



## **External Review**

### **New Mexico Military Institute**

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# TABLE OF CONTENTS

Introduction to the External Review Process.....	1
Part I: Findings.....	2
Accreditation Standards and Indicators.....	2
Learning Environment.....	22
Part II: Conclusion.....	23
Summary of the External Review.....	23
Required Actions.....	25
Part III: Addenda.....	26
Next Steps.....	26
Celebrating Accreditation.....	26
About AdvancED.....	26

## **Introduction to the External Review Process**

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools, and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education, and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED standards specified for their institution, demonstrate high levels of or improvement of student performance if applicable, and provide evidence of stakeholder satisfaction with the operation of the institution. The accreditation standards focus on conditions and processes within a system that impact student performance and organizational effectiveness. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

Institutions participate in an External Review by a team of highly qualified evaluators who examine the institution's adherence and commitment to the accreditation criteria. The External Review is the hallmark of AdvancED Performance Accreditation as it energizes and equips the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes examination of evidence and relevant data, interviews with stakeholders, and observations of instruction, learning, and operations.

The AdvancED External Review Team used the AdvancED Accreditation Standards and Indicators and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the AdvancED External Review Team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

## Part I: Findings

The Findings section presents the External Review Team's evaluation of the AdvancED Accreditation Standards and Indicators. It also includes Powerful Practices and Opportunities for Improvement identified by the External Review Team, observations of the Learning Environment, as well as Required Actions.

### Accreditation Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Accreditation Standards and Indicators, conclusions concerning Powerful Practices and Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the External Review Team. Indicators are evaluated and rated individually by the External Review Team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

#### ***Standard 1: Purpose and Direction***

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions' vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Standard	Standard Performance Level
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## External Review

New Mexico Military Institute

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.			3.5
Indicator		Source of Evidence	Performance Level
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	<ul style="list-style-type: none"> <li>•Interviews</li> <li>•Governing body policies, procedures, and practices</li> <li>•District purpose statements - past and present</li> <li>•Survey results</li> <li>•Documentation or description of the process for creating the district's purpose including the role of stakeholders</li> <li>•Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Observations</li> <li>•Minutes from meetings related to development of the district's purpose and direction</li> <li>•Copy of strategic plan referencing the district purpose and direction and its effectiveness</li> <li>•Accreditation Report</li> <li>•Corp of Cadet Honor Manual, NMMI Website, White Paper - Crisis in Education, White Paper - Dialogue about NMMI's Future, Power Campus Data Warehouse.</li> </ul>	4
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements</li> <li>•Examples of school purpose statements if different from the district purpose statement</li> <li>•Accreditation Report</li> <li>•Observations</li> <li>•Interviews</li> <li>•Annex 1, Annex 2, Annex 3, NMMI 2020.</li> </ul>	3

**External Review**

New Mexico Military Institute

1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences</li> <li>•Observations</li> <li>•Interviews</li> <li>•Examples of schools' continuous improvement plans</li> <li>•Survey results</li> <li>•Accreditation Report</li> <li>•Statements of shared values and beliefs about teaching and learning</li> <li>•The district strategic plan</li> </ul>	4
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> <li>•Interviews</li> <li>•Accreditation Report</li> <li>•Survey results</li> <li>•Observations</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•The district data profile</li> <li>•The district strategic plan</li> </ul>	3

**Powerful Practices**

**Indicator**

1. Through a collaborative effort, all New Mexico Military Institute (NMMI) stakeholders engage in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.

1.1

New Mexico Military Institute stakeholders recently reviewed the school purpose and direction through an in-depth process that resulted in a revised Strategic Plan; NMMI 2020. This document outlined three pillars for student success; academic excellence, physical readiness, and leadership development. Annex One (Organization/Process), Annex Two (Initiatives), Annex Three (Assessment) provides comprehensive guidance for fully implementing the New Mexico Military Institute vision. Furthermore, the white papers, Defining the Military School; Athens, Sparta, and the Crisis in American Education (Murray 2011), and Strategic Vision and Challenge: A White Paper calling for a Dialogue on NMMI's Future (Murray 2012), both provide a comprehensive look at the proposed direction for student success. Numerous surveys, such as the Cadet Life Survey, Troop Leader Survey, Squadron Leader Survey, and Staff Climate Survey, provide insight from multiple stakeholders and were instrumental in developing NMMI 2020.

2. The New Mexico Military Institute utilizes three pillars of learning; Leadership, Academics and Athletics to promote a culture based on shared values and beliefs that are clearly embraced by all school personnel. 1.3

The three pillars of learning; leadership, academics and athletics are clearly embedded into the culture of New Mexico Military Institute. According to school leaders, this model provides “integrated high definition education training and experience for future leaders”. System leaders and staff are committed to this culture and are unified in their thinking and approach because of it. This model of learning promotes outstanding academic skills, leadership and a Corps of Cadets that demonstrate exemplary character. These pillars are enhanced by a seamless transition from high school to junior college in a systemic manner. Students from 9th through 12th grade have the ability to take college course work, depending on their academic ability, without leaving campus. This 9-14 model is unique and deserves attention from the greater educational community as a model that may promote a seamless transition from high school to college and ultimately enhance a student’s academic future.

**Standard 2: Governance and Leadership**

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard	Standard Performance Level
The system operates under governance and leadership that promote and support student performance and system effectiveness.	3.33

## External Review

New Mexico Military Institute

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	<ul style="list-style-type: none"><li>•Interviews</li><li>•Observations</li><li>•Staff handbooks</li><li>•Accreditation Report</li><li>•District operations manuals</li><li>•School handbooks</li></ul>	3
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"><li>•Assurances, certifications</li><li>•Accreditation Report</li><li>•Observations</li><li>•Historical compliance data</li><li>•Interviews</li><li>•Governing authority policies on roles and responsibilities, conflict of interest</li><li>•Governing code of ethics</li><li>•Board of Regents Policy Manual, NMMI Operations and Procedures Manual, NMMI 2020</li></ul>	3
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"><li>•District strategic plan</li><li>•Roles and responsibilities of school leadership</li><li>•Roles and responsibilities of district leadership</li><li>•Observations</li><li>•Interviews</li><li>•Accreditation Report</li><li>•Stakeholder input and feedback</li></ul>	4

## External Review

New Mexico Military Institute

2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	<ul style="list-style-type: none"><li>•Examples of decisions aligned with the district's strategic plan</li><li>•Examples of collaboration and shared leadership</li><li>•Examples of decisions aligned with the school's purpose statement</li><li>•Interviews</li><li>•Observations</li><li>•Examples of decisions in support of the schools' continuous improvement plans</li><li>•Examples of improvement efforts and innovations in the educational programs</li><li>•Examples of decisions aligned with the district's purpose and direction</li><li>•Accreditation Report</li><li>•Commandants Web Page, Parent Package, Leadership Training, Development and Assessment Plan, Squadron and Troop Leadership Advisor Handbook</li></ul>	4
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	<ul style="list-style-type: none"><li>•Accreditation Report</li><li>•Examples of stakeholder input or feedback resulting in district action</li><li>•Interviews</li><li>•Communication plan</li><li>•Observations</li><li>•Family of Plans, Parent information for New Cadets (Commandants Web Page, Annual Strategic Assessment 2011/12, Communications Plan, Inventory of MOU's and 2+2 Agreements.</li></ul>	3

## External Review

New Mexico Military Institute

2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	<ul style="list-style-type: none"><li>•Interviews</li><li>•Accreditation Report</li><li>•Governing body policy on supervision and evaluation</li><li>•Observations</li><li>•Representative supervision and evaluation reports</li><li>•Operations and Procedures Manual, Faculty Handbook, Deans Office Procedures, Faculty Senate Minutes</li></ul>	3
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### **Powerful Practices**

### **Indicator**

1. The New Mexico Military Institute's Board of Regents clearly supports the mission of the school and the autonomy of leadership which ultimately influences student achievement.

2.3

The autonomy given to the superintendent by the New Mexico Military Institute Board of Regents is clearly evident and as a result, goals for achievement and instruction are supported and implemented throughout the system. The Board of Regents entrusts the responsibility for the management and operation of the institute to the superintendent. As a result of this support, the superintendent has been able to implement a clear vision which is outlined in NMMI 2020.

2. All New Mexico Military Institute leaders and staff foster a culture consistent with the system's purpose and direction.

2.4

The New Mexico Military Institute's historical purpose dates back over 100 years and establishes a high standard for student success. The New Mexico Military Institute founders and New Mexico state legislators were ahead of their time in the establishment of an institution that addresses the whole student through academics, physical fitness, and leadership and ensuring that a funding source would sustain an educational model that cultivates success. Current leadership is fully committed to the fulfillment of these pioneering ideals. Evidence of this is contained in the document NMMI 2020 and through a clearly defined collaborative continuous improvement process contained in the Annual Strategic Assessment Process Flowchart.

### **Standard 3: Teaching and Assessing for Learning**

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these

goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Standard			Standard Performance Level
The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.			3.25
Indicator		Source of Evidence	Performance Level

## External Review

New Mexico Military Institute

3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> <li>•Learning expectations for different courses and programs</li> <li>•Interviews</li> <li>•Course, program, or school schedules</li> <li>•Student work across courses or programs</li> <li>•Course or program descriptions</li> <li>•Lesson plans</li> <li>•Observations</li> <li>•Posted learning objectives</li> <li>•Enrollment patterns for various courses and programs</li> <li>•Accreditation Report</li> <li>•Family of Plans, Faculty Handbook, NMMI 2020, NMMI Tier 1 2 3 and 4, faculty meeting minutes, Compass testing for placement before school begins, JROTC and Leadership Laboratory, PSAT, ACT Scores, Sample Rubrics, multiple tutoring opportunities, teacher open office hours</li> </ul>	4
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Accreditation Report</li> <li>•Observations</li> <li>•Interviews</li> <li>•Program descriptions</li> <li>•Profile of educational model or delivery system</li> <li>•Power Campus Data Warehouse, sample ayllabi, organizational charts, Annual Strategic Assessment, Strategic Planning Committee, Common Assessments, Student Surveys, Teacher Evaluation Forms, Summer Programs, COMPASS Testing Data</li> </ul>	4

## External Review

New Mexico Military Institute

3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"><li>•Examples of teacher use of technology as an instructional resource</li><li>•Findings from supervisor formal and informal observations</li><li>•Examples of student use of technology as a learning tool</li><li>•Student work demonstrating the application of knowledge</li><li>•Surveys results</li><li>•Interviews</li><li>•Accreditation Report</li><li>•Observations</li><li>•Interdisciplinary projects</li><li>•Teacher evaluation forms, ELEOT observations, student interviews.</li></ul>	3
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"><li>•Curriculum maps</li><li>•Accreditation Report</li><li>•Supervision and evaluation procedures</li><li>•Peer or mentoring opportunities and interactions</li><li>•Interviews</li><li>•Observations</li><li>•Informal walk throughs by Dean, Tiers 1 - 4, Teacher surveys, Power Campus Data Warehouse, Assessment Fiesta, Lunch Lyceums, Rough draft of Faculty Development Plan Proposal</li></ul>	3
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	<ul style="list-style-type: none"><li>•Agendas and minutes of collaborative learning committees</li><li>•Interviews</li><li>•Accreditation Report</li><li>•Minutes from Faculty Senate, Academic Weekends, early start time for teachers, calendar of meetings for departments, Common assessments and rubrics (Tier 3 and 4), Power Campus Data Warehouse, Syllabi alignment (Tier 1 and 2)</li></ul>	3

**External Review**

New Mexico Military Institute

3.6	Teachers implement the system's instructional process in support of student learning.	<ul style="list-style-type: none"> <li>•Observations</li> <li>•Interviews</li> <li>•Accreditation Report</li> <li>•Samples of exemplars used to guide and inform student learning</li> <li>•Power Campus Cadet Record Review (CRR), CANVAS, Self Service, Tier 1 2 3 and 4, Power Campus Data Warehouse.</li> </ul>	3
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> <li>•Accreditation Report</li> <li>•Records of meetings and informal feedback sessions</li> <li>•Observations</li> <li>•Interviews</li> <li>•Peer review process, Faculty handbook, Evaluation process, Shared syllabi, Proposed faculty development plan</li> </ul>	3
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Observations</li> <li>•Survey results</li> <li>•Accreditation Report</li> <li>•Interviews</li> <li>•School magazine and news papers, CANVAS, Parent Interviews, Examples on Power Campus with parent emails on department, Ambassador program for linking students with host families</li> </ul>	4
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	<ul style="list-style-type: none"> <li>•Accreditation Report</li> <li>•Survey results</li> <li>•Interviews</li> <li>•Observations</li> <li>•Toles Learning Center, JROTC, advisory schedules - meetings once per week, tutors, flow chart prepared by Commandant, teacher office hours, Ambassador Program</li> </ul>	4

## External Review

New Mexico Military Institute

3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"><li>•Interviews</li><li>•Observations</li><li>•Accreditation Report</li><li>•Policies, processes, and procedures on grading and reporting</li><li>•Tier 1 - 4, Common Assessments, Common rubrics across departments, Aligned syllabi, Teacher evaluation forms, Self Serve on Power Campus, CANVAS, Parent Packet</li></ul>	3
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"><li>•Accreditation Report</li><li>•Observations</li><li>•Interviews</li><li>•Faculty interviews, CFO interview, Earmarked funding for professional learning, proposed faculty development plan, salary aligned with professional development.</li></ul>	2
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"><li>•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services</li><li>•Survey results</li><li>•Interviews</li><li>•Accreditation Report</li><li>•Observations</li></ul>	3

**Powerful Practices**

**Indicator**

1. The New Mexico Military Institute’s curriculum outlines challenging learning experiences and significant opportunities to develop learning, thinking, and life skills that lead to success at the next level. 3.1

The New Mexico Military Institute’s curriculum epitomizes the school’s vision, mission and purpose. This purpose is to educate, train, and prepare young women and men to be leaders capable of critical thinking and sound analysis; leaders who possess uncompromising character and leaders able to meet challenging physical demands. The New Mexico Military Institute has a rigorous curriculum that encompasses the academic, leadership, and physical arenas. Evidence clearly indicates that all courses relating to the three pillars in the system contain high expectations. These three pillars have a home in the Toles Learning Center, Godfrey Athletic Center, and the Daniels Leadership Center. The seamless integration of curriculum from 9th grade through junior college is commendable and is a testament to the system leadership’s vision to raise the educational standards, not only in New Mexico, but throughout the nation.

2. The New Mexico Military Institute’s curriculum, instruction and assessment is monitored and adjusted systematically in response to the collection of data from multiple assessments of student learning and an examination/review of the school’s professional practice. 3.2

Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment. This ensures vertical and horizontal alignment and alignment with goals for achievement, instruction, and statements of purpose. This is accomplished via lesson plans aligned to the curriculum, common assessments, and teacher evaluation criteria. This relates to prescribed instructional designs, curriculum and standards, assessment databases, rubrics, department evaluation of Tier 3 outcomes, and other measures.

3. The New Mexico Military Institute clearly engages families in meaningful ways and keeps them informed of their child’s learning progress. 3.8

Programs and systems of communication that engage families in meaningful ways are clearly evident. Recent modifications and conversations with school administrators describing changes in the programs and systems further indicate that evaluation occurs on a regular basis.

4. The New Mexico Military Institute has designed a system that facilitates a structure in the school whereby each student is well known by at least one adult advocate who supports that student’s educational experience. 3.9

The school has developed a structure that is designed and evaluated to support long term interaction with individual students, allowing them to build strong relationships over time with peers and adults; i.e. Regimental Staff and Cadet Leadership. All students participate in this structure which allows the staff member and appropriate peers to gain significant insight into and serve as an advocate for the student’s needs regarding learning, thinking, and life skills.

**Opportunities for Improvement**

**Indicator**

- 1. Assure that school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation. This will ensure that instructional practices are directly linked to student achievement. 3.4

Evidence collected as a result of artifact review and teacher interviews indicate that the evaluation procedures are followed as outlined in the Faculty Handbook. However, the inclusion of instructional and classroom practices learned through professional development offerings/opportunities would strengthen the manner in which staff utilizes instructional strategies and developmentally appropriate practices.

- 2. Ensure that the New Mexico Military Institute operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels. This focus should not only be centered on the content delivered in classes, but the methodology used. 3.5

Teachers appear to meet regularly in collaborative learning communities both informally and formally. The school supports the staff with adequate funds for staff development that appear to focus on the content of instruction. However, an effort to explore current methodology via professional development activities and planned, regular presentations and discussions within and among departmental instructors should be undertaken.

**Standard 4: Resources and Support Systems**

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) "demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard		Standard Performance Level
The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.		3.38
Indicator	Source of Evidence	Performance Level

## External Review

New Mexico Military Institute

4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"><li>•Accreditation Report</li><li>•Observations</li><li>•Interviews</li><li>•Assessments of staffing needs</li><li>•Documentation of highly qualified staff</li><li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools</li></ul>	3
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	<ul style="list-style-type: none"><li>•Observations</li><li>•Examples of school schedules</li><li>•District quality assurance procedures showing district oversight of schools pertaining to school resources</li><li>•Accreditation Report</li><li>•Examples of school calendars</li><li>•Interviews</li><li>•Alignment of district budget with district purpose and direction</li><li>•District strategic plan showing resources support for district</li></ul>	3
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"><li>•Interviews</li><li>•Observations</li><li>•Accreditation Report</li><li>•Policies, handbooks on district and school facilities and learning environments</li><li>•Example maintenance schedules for schools</li><li>•School safety committee responsibilities, meeting schedules, and minutes</li></ul>	4

## External Review

New Mexico Military Institute

4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	<ul style="list-style-type: none"><li>•District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems</li><li>•Evaluation results of the effectiveness of the district strategic plan or indicators of changes resulting in the evaluation of the effectiveness of the strategic plan</li><li>•Survey results</li><li>•Interviews</li><li>•Policies, handbooks on district and school facilities and learning environments</li><li>•Accreditation Report</li><li>•Observations</li><li>•NMMI 2020 Strategic Plan</li></ul>	3
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	<ul style="list-style-type: none"><li>•Observations</li><li>•Survey results</li><li>•Interviews</li><li>•Accreditation Report</li><li>•NMMI 2020, NMMI Website, CANVAS, building tours, committee meeting minutes, Power Campus Data Warehouse</li></ul>	4
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	<ul style="list-style-type: none"><li>•District technology plan and budget to improve technology services and infrastructure for the district-level and school-level</li><li>•District quality control procedures that monitor the effectiveness of technology services at the district-level and school-level</li><li>•Accreditation Report</li><li>•Interviews</li><li>•Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff</li><li>•Observations</li></ul>	4

## External Review

New Mexico Military Institute

4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"><li>•Observations</li><li>•Interviews</li><li>•Accreditation Report</li><li>•Family of Plans, February Institutional Flowchart, NMMI 2020, Strategic Review Committee Minutes</li></ul>	3
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"><li>•List of services available related to counseling, assessment, referral, educational, and career planning</li><li>•Survey results</li><li>•Accreditation Report</li><li>•District quality assurance procedures that monitor program effectiveness of student support services</li><li>•Observations</li><li>•Interviews</li></ul>	3

### **Powerful Practices**

### **Indicator**

1. The New Mexico Military Institute's leadership implements policies and procedures that ensure maintenance of facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

4.3

Through a well-defined facility master plan, the New Mexico Military Institute provides students, staff, and the community outstanding facilities that clearly enrich academics, physical fitness, and character. The Godfrey Athletic Center provides students, staff, and community with access to an Olympic size pool, state of the art weight and cardiac equipment, and numerous courts for activities. The Daniels Leadership Center houses a ropes course that is unparalleled in this region along with a command center that could serve the community or nation in a time of crisis. The Toles Learning Center houses tutoring programs, ample resources, and technology. This center directly contributes to academic success. The historic campus is well maintained despite the constraints involved in renovating buildings on the historic registry. Moreover, the New Mexico Military Institute police force and the infirmary are outstanding examples of services that directly affect student safety and health. Staff and students alike clearly take pride in their facilities and work cooperatively to maintain them.

2. The New Mexico Military Institute provides, coordinates and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system. 4.5

The New Mexico Military Institute has created exceptional media and informational resources that ensure that all students and school personnel have access to the information as well as access to a highly qualified staff to assist them. This was evident in not only the internet and intranet, but in the tailor-made interfaces that collect data through Power Campus. Department, physical fitness and academic information were conceived by faculty and made possible by technology personnel. Security cameras and the ability to monitor every student's laptop gives New Mexico Military Institute personnel added security on campus. Students and parents are able to access the data base "Canvas" to retrieve information about their courses and "Power Campus" for grades. Furthermore, the Student Assistance Center and Toles Library house media that allows staff and students to customize projects and become informed about career paths based on their unique aptitudes.

3. The New Mexico Military Institute provides a technology infrastructure and equipment to support the school's teaching, learning and operational needs. 4.6

The New Mexico Military Institute provides a modern, fully functional technology infrastructure, updated equipment, and a qualified technical support staff that meets the teaching, learning, and operational needs of stakeholders throughout the school. School personnel collect data (IT Annual Report, Technology Gap Assessment, Lightspeed Network Reports, Connected Campus Task-force Report, etc.) concerning needs and improvements and use the data to develop and implement a technology plan to continuously improve technology services, infrastructure and equipment.

### ***Standard 5: Using Results for Continuous Improvement***

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution

effectiveness.

Standard			Standard Performance Level
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.			3.0
Indicator		Source of Evidence	Performance Level
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Interviews</li> <li>•Observations</li> <li>•Accreditation Report</li> <li>•Cadet record review, classroom observations of graded projects, Cadet Matriculation Program 2012, Annual Federal Inspection Report 2011/12, ACT process of assessment, PSAT results, student application process, personality inventory.</li> </ul>	3
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	<ul style="list-style-type: none"> <li>•Observations</li> <li>•Accreditation Report</li> <li>•List of data sources related to district effectiveness</li> <li>•Interviews</li> <li>•Power Campus Data Warehouse, CANVAS, Assessment Fiesta agenda, grading system (Academic Catalog), Department Grades guidelines</li> </ul>	3
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	<ul style="list-style-type: none"> <li>•Accreditation Report</li> <li>•Survey results</li> <li>•Observations</li> <li>•Interviews</li> <li>•Faculty Handbook, Assessment Fiesta Agenda, NMMI Assessment Database</li> </ul>	3

## External Review

New Mexico Military Institute

5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"><li>•Interviews</li><li>•Accreditation Report</li><li>•Observations</li><li>•Evidence of student readiness for the next level</li><li>•Evidence of student growth</li><li>•Evidence of student success at the next level</li><li>•2011/12 Summary of Tier 1 and 2 student learning outcomes, course assessment grouped by departmental outcomes, Power Campus, CANVAS/Self Service</li></ul>	3
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	<ul style="list-style-type: none"><li>•Accreditation Report</li><li>•Observations</li><li>•Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement</li><li>•Interviews</li><li>•Department meeting minutes, Power Campus, CANVAS</li></ul>	3

### ***Opportunities for Improvement***

### ***Indicator***

1. Expand the focus of professional and support staff being trained in the interpretation and use of data.

5.3

Supervisory and departmental personnel report that training for staff in the interpretation and use of data has been an ongoing effort with some departments being very receptive and others less receptive. To maximize student achievement and success, additional efforts need to be undertaken to ensure that all instructional staff are well trained in tracking, evaluation, and use of student performance data to improve student learning.

## Learning Environment

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. External review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed. The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in ELEOT.

### Effective Learning Environments Observation Tool

<b><i>Environments</i></b>	<b><i>Level</i></b>
A. Equitable Learning Environment	2.8
B. High Expectations Environment	3.0
C. Supportive Learning Environment	3.3
D. Active Learning Environment	3.1
E. Progress Monitoring and Feedback Environment	3.1
F. Well-Managed Learning Environment	3.4
G. Digital Learning Environment	2.4

## **Part II: Conclusion**

### **Summary of the External Review**

In off-site and on-site review sessions, the AdvancED External Review Team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

On March 4th - 6th, 2013, a group of 5 educators from the states of Montana, Texas, Oregon and New Mexico conducted the External Review for The New Mexico Military Institute (NMMI). During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations. The school district provided evidence that their preparations had begun several months prior to the visit. School officials were committed to the visit and as evidence of this commitment; they invited the lead evaluator to a pre visit in mid-February to discuss their progress. New Mexico Military personnel collected over 150 electronic artifacts and coordinated interviews with 112 stakeholders including administrators, teachers, support staff, students, parents, and community leaders. In addition to stakeholder interviews, 26 classrooms were visited. The school's preparation for the visit was exemplary. Although the high school has been accredited by the North Central Association for many years, this is the first time the institute has sought system accreditation. The system's unique structure of a 9 -14 grade span is unique. The New Mexico Military Institute involved numerous stakeholders in the process of its self-assessment. External review team members found stakeholders, regents, the superintendent, academic deans, the commandant, teachers, and students to be frank and transparent in interviews. It is obvious school officials and personnel are committed to the system's vision for the future that is spelled out in NMMI 2020 and the Family of Plans.

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Accreditation Standards and Indicators.

Eleven powerful practices emerged as a result of the external review. Powerful practices are exemplary actions taken by the school which culminate in outstanding opportunities for students. Through a collaborative effort, all NMMI stakeholders engage in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success. School personnel utilize three pillars of learning; Leadership, Academics and Athletics to promote a culture based on shared values and beliefs that are clearly embraced by all school personnel. The vision of the school is strengthened by the NMMI Board of Regents who clearly supports the mission of the school and the autonomy of leadership which ultimately influences student achievement. The autonomy given to the superintendent is clearly evident and as a result, goals for achievement and instruction are supported and implemented throughout the system. There is a strong culture among staff which is consistent with the system's purpose and direction. As a result of this shared vision, system personnel have created a strong curriculum which outlines challenging learning experiences and significant opportunities to develop learning, thinking, and life skills that lead to success at the next level. This rigorous curriculum encompasses the academic, leadership, and physical arenas. Evidence clearly indicates that all courses relating to the three pillars in the system contain high expectations. These three pillars have a home in

the Toles Learning Center, Godfrey Athletic Center, and the Daniels Leadership Center. The seamless integration of curriculum from 9th grade through junior college is commendable and is a testament to the system leadership's vision to raise the educational standards, not only in New Mexico, but throughout the nation. To gain support for program The New Mexico Military Institute clearly engages families in meaningful ways and keeps them informed of their child's learning progress. Programs and systems of communication that engage families in meaningful ways are clearly evident. In addition to a strong curriculum, NMMI has maintained outstanding facilities that through a well-defined facility master plan, provides students, staff, and the community outstanding facilities that clearly enrich academics, physical fitness, and character. The Godfrey Athletic Center provides students, staff, and community with access to an Olympic size pool, state of the art weight and cardio equipment, and numerous courts for activities. The Daniels Leadership Center houses a ropes course that is unparalleled in this region along with a command center that could serve the community or nation in a time of crisis. The Toles Learning Center houses tutoring programs, ample resources, and technology. This center directly contributes to academic success. The historic campus is well maintained despite the constraints involved in renovating buildings on the historic registry. Moreover, the New Mexico Military Institute Police Force and the infirmary are outstanding examples of services that directly affect student safety and health. Staff and students alike clearly take pride in their facilities and work cooperatively to maintain them. An updated technology infrastructure supports the school's teaching, learning, and operational needs. School personnel collect data (IT Annual Report, Technology Gap Assessment, Lightspeed Network Reports, Connected Campus Taskforce Report, etc.) concerning needs and improvements and use the data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.

During the on-site review, members of the External Review Team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team evaluated the quality of instruction and learning that took place classified around seven constructs or environments: equity, high expectations, support, engagement, progress monitoring and feedback, management, and use of technology.

There were several areas where the team felt improvement could be made. It was recommended that school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation. Although evidence collected indicates that the evaluation procedures are followed as outlined in the Faculty Handbook, the inclusion of instructional and classroom practices learned through professional development offerings/opportunities would strengthen the manner in which staff utilizes instructional strategies and developmentally appropriate practices. It was also recommended NMMI leaders develop a collaborative learning organization through structures that support improved instruction and student learning at all levels. This focus should not only be centered on the content delivered in classes, but the methodology used. The area of professional development is critical to ensure that teachers continue to develop. Personnel must design and implement a continuous program of professional development for all staff members that is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

It was a rigorous undertaking for New Mexico Military to prepare for the external review. As the only state

supported military school in the nation, the vision to become system accredited is a model for others to follow. All district personnel are to be commended for their efforts and the Board of Regents is to be commended for their support. The school received 11 powerful practices and all rankings on AdvancED standards met or exceeded a rating of 3, on a 4 point scale.

On behalf of the External Review Team, thank you for your hospitality during the visit and your efforts to strengthen your Corp of Cadets. As a result of your efforts, the External Review Team unanimously recommends that The New Mexico Military Institute be granted a five-year term of systems accreditation by the AdvancED Accreditation Commission.

## **Required Actions**

1. Design and implement a continuous program of professional development for all staff members that is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Primary Indicator or Assurance: 3.11

The faculty has developed a proposal that addresses a descriptive process of professional development. To fully utilize results of multiple assessment measures for all students, emphasis must include research related to unique characteristics of learning styles, multiple intelligences and personality type indicators. The goal is to coordinate related individualized learning support services to all students.

## Part III: Addenda

### *Next Steps*

The institution should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Develop action plans to address the Required Actions made by the team. Include methods for monitoring progress toward the Required Actions.
4. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
5. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Required Actions. Institutions are required to respond to all Required Actions. The Required Actions should be completed before the Accreditation Progress Report is submitted. The report will be reviewed at the state and national level to monitor and ensure that the system has implemented the necessary actions to complete the Required Actions. The accreditation status will be reviewed and acted upon based on the completion of the Required Actions and the resulting improvement.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

### *Celebrating Accreditation*

Following the External Review, the Team submits the final report to AdvancED for review and for action by the AdvancED Accreditation Commission, which confers accreditation and upon the institution. Upon receiving its accreditation, the institution should share its achievement with internal and external communities.

### *About AdvancED*

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.