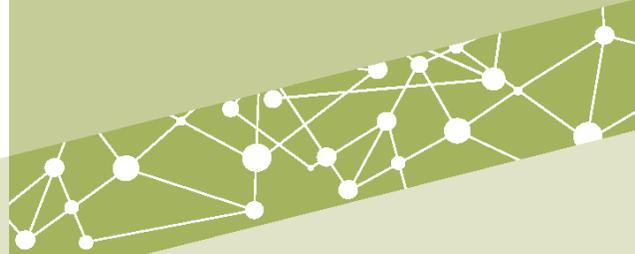February 11-14, 2018

AdvancED®
Engagement
Review Report

AdvancED® Performance Accreditation

» **Results for:**

New Mexico Military Institute

101 W. College Blvd.

Roswell, NM 88201

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Introduction

AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions that helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Groups	Number
Board of Regents	5
Superintendent	1
Leadership	15
State Representatives	2
Teachers	50
Staff	2
Students	116
Parents, Community, Business Leaders	8
Total	199

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into an institution's continuous improvement efforts as described below:

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards

Color	Rating	Description
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

AdvancED Continuous Improvement System

The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Meets Expectations
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Meets Expectations
The institution demonstrates the capacity to implement their continuous improvement journey.	Meets Expectations

Continuous Improvement Journey Narrative

New Mexico Military Institute (NMMI), established in 1891 as a military co-ed boarding school, had clearly established a commitment to continuous improvement. The Engagement Review Team had abundant and meaningful evidence to inform their ratings for the Commitment to Continuous Improvement Rubric.

The NMMI model as a secondary and post-secondary learning institution focused on leadership development of its Corps of Cadets. The three integrated pillars of this model were led by: 1) the Commandant who was responsible for skills, character, and discipline; 2) the Dean of Academics who focused on knowledge and education; and 3) the Athletic Director who implemented the development of health, wellness, and physical training of all cadets. These pillars defined the NMMI approach of developing the "whole person"- mind, body, soul, and character, as proclaimed in the NMMI core values of "Duty, Honor, and Achievement."

As a means of ensuring success for all cadets, as well as the advancement of the institution, the strategic plan (NMMI 2020) was designed from a "bottom up" approach with the participation of all stakeholder groups and had been implemented by all members of the institution. The plan was organized in five tiers. Tier One included three Shared Learning Outcomes; Tier Two had measurable goals; Tier Three had Department Goals, derived within the individual disciplines to carry out the Tier Two goals; Tier Four course goals from course syllabi were developed by individual teachers, derived from the department goals to add increased specificity; and Tier Five addressed assessment outcomes from the course goals.

It was evident throughout the review that continuous improvement was valued as a driving force for NMMI. After- Action Reviews (AARs) were conducted every Monday to discuss and analyze the events from the prior week. Interviews revealed that "NMMI allows and encourages the Leadership Team to identify issues and make timely appropriate changes" using data and research. Changes to the night study hall, how benchmark assessments were changed, the "bottom up" process of initiatives, and the Assurance Database for non-classroom departments were noted examples of how the improvement process honors that educational institutions are living, organic, and in need of continual change to be relevant.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on AdvancED's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), and Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	**Exceeds Expectations**
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners.	**Exceeds Expectations**
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	**Exceeds Expectations**
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	**Exceeds Expectations**
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	**Exceeds Expectations**
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	**Meets Expectations**
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	**Exceeds Expectations**
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.	**Exceeds Expectations**
1.9	The system provides experiences that cultivate and improve leadership effectiveness.	**Exceeds Expectations**
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	**Exceeds Expectations**
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	**Exceeds Expectations**

Learning Capacity Domain

The impact of teaching and learning is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	Meets Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Exceeds Expectations
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Exceeds Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations
2.6	The system implements a process to ensure the curriculum is aligned to standards and best practices.	Meets Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Exceeds Expectations
2.8	The system provides programs and services for learners' educational future and career planning.	Exceeds Expectations
2.9	The system implements processes to identify and address the specialized needs of learners.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Exceeds Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Exceeds Expectations
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Exceeds Expectations

Resource Capacity Domain

The use and distribution of resources align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

Resource Capacity Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	Emerging
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Meets Expectations
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Emerging

Resource Capacity Standards		Rating
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Exceeds Expectations
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Exceeds Expectations
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Exceeds Expectations
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.	Exceeds Expectations
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.	Exceeds Expectations

Effective Learning Environments Observation Tool® (eleot®) Results

The eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

eleot® Observations	
Total Number of eleot® Observations	**35**
Environments	**Rating**
Equitable Learning Environment	**2.99**
Learners engage in differentiated learning opportunities and/or activities that meet their needs	**2.06**
Learners have equal access to classroom discussions, activities, resources, technology, and support	**3.63**
Learners are treated in a fair, clear and consistent manner	**3.46**
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	**2.80**
High Expectations Environment	**3.15**
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	**3.37**
Learners engage in activities and learning that are challenging but attainable	**3.31**
Learners demonstrate and/or are able to describe high quality work	**2.83**
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	**3.26**
Learners take responsibility for and are self-directed in their learning	**3.00**
Supportive Learning Environment	**3.26**
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	**3.20**
Learners take risks in learning (without fear of negative feedback)	**3.14**

eleot® Observations	
Total Number of eleot® Observations	**35**
Environments	**Rating**
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.37
Learners demonstrate a congenial and supportive relationship with their teacher	3.34
Active Learning Environment	**2.70**
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.23
Learners make connections from content to real-life experiences	2.46
Learners are actively engaged in the learning activities	3.09
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.03
Progress Monitoring and Feedback Environment	**2.71**
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.46
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.03
Learners demonstrate and/or verbalize understanding of the lesson/content	3.06
Learners understand and/or are able to explain how their work is assessed	2.29
Well-Managed Learning Environment	**3.41**
Learners speak and interact respectfully with teacher(s) and each other	3.57
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.60
Learners transition smoothly and efficiently from one activity to another	3.06
Learners use class time purposefully with minimal wasted time or disruptions	3.40
Digital Learning Environment	**1.88**
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.11
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.91
Learners use digital tools/technology to communicate and/or work collaboratively for Learning	1.60

eleot® Narrative

The Engagement Review Team conducted 35 classroom observations using the eProve™ Effective Learning Environments Tool® (eleot®) during the onsite Engagement Review. The Team visited all instructional facilities and observed most content areas. The overall rating from the 35 observations was 2.92 on a four-point scale. The Well-Managed Learning Environment garnered the highest rating (3.41) of the NMMI observations and the Digital Learning Environment (1.88) received the lowest overall rating.

The eleot observation data acquired from the Equitable Learning Environment and the Active Learning Environment supported the Team's rating of Emerging for Standard 2.2 in the System Quality Factors Diagnostic (The learning culture promotes creativity, innovation, and collaborative problem-solving.). Team members noted a lack of opportunity for cadets to experience differentiated learning activities to meet their individual learning needs within the classroom environment. There was limited evidence of learners collaborating with their peers to accomplish/complete projects, activities, tasks and/or assignments. While NMMI provided multiple support opportunities for cadets to improve their learning, the predominant remedial work was done in night study classes and by the generous tutoring options provided by a dedicated instructional staff. However, this effective, individualized tutoring program did not address peer collaboration and project work. While most cadets "received" direct instruction from highly-qualified instructors, there was little evidence of learner engagement in

classroom settings. One Team member, however, provided an excellent example of student engagement in a creative technology setting. In a biology class, cadets used a computer program that was aligned with blood pressure cuffs. They took each other's blood pressure and established a baseline on the computer. That step was repeated after the cadet held his/her hand in cold water for five minutes. Then, the cadets overlaid the two screens and analyzed the differences. While that robust interactive activity provided evidence of meaningful student engagement, the practice was not systemic.

Team members observed cadets supporting one another when appropriate in the classroom. With a large international presence among the cadets, that type of needed support symbolized the impact of character development as one of the three pillars of cadet training. Clearly, learners demonstrated a sense of community that was positive and cohesive.

The use of technology for collaboration, problem-solving, creation of original works, and communication within and beyond the NMMI classrooms was identified as an area for improvement. Expanded professional development focused on innovative strategies, pedagogy, and best practices to support higher levels of student engagement and interactive learning could enhance the desired results.

In conclusion, the Team found well-managed and supportive classrooms that generally followed a traditional lecture model. NMMI mastered the process of addressing learning needs with a program that allowed teachers to enter digital information (a red flag) when a cadet needed to go to the evening remediation program. Green flags were also issued when a cadet was commended for doing something worthy of recognition. All teachers and parents had access to review the reports.

Findings

The chart below provides an overview of the institution ratings across the three Domains.
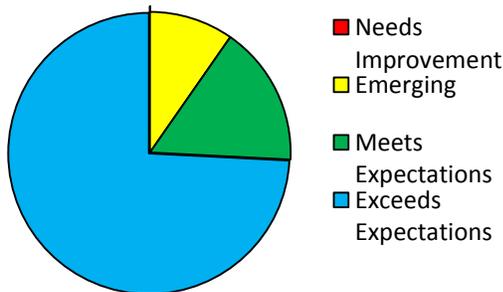
Rating	Number of Standards
Needs Improvement	0
Emerging	3
Meets Expectations	5
Exceeds Expectations	23

Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

Powerful Practice #1
The governing authority engages and models a commitment to the institution's strategic plan, NMMI 2020, continuous improvement journey through the implementation of operational processes and procedures designed to build on its future through the legacy of its past. (Standards 1.3, 1.5, 1.7, and 1.9)

Primary Standard:
1.3

Evidence:
The Engagement Review Team examined artifacts, gathered input through interviews, and conducted classroom observations to determine adherence of school administration, faculty, cadets, and stakeholders' stated commitment to the institution's strategic plan, NMMI 2020, which charted their course for the next 10 years. Clearly, the Engagement Review Team was impressed with the institution's total commitment to their continuous improvement journey that identified, planned, implemented, and evaluated operational processes and procedures. As an example, the governing authority's commitment to design and deploy continuous improvement strategies was witnessed through articulated statements in the "This is My Future" pamphlet, which highlighted the institution's emphasis on duty, honor, and achievement as the means to actualize academic excellence, physical readiness, and leadership development. Further evidence to support the governing authority's engagement and commitment was viewed in NMMI 2020, a seminal document that provided the critical linkage of the institution's vision and mission to the operational policies, procedures, and directives of each of the institution's components and organizations. Interviews with administration, faculty, students, and stakeholders also showed a strong commitment to a continuous improvement journey. The faculty gave many examples of data collection systems including an "early warning system" that identified students at-risk academically. Leadership mentioned the importance of "After- Action Reviews" as a weekly practice to analyze events from the prior week as a way of planning and improving success probability for the upcoming week. Students, faculty, and staff celebrated the leadership style of the governing authority as process-driven leaders in shaping lives of the cadets. A school regent was heard to say, "I am proud of the school and what it has done to make a difference in my life." The institution's research faculty member appeared to support the regent's statement on making differences in cadets' lives through data collection systems. This extraordinary commitment led to improved performance of students and the institution via information gleaned from annual reviews of entry/exit interviews which allowed cadets the opportunity to assess themselves and reflect on their purpose for enrolling/dis-enrolling from the institution. Classroom observations as well as instructor and cadet interviews noted the direct connection to the Strategic Plan 2020 via the Shared Learning Outcomes of Tiers III and IV. During interviews, stakeholders highlighted the commitment of instructors to introduce Tier I and II objectives as connecting links to course syllabi and department goals as well as serving as validation that the entire institution had implemented an ongoing continuous improvement process.

Powerful Practice #2
The institution provides a strong, formalized system of supportive adults to ensure student success throughout high school and college at New Mexico Military Institute.

Primary Standard:
2.4

Evidence:
The Engagement Review Team interviewed faculty, staff, and students and found a consistent answer to "What are the strengths of the institution?" The identification of the adult support system was most consistently the answer as the signature strength of the institution. Upon admission, each cadet is assigned an Academic Advisor and a Troop Leadership Advisor. The Academic Advisor pays special attention to the academic success of the student, but keeps in mind the whole child. The Troop Leadership Advisor focuses on the rest of the cadet's life, but is also in communication with others about any concerns regarding academics. Cadets identified that teachers were consistently willing to meet with them to assist their learning before school and at other times of the day outside of class. One math teacher was cited by a cadet and other faculty as arriving at 4:30 in the morning to meet with cadets prior to class. Cadets have multiple opportunities to develop the necessary habits of success. Those who need tutoring may attend night and weekend study halls. Cadets identified through the Early Warning System have mandatory night study hall Monday through Thursday. A Team member interviewed the Academic Success

Coordinator, whose purpose is to catch students before they become at risk of failing semester courses. The Academic Success Coordinator checks the "D" and "F" lists weekly, based on data from grades entered in the system, and recommends students for attendance at the night study hall or for enrollment in the Academic Assistance course offered to any cadet. The Academic Success Coordinator said, "All our teachers are great" and explained how strong the bonds were between cadets and teachers. On the student surveys, cadets responded to the question regarding what words describe what they think of their teachers and 54 percent chose the word "Caring." During student interviews, cadets said that they tend to choose their own adult mentors informally. The culture of New Mexico Military Institute was permeated by positive, professional relationships horizontally and vertically between cadets and faculty and staff. Adult support was a hallmark of the institution.

Powerful Practice #3
New Mexico Military Institute clearly demonstrated its establishment of strategic resource management that included long-range planning and the highly effective use of resources in support of the institute's purpose and direction.

Primary Standard:
3.7

Evidence:
The Engagement Review Team examined the strategic plan, NMMI 2020, to acquire an understanding of the institute's management of its strategic resources. Goal C of NMMI 2020 states "Ensure efficient and effective management of, and accountability for, all resources available to NMMI in support of academic, leadership, and physical performance programs." This goal was aligned with the three pillars of the institution and with the system's vision, purpose, and direction. The six objectives contained in this goal were not only achieved but were documented and discussed during interviews throughout the visit. The plan was developed by using a "bottom up" approach through offsite meetings involving the NMMI Board of Regents, faculty and staff, parents, cadets, and community stakeholders. It was an expectation that every member of the institution would be a part of the implementation of the plan including applying the needs of all departments. The Superintendent described his leadership style as defining the "what, when, where, why---but not the how." Based on his deep level of trust and belief in the institution's highly professional and capable faculty and staff, he enabled buy-in and ownership for the tenets of the strategic plan.

Goal C of NMMI 2020 addressed five objectives that included:
1. Manage financial resources with sound fiscal policies;
2. Update and execute the Facilities Master Plan;
3. Communicate needs and maintain strong partnerships;
4. Support the efficient use of personnel, time, and resource planning using appropriate technology; and
5. Improve the quality of transparent internal communications.

As the Team interviewed 199 stakeholders and heard a multitude of presentations, evidence affirmed the success of NMMI 2020. Furthermore, 17 revisions were documented as indicators of careful monitoring and adjusting NMMI 2020 to make it a true living document. A concerted effort prevailed to support scholarship funding. The Superintendent maintained close ties with the New Mexico State Legislature to ensure state funding was maximized and two legislators were interviewed during the Engagement Review. The NMMI Foundation, a separate not-for-profit corporation, provided an average of $1.5 million annually for cadet scholarships, leadership operations and programs, academic and athletic programs, cadet activities, and staff and faculty development. The Foundation is supported by alumni, corporations, foundations, and patrons. Additional income has been generated by earnings on investments and revenues from real estate sales and leases. In addition, NMMI has sustained a $31 million scholarship endowment.

When interviewed, the Chief Financial Officer described how the "strategic plan drives the budget process rather than the reverse." In recent years, facility improvements were made across campus including the barracks, dining hall, science facilities, and four athletic facilities. Throughout the Engagement Review, the Team was introduced to improvements in academic resources such as the "Sand Box." This is an amazing strategy to use technology to demonstrate how the earth's layers work, how water and rock formations change, and how to plan for any kind of impact human plans for industry and community development have on the environment, as well as to plan for safety from natural disasters. The Board of Regents and the Chief Financial Officer have worked collaboratively to sustain the funding needs of NMMI.

Opportunities for Improvement

Opportunities for Improvement are those actions that will guide and direct institutions to specific areas that are worthy of additional attention.

Opportunity for Improvement #1
Generate equitable opportunities for every student to enroll in action research courses that meet 21st century expectations and increase students' preparation to innovate in global entrepreneurial industries.

Primary Standard:
2.1

Evidence:
The Engagement Review Team discovered that there was limited use of digital technology and research by cadets during eleot observations in the classrooms. The institution strives to maintain an image of global innovative leadership in education which can be enhanced with concentrated, innovative use of technology. Both the teachers and the students mentioned that they were "busy" in their respective AdvancED Climate and Culture Surveys (56% of Teachers on page 8, 66% of students, page 9). When students are engaged in activities that increase their inquiry and critical thinking skills through collaborative, problem-solving projects, they become active learners. NMMI students are primed for this next level such as researching problems and coming up with patents for their solutions, contacting experts in the field of the problem, including professors across the country, and collaborating with graduate students to create their own projects. In speaking with cadets, they are hoping to take programming and coding classes in school. They want to build webpages using HTML, create apps for their cell phones. These cadets want to build computerized video games by programming with C++ and Java, and create robots with artificial intelligence, and learn how to win in science competitions. They crave the new technology. Objective B.3 of NMMI 2020 states "We will sustain and grow relevant, challenging, transferrable, and innovative curricula for high school and junior college students. Cultivate relationships with other learning institutions……"

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1
Design, deploy, and evaluate a peer-to-peer learner-centric faculty observation practice in each department as an After-Action Review activity to support faculty and improve student engagement.

Primary Standard:
2.2

Evidence:
The New Mexico Military Institute values student engagement, as mentioned during the teacher and administrator

interviews. NMMI also values the use of data to improve performance and utilizes the approach of "trust and verify" to increase efficacy across all operations. In that spirit, it would benefit NMMI to consider the importance of their values as applied to teaching and learning. During eleot™ observations, team members noted that active learning and equitable learning were not consistently observed. Considering the low student to teacher ratio and the length of the daily schedule for students, active learning would seem to be an important ingredient for successful learning, especially in traditional academic courses.   Faculty retention is high at least partly because of the way teachers are treated. As per one associate dean, NMMI hires great teachers and gets "out of the way" so they can accomplish great things with their students. There is a significant degree of trust in the faculty to set high standards and to prepare students for college and for leadership in life. However, eleot observations indicated that student engagement is more often an element of the student's control and is not seen as the mutual responsibility of the individual teacher. As complete and thorough as the admissions process is at NMMI, there is still considerable concern over the student retention rate. NMMI exit surveys indicated that "academic reasons" was the indicator most chosen for high school students leaving NMMI. The student surveys indicated that what students most often DO in the classroom was (1) listen to teachers – 63%; (2) take tests – 54%; (3) write papers – 46%; and (4) think – 42%. Active learning attribute answers in the same question were scored much lower by the cadets: (1) work with others – 20%; make presentations – 16%; (3) complete long projects – 11%; (4) complete brief projects - 5%; (5) give project demonstrations – 5%. The Faculty Senate President indicated that the faculty values their freedom in the classroom and high academic expectations for students.   Much like the After-Action Review process has become the mechanism for continuous examination, review, and improvement for all operations in the institution, meaningful student engagement can be established in the form of a peer-to-peer consistent and systemic observation practice among the faculty, not as evaluation of the teacher, but as a commitment to the shared value of maximizing student engagement.

Accreditation Recommendation and Index of Educational Quality™ (IEQ™)

The Engagement Review Team recommends to the AdvancED Accreditation Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the institution in response to these findings.

AdvancED provides the Index of Education Quality™ (IEQ™) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity and the results of eleot classroom observations. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria.

Institution IEQ	368.32

Conclusion Narrative

New Mexico Military Institute (NMMI), located in Roswell, New Mexico, is a world-renowned, highly-ranked, co-educational public junior college and four-year college preparatory high school. NMMI has a diverse cadet population representing 48 states, with 30 percent of its population from six continents and approximately 33 foreign nations. It's mission to educate, train, and prepare young men and women to be leaders capable of critical thinking and sound analysis, leaders who possess uncompromising character, and leaders able to meet challenging physical demands was supported by the institution's values of duty, honor, and achievement. NMMI has maintained Higher Learning Commission Accreditation and is seeking AdvancED System Accreditation renewal.

The Engagement Review Team intentionally designed its work to provide fidelity both to the AdvancED System Engagement Review protocols as well as military processes and protocols by designating one Team member with extensive military knowledge and experience. This model provided robust deliberations and considerations that centered on advancing NMMI's world presence and focus on the formation of cadet leadership.

NMMI leadership provided an inclusive, "bottom up" approach to systematic, systemic, and sustainable processes with multiple levels of vetting as its continuous improvement model. The creation, implementation, monitoring, and adjusting of its strategic plan (NMMI 2020) was the driving force for all programs and actions as well as budgetary decisions. Throughout the review, processes were identified that supported the institution's commitment to continuous improvement, as validated by interviews with 199 stakeholders.

The Engagement Review Team conducted 35 eleot classroom observations and used the AdvancED Performance Standards Diagnostic to evaluate the system's effectiveness in three domains – Leadership Capacity, Learning Capacity, and Resource Capacity. Combined data collection from interviews, artifacts, eleot findings, and diagnostic ratings enabled the Review Team to enter into deliberations that resulted in specific acknowledgements of excellence and areas for future growth for the institution's continuous improvement journey. The Leadership Capacity Domain was a consistently effective area of operation with a plethora of evidence across that domain to support a combined Powerful Practice for Standards 1.3, 1.5, 1.7, and 1.9. NMMI's student support and adult advocacy measures were exceptional as noted in a Powerful Practice for Standard 2.4. A third Powerful Practice was named for Standard 3.7 based on the innovative, data-driven processes that enable the strategic plan to impact budget decisions as well as the extraordinary management of resources available to support the mission, vision and purpose of the institution. It is significant to note that Powerful Practices require monitoring to sustain effectiveness over time.

As the Engagement Review Team analyzed the collected data and artifacts provided for the review, Team discussions centered around the findings for Standard 2.2 – "The Learning culture promotes creativity, innovation, and collaborative problem-solving" which was rated at the emerging level. The Team's eleot rating of 2.06 for differentiated learning opportunities or activities in the classroom was also relatively low. Additionally, emerging ratings for the delivery of professional learning and mentoring and coaching were noted as factors that are important to support instructional leaders. When analyzing these concerns from the perspective of the AdvancED protocol and the existing academic culture at NMMI, it became clear that the carefully designed Improvement Priority for Standard 2.2 should mirror the After-Action Review (AAR) process that has been a NMMI institutional hallmark. The second area of concern centered on Standard 2.1 "Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution" which was designated as an Opportunity for Improvement to support the Improvement Priority. By focusing on a peer-to-peer, learner-centric faculty observation practice in each department, processes can be developed using the established bottom-up existing practice, vetted as other initiatives are, and embedded in instructional planning by intentional design. A systemic approach to increasing and enhancing student engagement parallels the expectations found in the mission and vision statements. In a pre-visit interview, the Superintendent was asked "What is your personal vision for NMMI and what do you hope the review will provide?" His insight was based on constantly looking in the mirror. He hoped that the review would address "relevance in the way we teach---support services we use such as the Smartboards and technology---the soft skills the cadets will need to be ready for their next step in life" among other current issues in education.

The Team's decisions for growth areas were based on some of the principles of 21st century learning:
- Active versus passive learning;
- Cadets as participants and co-creators in the learning process under the guidance of highly-qualified instructional leaders who are sometimes "the sage on stage" and other times they "guide by the side;"
- Embracing the power of student inquiry, collaboration, and problem-solving;
- Developing solution and process-minded cadets across all academic courses of study;
- Acquiring the life-long skill of assessing the current reality, collecting meaningful data, analyzing factors,

> creating a well-thought solution, executing a plan, and evaluating to adjust and improve; and
> - Acknowledging that learning is not only what you know but what you can do with what you know, for often students learn more from what doesn't work than from what does work.
>
> The Team recognized that the New Mexico Military Institute is a magnificent guided testing site to carry out the institution's mission and vision. It is emphatically poised for even higher levels of excellence. Centering future growth on the actions in this review has the potential to propel the institution to its desired international level of excellence and distinction, making it a sustainable, replicable model across the world.

Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:
- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue your Improvement Journey

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and eleot® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Mary Anne Hipp	Mary Anne Hipp has committed her education career to teaching and learning, having served as a Kindergarten and elementary classroom teacher both in public and private education, as well as an elementary principal for a combined 51 years. Her passion for excellence and continuous improvement has been the driving force of her service as an AdvancED System Lead Evaluator for the past nine years, serving public school systems, faith-based systems, Catholic Dioceses, and Education Service Agencies across America and in Latin America. She holds degrees and certifications in Music Education, Kindergarten, Elementary Education and has a Masters + 30 Degree in Education Administration. In addition to accreditation work, Ms. Hipp has served on various community, civic, and education boards in the United States and Latin America and currently serves as a consultant for School Board Development.

Team Member Name	Brief Biography
Dr. Eugene Schmidt	Dr. Eugene "Gene" Schmidt serves as Superintendent for the Farmington Municipal Schools in Farmington, NM. Previous, he led Los Alamos Public Schools (New Mexico) for six years during which the district received AdvancED Accreditation. Dr. Schmidt has served as an AdvancED Review Team Member to school districts in two states and served as Review Team Lead to a school in New Mexico. Dr. Schmidt currently serves as President of the New Mexico AdvancED Advisory Board. He earned a PhD from Washington State University, a Master of Education from Central Washington University, and a Bachelor of Arts from Washington State University.
Toni Badone	Toni Badone is the Director of Arizona Operations for AdvancED. She holds a BS degree in education from Bowling Green State University of Ohio, and her MS in education administration from Northern Arizona University. Ms. Badone served as superintendent of the Yuma Union High School District from 2007 until 2017 during which time the District established a culture of equity and excellence through Ready Now Yuma within the six high schools and four communities of the district. Prior to becoming superintendent, she taught English, speech and drama, and served as professional development coach, assistant principal, principal and assistant superintendent for curriculum and instruction over the course of 23 years. Ms. Badone has taught in both public and private schools. Her awards include Arizona FFA Administrator of the Year and Arizona AdvancED Circle of Excellence. Ms. Badone is a Board Member of the Arizona Business and Education Coalition (ABEC) and a member of the Northern Arizona University Yuma Branch Advisory Board. She served on the AdvancED Arizona Council, the Arizona Interscholastic Association Executive Board, and the Yuma Regional First Things First Partnership Council. She has been published in ASCD Curriculum/Technology Quarterly, ASBA Journal, and the Smithsonian.
Randy Smith	Randy Smith is the Federal Programs Coordinator and Curriculum Coordinator for the Cherokee County School Board in Centre, Alabama. In that position, he coordinates Pre-K, 21 st Century After School Learning Centers, K-12 Librarians, McKinney Vento, Titles I, II, III, IV, V and IX, and curriculum implementation for one P-4, one 5-8, one 9-12 and four P-12 schools. Randy holds an EDS in Educational Administration from Jacksonville State University. He also has a MS degree in Elementary Education and BS in Business. Randy has experience as a teacher and administrator in P-12 education as an elementary teacher and administrator. Randy has served on several AdvancED Engagement Reviews and is on the AdvancED Leadership Team for the Cherokee County Board of Education. Randy is a retired Sergeant Major with 38 years combined service between active duty Air Force, and both the Alabama Air and Army National Guard.
Helen Bolen	Mrs. Bolen serves in a number of leadership positions at Manzano Christian School in Truth or Consequences, NM, including Director of Education and as a science teacher. Mrs. Bolen came late to teaching, because her undergraduate degree was in Biology. Before becoming a teacher, Mrs. Bolen worked in seven different research labs during which she worked as a gene jockey extracting and manipulating DNA. Mrs. Bolen also spent five years in biomedical communications and as a clinical research coordinator. Mrs. Bolen began her education career as an environmental educator in 2000 and, after getting her Masters with a 4.0 GPA, she started teaching science in 2007.

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About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education

professionals in the world. Founded on more than 100 years of work in continuous improvement,

AdvancED combines the knowledge and expertise of a research institute, the skills of a management

consulting firm and the passion of a grassroots movement for educational change to empower

Pre-K-12 schools and school systems to ensure that all learners realize their full potential.