Special thanks to the school leaders and students involved in convenings: **ACE Leadership High School, Health Leadership High School, Technology Leadership High School, Siembra Leadership High School, Albuquerque Sign Language Academy, South Valley Academy, Native American Community Academy, Amy Biehl High School, and Media Arts Collaborative Charter School.**

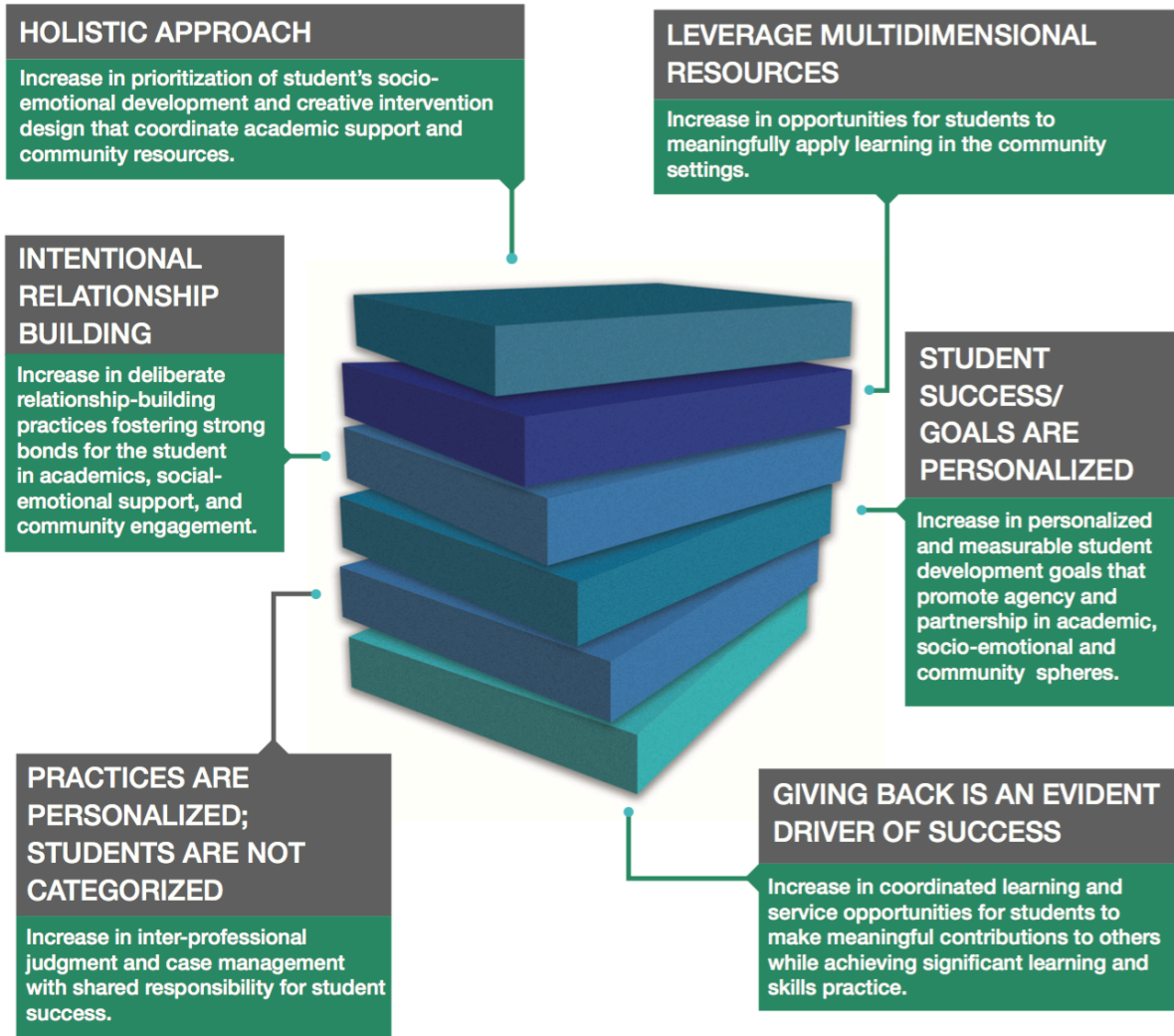
## Timeline



## Outcomes

### Design Principals

NMCSL worked with school leaders to identify key design principles to better serve students and families. These principles help reimagine school environments and shape school culture.



## Outcomes (cont.)

### Outcomes Tool Purpose

*The purpose of the evaluation tool for the New Metrics initiative is to create a better vision of student expectations for graduation that serves as an authentic alternative to current standardized testing in New Mexico. We believe that if we can come together and agree to a valid and reliable tool to evaluate authentic student work, we can advocate for and receive an exemption for any school that chooses to join us and use the tool.*

### New Metrics Outcome Alignment Activity Notes

School \_\_\_\_\_

Group participants \_\_\_\_\_

| Demonstrated Capacity   | Artifacts | Justification |
|---|-----------|---------------|
| <p>1 Multi-Cognitive Agility</p> <p>MAY BE DEMONSTRATED THROUGH:</p> <ul style="list-style-type: none"> <li>-Responsive ability to think on feet and adapt plans</li> <li>-Contextual awareness</li> <li>-Creative and critical thinking skills</li> <li>-Synthesis of learning</li> </ul>  |           |               |
| <p>2 Participate in and/or add value to the community</p> <p>MAY BE DEMONSTRATED THROUGH:</p> <ul style="list-style-type: none"> <li>-Commitment to service/social justice/community change</li> <li>-Competence participating in community</li> <li>-Articulated external impact</li> </ul>  |           |               |
| <p>3 Lifelong learning</p> <p>MAY BE DEMONSTRATED THROUGH:</p> <ul style="list-style-type: none"> <li>-Making connections to other academic and community learning</li> <li>-Awareness of life lessons and personal learning styles</li> <li>-Taking responsibility for own learning</li> <li>-A future plan for learning</li> </ul>  |           |               |
| <p>4 Community and/or client driven</p> <p>MAY BE DEMONSTRATED THROUGH:</p> <ul style="list-style-type: none"> <li>-Assessment of community and/or client needs</li> <li>-Student work linked to community and/or client needs</li> <li>-Positive working relationship with community members</li> <li>-Professional communication</li> <li>-Teamwork</li> <li>-Attention to timeliness</li> <li>-Follow up and follow through</li> </ul> |           |               |
| <p>5 Relevant and authentic application of content skills</p> <p>MAY BE DEMONSTRATED THROUGH:</p> <ul style="list-style-type: none"> <li>-Content area performance assessments (English Language Arts, Science, Social Studies, Math)</li> </ul>  |           |               |
| Other notes and questions:  |           |               |

## Reflections

Representatives from various schools attended the New Metrics final meeting February 16, 2017. Participants reflected on each of the outcomes described in the chart above and advised future work. The advisement from the final meeting informs part of the Future Opportunities section of this report.

## Future Opportunities

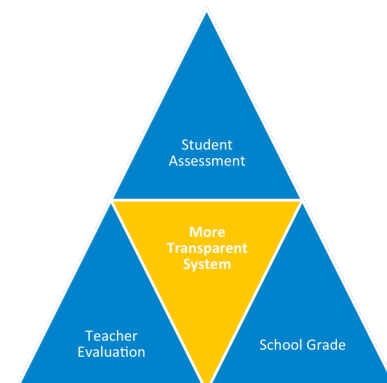
Reflecting on the shared work of New Metrics, meeting participants commented on the trove of resources created. Over the course of four years, the group's thinking evolved and developed which resulted in sophisticated, forward-thinking strategies. Through the Innovation Tours and other means, the work represents different schools, in different ways and at different times.

### Participants recommended the following to further the work:

- *Develop and share the repository of New Metrics artifacts*
- *Incorporate more quantitative data*
- *Vet assessment validity and reliability*
- *Increase teacher participation*
- *Launch longitudinal study of student outcomes*
- *Norm and calibrate assessments with teachers*
- *Further pursue and deepen student voice*
- *Improve distribution and communication process of materials*
- *Create more opportunities for school collaboration for teachers, students*
- *Build assessments around students' strengths*
- *Listen to students – what they bring into the community and that they are more than a number*
- *Respond to the needs of industry and community*
- *Ensure community influences what students learn and if/how they learned*
- *Remember performance assessment isn't just assessment; it needs to be a teaching, learning and application tool*
- *Flip "high-stakes" from standardized tests to public performance assessments*
- *Build on assets of current local practices*
- *Maintain focus on social justice*

The recommendations could be helpful to policymakers, including New Mexico State Legislators considering Senate Joint Memorial 1 – a means to develop an alternate assessment for New Mexico, further referenced in the Comparative Analysis document (See Additional Resources – Opportunities section). In addition to the Comparative Analysis, this report can be made available to any working group interested in alternate assessments.

During the final meeting, NMCSL made a brief presentation about the adjacent graphic, noting without changing thinking about learning and how to measure it, the teacher evaluation and school grade design may be misguided. Updating student assessment, and therefore teacher and school evaluation, ties into a more transparent public education system. Like so many facets of education, each area connects closely with the others.



## Convergence

Policy and practice work streams in New Mexico seem to be aligning to further catalyze New Metrics.

### **POLICY**

Memorials during the 2017 Legislation Session encouraged review of teacher evaluation and school report cards - both informed heavily by student assessments. In its work plan, the Legislative Education Study Committee identified following up on Senate Joint Memorial 1 to “develop recommendations for a new student assessment policy aligned with the alternative assessment models allowed by ESSA.”<sup>2</sup>

### **PRACTICE**

A simple question grows at the core of New Metrics: “What do we want students to know and do?” Groups of practitioners are working to answer this question. Mission: Graduate worked with focus groups of community members in Central New Mexico to create a Graduate Profile that highlights knowledge, skills and attitudes desired for high school graduates beyond subject content proficiency<sup>3</sup>. Similarly, the New Mexico STEM Ecosystem, a group of Science, Technology, Engineering and Math practitioners, assess students using real-life approaches to their industries.

### **POTENTIAL**

New Metrics encourages assessment beyond standardized testing to address “what we want students to know and do,” as informed by the community, practitioners and employers. In a time of pent up demand for change, continued federal support of local control of education systems and growing political will around exploring assessment options, New Metrics can inform the future of assessments in New Mexico.



### *Closing Thought*

“Do we understand what we’re measuring and why; and do teachers have control over that? If not, let’s move education policy away from distant judgment and toward what matters to us locally.”

Tony Monfiletto  
NMCSL Executive Director

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<sup>2</sup> LESC 2017 Interim Work Plan Summary. Pg. 16.

[https://www.nmlegis.gov/Publications/Work\\_Plans/ALESCworkplan17.pdf](https://www.nmlegis.gov/Publications/Work_Plans/ALESCworkplan17.pdf)

<sup>3</sup> Central New Mexico Graduate Profile. <https://missiongraduatenm.org/graduate-profile>



## Additional Resources

During the four years of work, partners created awareness, tools, reports and opportunities.

### Awareness

- [Publication from the \*Independent School\* magazine](#) - highlights Eagle Rock PDC's role in New Metrics working with New Mexico Schools.
- [Eagle Rock Professional Development Center Video](#) - provides an overview of the New Metrics work.
- [School Observation Notes](#) - notes and Assets Matrices from observations using the Inputs Tool School Observation Protocol at Albuquerque Sign Language Academy, ACE Leadership High School and South Valley Academy.
- [Student Focus Group Notes](#) - from peer-led focus group discussions conducted by Eagle Rock School students with juniors and seniors from Amy Biehl, Health Leadership, ACE Leadership and South Valley Academy demonstrating student perspectives on personalized learning and what helps them succeed in high school.
- [My View: Let's opt for something better than PARCC](#) - published in the Santa Fe New Mexican April 2016, shares the vision and work of the New Metrics with a larger audience.
- [A Rare Opportunity to Shape the Future of Education in Communities and States across America](#) - blog by Susan Patrick, CEO and President of iNACOL, on the NMCSL website highlights the opportunities available to states through ESSA.

### Tools

- [New Metrics Inputs Tool PowerPoint](#) - offers an overview of the High Quality School Performance Framework Design Principles and Process Indicators as well as the School Observation Protocol.
- [Blank New Metrics Outcomes Tool](#) - created collectively by the working group schools articulating the demonstrated student capacities that should be targeted for school success.
- [Outcomes Tool Alignment Notes](#) - New Metrics Outcomes Tool with examples of possible school activities and alignment to some existing school examples.
- [Artifacts Data Collection Google Site](#) - contains artifacts archived in the data collection work.
- [Artifacts Repository](#) - categorizes artifacts by title, content, grade and format. The structure can be more fully developed, including hyperlinks to exemplar templates, to archive means of alternate assessments, searchable by category.

### Reports

- [Student Voice Report](#) - documents students' feedback to the Outcomes Tool. Students provide thoughtful critique to improve the Outcomes Tool to be more responsive to student needs, interests and perspectives.
- [New Metrics Artifact Collection Report](#) - outlines possible clarification around the process, format quality, scope and content of the New Metrics work samples (artifacts) collected. The definitions of each area: process, format quality, scope and content, orients additional collection efforts.
- [What We Want to See in Schools: Local Wisdom from New Mexico Employers and Educators](#) - prepared by Mission: Graduate, articulates the findings for the first School Innovation Tour that was designed to raise awareness about local innovative models of teaching and learning.
- [Positive Youth Development Tour Report](#) - relays findings of the Positive Youth Development Tour that was designed to raise awareness about local innovative practices that are fostering positive youth development in schools.

## Opportunities

- [Comparative Analysis](#) - comparing and contrasting New Metrics to promising national practices. New Metrics connects to New Mexico's competitive position to pursue one of seven state opportunities of "innovation assessment demonstration authority."
- [Senate Joint Memorial 1](#) - introduced by Senator Michael Padilla, building on the New Metrics work calling for a working group to be created to design a New Mexico ESSA Pilot alternative assessment system.