

**LEGISLATIVE EDUCATION  
STUDY COMMITTEE**

**REPORT TO THE FIRST SESSION**

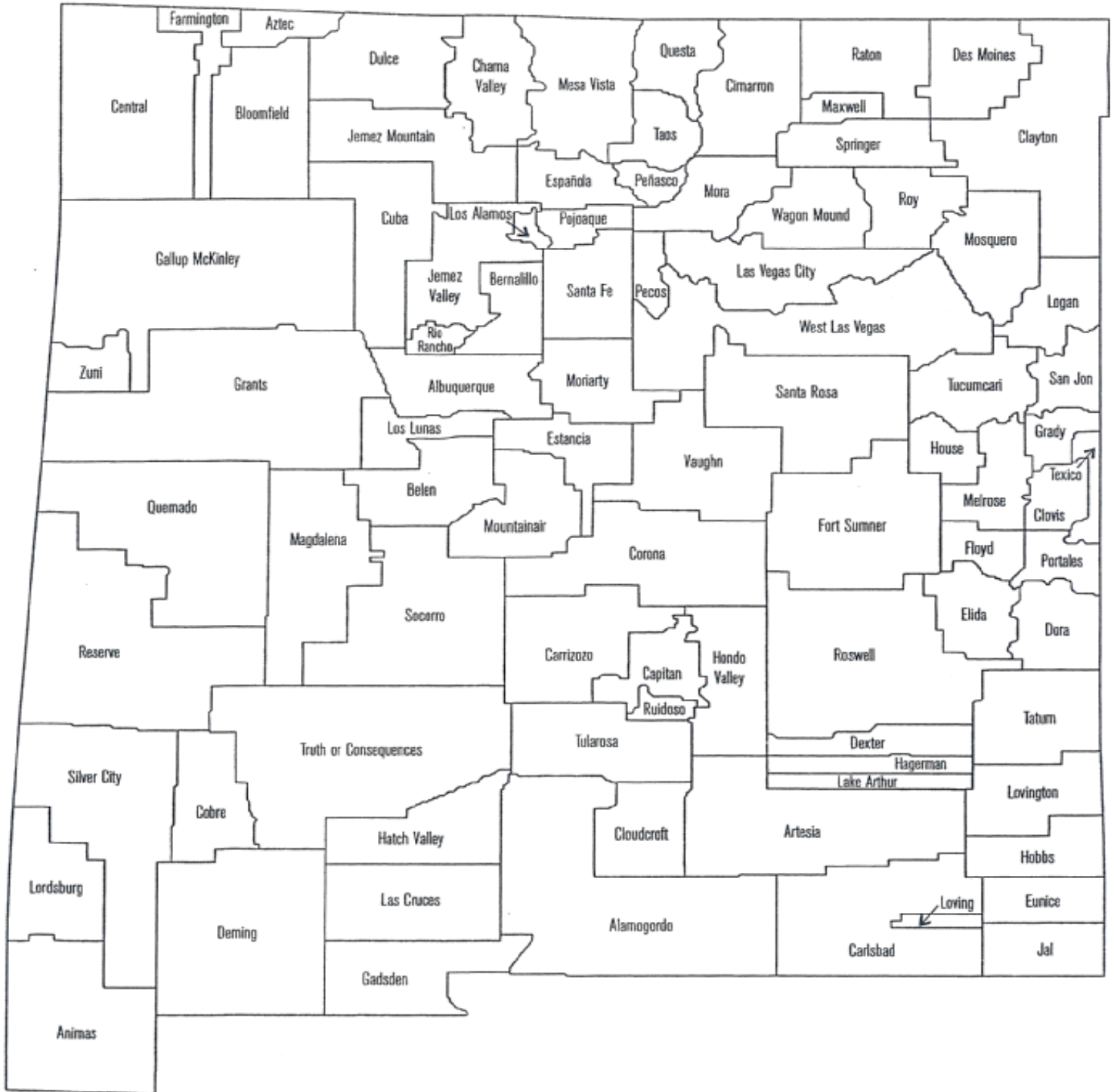
**OF THE**

**FORTY-EIGHTH LEGISLATURE**

**State of New Mexico**

**JANUARY 2007**

# School District Map of New Mexico



**State of New Mexico**  
**LEGISLATIVE EDUCATION STUDY COMMITTEE**

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January 2007

Forty-eighth Legislature, First Session, 2007  
State Capitol  
Santa Fe, New Mexico

Dear Fellow Legislators:

This report summarizes the activities of the Legislative Education Study Committee (LESC) during the 2006 legislative interim as well as the committee's recommendations for the 2007 legislative session. Based upon the research and testimony that the LESC considered, you will find in this report:

- public school support recommendations for FY 08;
- a summary of education issues considered during the 2006 interim, along with the committee's recommendations for the 2007 legislative session; and
- tables containing information designed to assist you as you consider public school issues during the 2007 legislative session.

On behalf of the LESC, it is my pleasure to transmit this report to each of you. I hope that you will find it informative and useful.

Sincerely,

A handwritten signature in cursive script that reads "Cynthia Nava".

Senator Cynthia Nava, Chair

## **THE LEGISLATIVE EDUCATION STUDY COMMITTEE**

The Legislative Education Study Committee (LESC) is authorized by New Mexico statute to

conduct a continuing study of all education in New Mexico, the laws governing such education and the policies and costs of the New Mexico educational system . . . ; recommend changes in laws relating to education . . . ; and make a full report of its findings and recommendations . . . .

The LESG is composed of 27 members of the Legislature (17 of whom are advisory) appointed to provide proportionate representation from both houses and both political parties in the Legislature.

**LEGISLATIVE EDUCATION STUDY COMMITTEE  
2007 REPORT TO THE LEGISLATURE**

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**LEGISLATIVE EDUCATION STUDY COMMITTEE  
PUBLIC SCHOOL SUPPORT RECOMMENDATIONS FOR FY 08**

*(Dollars in Thousands)*

	<b>FY 07 APPROPRIATION</b>	<b>LESC RECOMMENDATION</b>
<b>1 PROGRAM COST</b>	\$2,025,533.3	\$2,175,399.2
2 Adjustment for prior year workload decline	(\$2,996.9)	
3 Restore FY 06 program cost reduction		\$3,000.0
<b>4 ENROLLMENT GROWTH</b>	\$11,987.4	\$9,488.5
<b>5 FIXED COSTS</b>	\$3,166.3	\$7,296.0
<b>6 INSURANCE COSTS</b>	\$21,227.7	\$13,371.0
<b>7 COMPENSATION FOR PUBLIC SCHOOL EMPLOYEES:</b>		
8 Teachers (7 percent for FY 08)	\$55,789.1	\$81,255.9
9 Instructional Staff (7 percent for FY 08)	\$9,638.4	\$12,936.8
10 Other Certified and Non-certified (7 percent for FY 08)	\$18,232.9	\$26,395.0
11 Educational Assistants (7 percent for FY 08)	\$7,907.7	\$6,246.9
12 Minimum Salaries – Three-tiered Licensure Structure		
13 Level 3 to \$45,000 in FY 07	\$6,841.3	
14 Level 3 to \$50,000 in FY 08 (considers 7 percent salary increase)		\$4,941.5
15 Minimum Salaries – Principals & Asst. Principals/Responsibility Factor (amend current statute) <sup>1</sup>		\$0.0
16 Increase in Employer's ERB Contribution (.75 percent)	\$13,215.6	\$14,540.7
17 Elementary Fine Arts	\$4,795.0	
18 Elementary Physical Education – First Yr. of 4-year Phase-in (requires legislation)		\$8,000.0
19 Sanding Adjustment	\$61.4	
<b>20 PROGRAM COST</b>	<b>\$2,175,399.2</b>	<b>\$2,362,871.5</b>
21 Dollar Increase Over FY 07 Appropriation		\$187,472.3
22 Percentage Increase		8.6%
23 LESS PROJECTED CREDITS	(\$57,600.0)	(\$55,600.0)
24 LESS OTHER STATE FUNDS (from driver's license fees)	(\$850.0)	(\$750.0)
<b>25 STATE EQUALIZATION GUARANTEE</b>	<b>\$2,116,949.2</b>	<b>\$2,306,521.5</b>
26 Dollar Increase Over FY 07 Appropriation		\$189,572.3
27 Percentage Increase		9.0%
<b>28 CATEGORICAL PUBLIC SCHOOL SUPPORT</b>		
<b>29 TRANSPORTATION</b>		
30 Operational	\$91,385.0	\$93,535.0
31 School-owned Bus Replacements		\$420.4
32 Rental Fees (Contractor-owned Buses)	\$10,605.1	\$11,224.4
33 Kindergarten Plus Transportation (requires legislation)		\$336.6
34 Pre-kindergarten Transportation (requires legislation)		\$450.0
35 Compensation (7 percent for FY 08)	\$2,074.2	\$3,172.3
36 Increase in Employer's ERB Contribution (.75 percent)	\$325.2	\$363.7
<b>37 TOTAL TRANSPORTATION</b>	<b>\$104,389.5</b>	<b>\$109,502.4</b>
<b>38 SUPPLEMENTAL DISTRIBUTIONS</b>		
39 Out-of-state Tuition	\$369.6	\$370.0
40 Emergency Supplemental	\$1,997.9	\$2,000.0
41 INSTRUCTIONAL MATERIAL FUND (FY 08 – Math, Music, and Art)	\$32,965.4	\$37,224.9
42 EDUCATIONAL TECHNOLOGY FUND	\$4,994.8	\$6,000.0
43 INCENTIVES FOR SCHOOL IMPROVEMENT FUND	\$1,598.3	\$1,600.0
44 NEW SCHOOL DEVELOPMENT FUND		\$1,000.0
45 READING MATERIALS FUND <sup>2</sup>	\$100.0	\$750.0
46 SCHOOL LIBRARY MATERIAL FUND	See line 98	\$3,000.0
47 SCHOOLS IN NEED OF IMPROVEMENT FUND	\$2,397.5	\$2,500.0
48 TEACHER PROFESSIONAL DEVELOPMENT FUND	See line 105	\$3,500.0
<b>49 TOTAL CATEGORICAL</b>	<b>\$148,813.0</b>	<b>\$167,447.3</b>
<b>50 TOTAL PUBLIC SCHOOL SUPPORT</b>	<b>\$2,265,762.2</b>	<b>\$2,473,968.8</b>
51 Dollar Increase Over FY 07 Appropriation		\$208,206.6
52 Percentage Increase		9.2%
<b>53 RELATED APPROPRIATIONS: RECURRING (to PED unless otherwise noted)</b>		
54 Advanced Placement	\$1,198.7	\$2,000.0
55 Apprenticeship Assistance	\$649.3	\$650.0
<b>56 COLLEGE/WORKPLACE READINESS &amp; HIGH SCHOOL REDESIGN:</b>		
57 Beginning Teacher Mentorship	\$899.1	\$3,000.0
58 Core Curriculum Framework (to ENMU)	\$381.6	\$400.0
59 Family and Youth Resource Act	\$1,498.4	\$1,500.0
60 Fiesta Educativa Parent Conference and Outreach (GISD)	\$7.0	
61 GRADS – Teen Pregnancy Prevention	\$999.0	\$1,000.0
62 Indian Education Act of 2003	\$2,497.4	\$2,500.0
63 Kindergarten Plus	\$999.0	\$1,000.0
64 Kindergarten-three Plus (requires legislation)		\$8,000.0
65 New Mexico Cyber Academy/Innovative Digital Education and Learning (IDEAL)		
66 Cyber Academy for Rio Rancho High School	\$256.9	\$50.0
67 New Mexico Cyber Academy		\$630.0
68 REC Distance Learning Networks (for RECs 3, 8, and 9)		\$120.0
69 Support for School Districts		\$400.0
70 Pre-kindergarten Program <sup>3</sup>	\$3,995.8	\$9,000.0
71 Summer Reading, Math and Science Institutes	\$699.3	\$3,000.0
72 Truancy Prevention/Dropout Prevention	\$999.0	\$1,000.0
<b>73 TOTAL RELATED APPROPRIATIONS: RECURRING</b>	<b>\$15,080.5</b>	<b>\$34,250.0</b>
<b>74 GRAND TOTAL</b>	<b>\$2,280,842.7</b>	<b>\$2,508,218.8</b>
75 Dollar Increase Over FY 07 Appropriation		\$227,376.1
76 Percentage Increase		10.0%

<sup>1</sup> Additional funding not required with 7 percent salary increase.

<sup>2</sup> For FY 07, the Legislature appropriated \$100,000 in "HB 2 Jr" and a total of \$590,000 in Laws 2006, Ch. 111 (partial veto).

<sup>3</sup> The \$9.0 million for CYFD-approved NM PreK programs should be included in the agency's budget appropriation.



**LEGISLATIVE EDUCATION STUDY COMMITTEE  
PUBLIC SCHOOL SUPPORT RECOMMENDATIONS FOR FY 08**

*(Dollars in Thousands)*

	FY 07 APPROPRIATION	LESC RECOMMENDATION	
77	<b>RELATED APPROPRIATIONS: NONRECURRING (to PED unless otherwise noted)</b>		77
78	\$2,000.0	\$1,500.0	78
79	<b>COLLEGE/WORKPLACE READINESS &amp; HIGH SCHOOL REDESIGN:</b>		79
80		\$75.0	80
81	\$6,600.0		81
82		\$1,500.0	82
83		\$1,500.0	83
84		\$3,000.0	84
85		\$9,600.0	85
86		\$1,500.0	86
87	\$2,500.0		87
88	\$2,000.0	See line 18	88
89	\$5,000.0	\$5,000.0	89
90		\$250.0	90
91		\$750.0	91
92		\$500.0	92
93	\$750.0		93
94	\$1,500.0	See line 119	94
95	\$500.0		95
96	\$750.0		96
97	\$250.0	\$1,000.0	97
98	\$3,000.0	See line 46	98
99	\$6,000.0	\$6,000.0	99
100	\$3,680.9		100
101		\$5,000.0	101
102	\$300.0		102
103	\$1,000.0	See line 71	103
104		\$72.0	104
105	\$2,000.0	See line 48	105
106	\$300.0		106
107	\$122.5		107
108	<b>\$38,253.4</b>	<b>\$37,247.0</b>	108

<sup>4</sup> According to PED, the \$6.6 million appropriated for FY 07 is being used to develop the NCLB- and IDEA-required Alternate Assessment, end-of-course exams, and the 11<sup>th</sup> grade assessments.

109	<b>DATA PROCESSING APPROPRIATIONS</b>		109
110	<b>COLLEGE/WORKPLACE READINESS &amp; HIGH SCHOOL REDESIGN:</b>		110
111		\$680.0	111
112	\$2,000.0	\$6,350.0	112
113	<b>\$2,000.0</b>	<b>\$7,030.0</b>	113

114	<b>CAPITAL OUTLAY</b>		114
115	Educational Technology Deficiencies:		115
116		\$24,000.0	116
117		\$27,000.0	117
118		\$5,000.0	118
119	See line 94	\$7,500.0	119
120	Statewide School Safety:		120
121		\$2,000.0	121
122		\$2,600.0	122
123	<b>\$68,100.0</b>	<b>\$68,100.0</b>	123

<sup>5</sup> \$3.75 million each to PED and CYFD.

124	<b>HIGHER EDUCATION DEPARTMENT</b>		124
125	<b>COLLEGE/WORKPLACE READINESS &amp; HIGH SCHOOL REDESIGN:</b>		125
126		\$3,000.0	126
127		\$500.0	127
128		\$250.0	128
129		\$100.0	129
130		\$3,000.0	130
131		\$500.0	131
132		\$2,000.0	132
133		\$500.0	133
134		\$1,200.0	134
135	<b>DATA PROCESSING APPROPRIATIONS</b>		135
136	<b>COLLEGE/WORKPLACE READINESS &amp; HIGH SCHOOL REDESIGN:</b>		136
137		\$680.0	137
138		\$8,500.0	138
139		\$1,450.0	139
140		\$8,500.0	140
141		\$1,450.0	141
142	<b>\$21,680.0</b>	<b>\$21,680.0</b>	142

# ADDITIONAL RECOMMENDATIONS OF THE LESC

## P-20 INITIATIVE

### EARLY EDUCATION

- K-3 Plus: Introduce legislation to create the K-3 Plus Pilot Project to provide extended time in kindergarten through grade 3 for students in high-poverty public schools to narrow the achievement gap between disadvantaged students and other students, increase cognitive skills, and lead to higher test scores for all participants.
- Pre-K and K+ Transportation: Amend current statute and appropriate funds to provide for the transportation of pre-kindergarten and Kindergarten Plus students by:
  - adding a subsection to the *Pre-Kindergarten Act* to enable children enrolled in programs approved by PED to be included in the public school transportation distribution and to provide separate funding for children enrolled in programs approved by the Children, Youth and Families Department;
  - adding a subsection to the section of the *Public School Code* that establishes the Kindergarten Plus Pilot Project to enable children enrolled in programs approved by PED to be included in the public school transportation distribution; and
  - changing the eligibility criteria for the transportation distribution to allow transportation to be provided for four-year-olds in addition to those who are developmentally disabled, and for children in approved Kindergarten Plus programs.

### COLLEGE/WORKPLACE READINESS AND HIGH SCHOOL REDESIGN

- Middle and High School Literacy Initiative: Amend statute to create a statewide middle and high school literacy initiative that makes competitive awards to public schools and school districts to implement plans that include scientifically based literacy programs that encourage non-fiction writing, teacher professional development, instruction driven by assessment, and a strong program evaluation component, and amend and appropriate funds to the reading proficiency fund for middle and high schools reading initiatives.
- Algebra I in Grade 8: Amend current law to require public schools to offer Algebra I in grade 8 beginning in school year 2008-2009 through regular classroom settings, online courses, or agreements with high schools.
- Core Curriculum Framework: Amend current law and appropriate funds to the Board of Regents of Eastern New Mexico University to establish a core curriculum framework that supports the selection or development, and implementation, of a challenging, sequential curriculum at the K-6 level in public schools to prepare all students for pre-AP and AP courses in grades 7-12.

- Graduation Requirements: Introduce legislation to create the New Mexico Diploma of Excellence, which shall be required for graduation for all students who enter grade 9 beginning in school year 2009-2010, unless a student has written parental permission to earn a less rigorous diploma. The Diploma of Excellence shall require 24 units for graduation; increase mathematics by one unit to include Algebra II; increase science laboratory components from one to two; require two units in a language other than English and reduce electives from seven and one-half to five and one-half; implementation of these requirements is dependent on availability of funds.
- Increase Instructional Days: Amend the *Public School Finance Act* and other sections of law and appropriate funds to increase the minimum number of full instructional days by five from 180 or the equivalent to 185 or the equivalent beginning in school year 2007-2008.
- High School Diploma Options: Introduce legislation to require that, beginning with school year 2008-2009, each school district shall offer, and students shall be required to take, at least one of the following options for expanded courses of study: advanced college placement courses; courses for dual credit offered in cooperation with institutions of higher education; or distance learning courses.
- Assessments: Introduce legislation to require PED to review and assess the New Mexico Standards-Based Assessment Program and implement the following statutory changes:
  - eliminate the current New Mexico High School Competency Exam as a graduation requirement and phase in by school year 2010-2011 a new requirement to be administered in grade 11 that includes embedded college readiness indicators; and
  - eliminate administration of the current ninth grade standards-based assessment and replace it with a college/workplace readiness assessment system no later than school year 2008-2009; in selecting college/workplace readiness exams, PED shall ensure that they are aligned with state academic standards and postsecondary placement tests.
- American Diploma Project: Appropriate funds to the LESC to participate in the American Diploma Project Network process to align high school curriculum standards with entry-level college and workplace standards.
- Career Clusters and P-20 Initiatives: Appropriate funds:
  - to HED to partner with PED, the Office of Workforce Training and Development (OWTD), representatives of business, and others to conduct a marketing and outreach campaign that targets New Mexicans of all ages to create a sense of urgency about completing high school and pursuing careers through postsecondary educational opportunities and/or the career clusters initiative;

- to PED to partner with HED, OWTD, trade organizations, and public schools to develop curricula to support cluster programs in critical areas of unmet need including agriculture, so that the educational system at the secondary and postsecondary levels can respond with meaningful programs to prepare job seekers with necessary skills;
  - to the Department of Labor to partner with HED and OWTD to adopt or develop a workforce forecast model that matches projected future worker demand with potential job seekers from educational programs and other sources, grouped by occupation, skill, career cluster, and education, and that results in an Internet-based career information delivery system for use by planners, students, counselors, and job seekers;
  - to PED to partner with OWTD to establish a career readiness certificate project for high school students, to pay for students to take career readiness assessments, and to provide remedial training; and
  - to New Mexico State University School of Hotel, Restaurant and Tourism Management to conduct a statewide certification program in culinary arts education for high school students.
- Career and Technical Education: Send a letter requesting the Public School Funding Formula Study Task Force to consider including a factor for career and technical education in the Public School Funding Formula to ensure that programs designed to prepare students for employment as skilled workers in trades in New Mexico are adequately funded.
  - Teacher Education Accountability Report: Require HED to work with teacher preparation programs and their institutions to maintain a uniform statewide integrated teacher data system to track teacher candidates from pre-entry to post-graduation to benchmark the productivity and accountability of New Mexico's teacher workforce.
  - Scholarships for Student Teaching: Appropriate funds to HED to establish a need-based scholarship program for students during the student-teaching semester so that more students will complete their field experience.
  - Alternative Licensure for Specialized Instructors: Amend the alternative licensure statute to streamline the licensure process to facilitate the licensure of individuals with backgrounds in math, science, and technical fields but no teaching experience who could be hired by school districts to provide expertise in subject areas where shortages exist.
  - Teacher Preparation Field Experience: Amend statute and make an appropriation to increase early field experiences as an educational requirement for teacher licensure to improve the classroom experience of teacher candidates prior to student teaching; to provide training to improve the supervision of cooperating teachers and their administrators; and to establish a model of shared responsibility between the teacher preparation programs and the public schools.

Professional Development Release Time: Amend the Teacher Professional Development Framework and appropriate funds to PED to provide release time for targeted, site-based teacher professional development to address high-priority needs identified in school districts' and schools' Educational Plans for Student Success and teachers' Professional Development Plans so that teachers change their instructional practices to increase rigor and student achievement.

- School Leadership Turnaround Specialists: Appropriate funds to PED to train school principals and staff teams to be executive turnaround specialists with expertise in best practices to improve student performance and reduce achievement gaps in low-performing schools.
- Teacher Mentorship Program: Amend the teacher mentorship provision of the *School Personnel Act* to:
  - require PED to distribute funds for the beginning teacher mentorship program to school districts annually on a per-teacher basis according to the number of beginning teachers on the 40<sup>th</sup> day of the current year; and
  - require each teacher preparation program and each college of arts and sciences to collaborate with high schools to develop a model to provide mentorship services with structured supervision and feedback to each of their graduates who have obtained a teaching position in a public high school, including charter schools; to develop cost estimates; and, by November 1, 2007, to provide the LESC with any recommendations necessary to implement the model.

## HIGHER EDUCATION

- Higher Education Department: Amend the *Higher Education Department Act* to reorganize HED into eight divisions to address the needs of the diverse categories of postsecondary institutions.
- College Affordability Scholarships: Support funding for the College Affordability Endowment Fund to provide scholarships from the College Affordability Scholarship Fund for eligible New Mexico students with financial need to attend and receive degrees from public postsecondary institutions in New Mexico.
- Lottery Tuition Scholarship: Amend statute to allow adjustments in the definition of “full time” and the maximum number of consecutive semesters of eligibility for students with disabilities, under certain conditions.
- Higher Education Student ID: Appropriate funds and amend statute to require HED, in collaboration with public postsecondary institutions, to use a prescribed student identification number for students enrolled in public postsecondary education and to add an identifier for those students who enter a teacher preparation program; and to require HED to report student data into PED's student teacher accountability reporting system.

## ASSESSMENT AND ACCOUNTABILITY

- School Improvement Framework: Appropriate funds and include language in the *General Appropriation Act* to require that, in selecting programs for school improvement statewide, the Secretary of Public Education offer a range of options, including programs chosen by schools that show evidence of having improved student achievement or research indicating that they will be successful if implemented.
- Assessment and Accountability Act: Amend the *Assessment and Accountability Act* to:
  - distinguish a student's academic proficiency from the adequate yearly progress (AYP) required of schools and school districts; make the school improvement cycle in state law correspond to that in the federal NCLB, both in rankings and in sequential actions; and require a one-year delay in the movement to the next level of the school improvement cycle of a school that makes AYP in the second year of its present ranking;
  - allow a public school the option to reopen as a charter school for purposes of school restructuring, as provided in state law and NCLB; and
  - require PED to include gender among the demographic categories by which it disaggregates and reports student achievement data.

## MATHEMATICS AND SCIENCE EDUCATION INITIATIVE

- Mathematics and Science Bureau: Amend statute to create the Mathematics and Science Bureau in PED and to create the Mathematics and Science Proficiency Fund; and appropriate funds for summer math and science institutes to increase the skills of public school math and science instructors as well as their ability to teach reading in math and science classes.
- Outdoor Classroom: Appropriate funds to the State Parks Division of the Energy, Minerals & Natural Resources Department to fund a statewide program in collaboration with PED's Mathematics and Science Bureau to use the state's natural and cultural resources to provide students with learning opportunities that address state content standards.
- Summer Science Program: Appropriate funds to the New Mexico Institute of Mining and Technology to provide scholarships to cover the tuition for New Mexico high school students to attend a summer science program.

## EDUCATOR QUALITY

- Minimum Salaries for Principals and Assistant Principals: Amend current law and appropriate funds to implement minimum salaries for principals and assistant principals that include a responsibility factor by school level and an evaluation component. (Funding estimate does not consider any salary increase.)
- Instructional Support Providers: Introduce legislation and appropriate funds to require PED:
  - by June 30, 2008, (1) to establish a progressive licensure and compensation framework for all instructional support providers; and (2) to issue licenses for instructional support providers, including occupational therapists, physical therapists, school counselors, school nurses, speech-language pathologists, audiologists, psychologists, social workers, diagnosticians, and recreational therapists; and
  - effective July 1, 2008, to adopt a highly objective performance evaluation for professional instructional support providers; and, beginning with school year 2008-2009, provide minimum salary levels for specified instructional support providers at \$30,000 for Level 1, at \$40,000 for Level 2, and at \$50,000 for Level 3.
- School Employee Misconduct: Amend statute:
  - to require a superintendent or charter school administrator to investigate all allegations of unethical conduct by any licensed school employee who resigns, is being discharged or terminated, or who otherwise leaves employment after an allegation has been made; and, if the investigation produces evidence of wrongdoing, to report the identity and circumstances of the employee to PED, regardless of any confidentiality agreement between the employer and the licensed school employee; and
  - to require local school boards and state-chartered charter schools to conduct background checks on all school personnel including contractors, contractors' employees, and volunteers who have unsupervised access to students.

## FUNDING FORMULA STUDY TASK FORCE

- Small School Districts: Pending completion of a comprehensive study of the Public School Funding Formula, include language in the *General Appropriation Act* to appropriate nonrecurring funds for FY 08 to be used upon verification of need by PED to assist school districts with membership of 200 or fewer to cover required operational expenditures, including any legislative salary mandates or guidelines, for which appropriated program cost is insufficient. Eligible school districts must apply for the funding to PED and document the need for the additional funds.

- Cash Balance Credits: Amend current statute to revise the calculation of the cash balance credit so that school districts with the same allowable cash balance limit are impacted in proportion to the amount by which their cash balances exceed that limit.
- State Support Reserve Fund: Amend current law and include language in the *General Appropriation Act* to allow any unencumbered or unexpended balances in the General Fund appropriations to PED and to the State Equalization Guarantee distribution remaining at the end of any fiscal year to revert to the State Support Reserve Fund to carry out the purposes of the fund.
- New School Development Fund: Appropriate funds to the New School Development Fund to be distributed by PED for certain one-time costs associated with the first year of operation of a new school pursuant to the *Public School Capital Outlay Act*.
- Program Units Clean-up Language: Amend statute to include charter school activities program units in the itemized list of units used for the purpose of computing program cost.

## **EDUCATIONAL TECHNOLOGY**

- Statewide Cyber Academy: Introduce legislation to create the Statewide Cyber Academy to function as a collaborative program among PED, HED, the Council for Higher Education Computing Services, and the New Mexico Learning Network to provide PED-approved courses for grades 6 through 12 and professional development for teachers, instructional support providers, and school administrators; and make appropriations as follows:
  - to HED from the Computer Systems Enhancement Fund for infrastructure for a sustainable statewide support system for distance learning in New Mexico;
  - to HED for program costs associated with the Statewide Cyber Academy, including program administration, information technology services, and maintenance costs;
  - to PED for program costs associated with the Statewide Cyber Academy, including program administration, professional development, curriculum development, and operating costs;
  - to PED for allocation to RECs 3, 8, and 9 for a distance learning network to exchange courses and teaching services among their member school districts;
  - to PED for allocation to Rio Rancho Public Schools for the Rio Rancho Cyber Academy for operations and expansion of course offerings; and
  - to PED to distribute to school districts to support distance learning.



- Educational Technology Deficiencies: Pending recommendations of the Public School Capital Outlay Oversight Task Force (PSCOOTF), appropriate funds:
  - to PED for scheduled replacement of functionally obsolete school computers and network hardware in accordance with the state technology plan. To receive these funds, districts must have a PED-approved educational technology plan in place and must provide a match using the same criteria used for Public School Capital Outlay Council (PSCOC) grant awards; and
  - to the Educational Technology Deficiencies Correction Fund to correct deficiencies in the education technology infrastructure and make allocations according to the *Technology for Education Act* based on priorities established by PED to raise all schools to the minimum educational technology adequacy standards developed by PED and the Council on Technology in Education; and amend current statute to require that, for funding in FY 09 and subsequent fiscal years, the initial self-assessment by the school district must be verified by an independent third party in consultation with the PSCOC.

### **PUBLIC SCHOOL CAPITAL OUTLAY**

- Support the work of the Public School Capital Outlay Oversight Task Force.

### **SCHOOL PROGRAMS AND STUDENT SERVICES**

- High School for the Arts: Amend statute to authorize the creation of a state-chartered, statewide, charter residential high school for the arts to provide intensive pre-professional and professional training for students with demonstrated artistic abilities and potential; and appropriate funds to support planning and outreach activities in FY 07 and FY 08 prior to the opening of the school.
- Indian Education: Support legislation endorsed by the Indian Affairs Committee to:
  - amend the *Indian Education Act* to strengthen its provisions;
  - appropriate funds for a Native American youth-led peer-to-peer suicide prevention program;
  - support legislation endorsed by the Indian Affairs Committee appropriating funds to the Department of Health in coordination with the University of New Mexico health sciences center to provide increased hours of service by and culturally appropriate training for mental health care providers in school-based health centers at schools with a high proportion of Native American students; and

- support the concept to create the American Indian Postsecondary Education Division within HED to provide for the appointment of a director, to prescribe the duties of the division, to create the American Indian Postsecondary Education Fund, and to make appropriations to HED for operations and to the fund.
- Parenting and School Readiness: Appropriate funds for a parent involvement and school readiness pilot program for families of children birth to age three to teach parents to be full partners in their children's education.
- Salaries of Teachers in Other State Agencies: Include language in the compensation section of the *General Appropriation Act* to provide certified teachers employed by certain state agencies with the same salary increase and Level 3-A minimum salaries as public school teachers in FY 08.
- Charter Schools: Amend the *Charter Schools Act* to align the provisions on nepotism and the hiring and firing of employees with those provisions applicable to regular public schools and school districts.
- Dual Credit: Introduce legislation to define "dual credit" and to establish a uniform method of funding dual credit courses to provide high school students an opportunity to earn college credit prior to high school graduation.
- Elementary Physical Education: Require that all students in grades K-6 in elementary schools receive physical education each week, to be phased in over a four-year period.
- ENLACE: Appropriate funds to the UNM Board of Regents, the NMSU Board of Regents, and HED (for Santa Fe Community College) for FY 08 to support ENLACE to increase minority participation in higher education.
- Journeys in Film: Appropriate funds to contract for a program to develop and implement an interdisciplinary global education program focused on 21<sup>st</sup> Century skills and knowledge for middle school students statewide.
- School Bus Safety: Appropriate funds to PED for FY 08:
  - to provide security cameras on up to 3,000 school buses statewide; and
  - to provide global positioning systems on up to 3,000 school buses statewide.

# REPORT OF THE 2006 LEGISLATIVE INTERIM

## INTRODUCTION

During each interim, the Legislative Education Study Committee (LESC) examines a wide range of education issues, both fiscal and programmatic, that affect the achievement and well-being of preschool, elementary, secondary, and postsecondary students in New Mexico. Issues are identified at the initiative of committee members, other legislators, or bills or memorials; and the LESL Interim Workplan establishes the framework for the committee's research, data collection, deliberations, and analysis. This report summarizes the LESL's examination of education issues identified during the 2006 legislative interim and includes its recommendations for the 2007 legislative session. Like the reports since the 2002 interim, this report also highlights a theme that recurred through much of the testimony before the committee: the federal *No Child Left Behind Act of 2001* (NCLB) and its implications for public education in New Mexico, together with the state-initiated public school reforms of 2003.

Also like previous reports, this one reflects the committee's study of the P-20 Initiative – but with a significant new component: a comprehensive examination, over the course of several meetings, of student readiness for college and the workplace and the redesign of public high schools. To study this new component, the committee not only heard its customary presentations about the various aspects of the topic but also formed the College/Workforce Readiness and High School Redesign Work Group to participate in small-group discussions after the presentations and then to report to the full LESL. Thus, the committee has also continued its practice of innovations in meeting format, which in years past has included such practices as student forums, identification of focus areas for full-day hearings, and experiments with paperless meetings.

To examine issues during the 2006 interim, the LESL heard testimony from a wide range of presenters. Some of them represented state agencies, offices, or boards: the Public Education Department; the Public Education Commission; the Higher Education Department; the Office of the Governor; the Office of the Lieutenant Governor; the Children, Youth and Families Department; and numerous other state entities. Other presenters represented students; parents; teachers; public schools; school districts and local school boards; early childhood education programs; institutions of higher education; boards of regents; deans of teacher preparation programs; municipalities; elected officials; or other educational organizations, contractors, and business or community interests. The committee also heard testimony from two other states – Colorado and Louisiana – and from a number of national organizations, including the National Conference of State Legislatures; the National Institute for Early Education Research; the National Center for Education Statistics; America's Choice and the State Alliance for High Performance; Achieve, Inc.; American Institutes for Research; the Southwest Region of the American College Test; the National Center for Higher Education Management Systems; and the office of Senator Jeff Bingaman – as well as education scholar and researcher Dr. Cliff Adelman, Senior Associate, Institute for Higher Education Policy.

This interim, unlike most others, the committee traveled to only one other city, Española, to meet at Northern New Mexico College. While the rest of the meetings were in Santa Fe, the committee did meet at two locations other than the Capitol: Santa Fe Community College and the Santa Fe Indian School; and the committee continued to provide a forum for students, school personnel, members of the public, and other interested parties to express their views on education issues.

Finally, this report is divided into two main sections: narrative and graphic. The narrative section is subdivided into several broad thematic headings – P-20 Initiative, Assessment and Accountability, Mathematics and Science Education Initiative, Collection and Use of Data, Educator Quality, Funding Formula Study Task Force, Special Education, Educational Technology, Public School Capital Outlay, School Programs and Student Services, and Additional Presentations and Reports – and the graphic section includes charts and tables presenting public school support data. Although the report covers the majority of the issues examined during the 2006 legislative interim, it is intended only as a summary, not a fully detailed record. Readers interested in more information are encouraged to consult staff briefs, minutes, reports of previous interims, and other material on file in the LESC office or available through the LESC website, <http://legis.state.nm.us/lcs/lesc/lescdefault.asp>.

# ISSUES STUDIED BY THE LESC

## P-20 INITIATIVE

During the 2006 interim, the Legislative Education Study Committee (LESC) continued and expanded a major topic that the committee has been studying since the 2001 interim: the continuum of education from preschool through postsecondary. Originally called the P-16 Initiative and now called the P-20 Initiative, this concept presumes that, to reach their full potential, students need seamless, sequential high-quality schooling throughout their years of formal education, from preschool to graduate school. This study took a significant new direction during the 2006 interim when, over the course of several meetings, the committee focused on the redesign of high schools and student readiness for college and the workplace. Therefore, the various components of this new topic occupy most of this section of the report. The account begins with the early years.

### EARLY EDUCATION

#### New Mexico PreK

Endorsed by the LESC, the *Pre-Kindergarten Act* (2005) established a voluntary program of pre-kindergarten services for four-year-old children offered by public schools, tribes or pueblos, Head Start centers, and licensed private providers. The program created by the act, known as New Mexico PreK, is jointly administered by the Children, Youth and Families Department (CYFD) and the Public Education Department (PED). The curriculum addresses the total developmental needs of the child and includes aspects of health care, nutrition, safety, the needs of the family, and multicultural and linguistic sensitivity, in coordination with other resources for families.

The 2005 and 2006 legislatures appropriated \$14.4 million in General Fund revenue to implement New Mexico PreK in FY 06 and FY 07, in addition to an appropriation of \$4.0 million in severance tax bond receipts by the 2006 Legislature “to plan, design, construct, equip and furnish pre-kindergarten classrooms statewide.” During the 2006 interim, the Secretary of Public Education testified that, for FY 07, pre-kindergarten service providers would receive a per-child reimbursement rate of \$2,479.93 per 540 hours of service plus an additional \$170 per child for instructional materials for a total of \$2,649.93.

For school year 2006-2007, PED approved 17 programs at 33 locations serving a total of 1,097 children; and CYFD approved 24 programs at 41 locations also serving a total of 1,097 children. In each case, enrollment increased from the previous year, when PED-approved programs served 770 children and CYFD-approved programs served 768 children. For FY 08, each department requested \$9.0 million to expand the PreK programs and, together, they requested an additional \$7.5 million for start-up costs.

At the December meeting, the National Institute for Early Education Research (NIEER) at Rutgers University, the external evaluation contractor, presented its first report, which was the starting point for a four-year study that will assess the impact of state-approved pre-kindergarten programs on students’ achievement in kindergarten and beyond. Based on the results of the

evaluation and on other measures of classroom quality, NIEER concluded that, although New Mexico's pre-kindergarten program is still in the developmental stage with room for improvement, the state "has established a promising foundation for building its new PreK initiative." In response to the NIEER report, the National Conference of State Legislatures testified that, in order for the Legislature to make good decisions about the continued implementation of New Mexico PreK, future reports should provide data disaggregated by approving agency and by program.

### **Kindergarten Plus Evaluation Report**

The 2003 Legislature enacted Kindergarten Plus as a three-year pilot project to be conducted in "high-poverty schools" in four school districts – Albuquerque Public Schools, Gallup-McKinley County Public Schools, Gadsden Independent Schools, and Las Cruces Public Schools – to study the efficacy of extended kindergarten for disadvantaged students. The purpose of the original pilot project was to demonstrate that increased time in kindergarten narrows the achievement gap between disadvantaged students and other students and that it increases cognitive skills and leads to higher tests scores for all participants.

With the initial three-year pilot project period coming to an end, the 2006 Legislature amended the Kindergarten Plus statute to extend the pilot project for six years; to allow the four original pilot school districts to expand their programs by adding classes or schools or both; and to allow any other school district with high-poverty schools to apply for Kindergarten Plus funding. To support the extension and expansion of the project, the 2006 Legislature appropriated \$1.0 million from the General Fund to PED. For school year 2006-2007, in response to a request for Applications that PED issued in April 2006, three new school districts are offering Kindergarten Plus and the four original districts have expanded their programs so that, altogether, 29 Kindergarten Plus classes in seven school districts are serving approximately 962 students.

During the 2006 interim, PED testified that its evaluation of year three of the program – like the evaluations of years one and two conducted by the Office of Education Accountability – found overall positive results in the assessment data, with students demonstrating significant growth in all four areas measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Furthermore, the PED evaluation found that, in every school, more Kindergarten Plus students reached benchmarks than their counterparts who did not participate in Kindergarten Plus and that teachers and administrators continue to view the program as an effective way to ensure that students are prepared for kindergarten and first grade. Among the recommendations derived from its evaluation, PED called for more support for transportation of students, better student recruitment, increased flexibility in the arrangement of the additional program days, and continued expansion of the program.

#### ***Recommendations of the LESC:***

- ***K-3 Plus: Introduce legislation to create the K-3 Plus Pilot Project to provide extended time in kindergarten through grade 3 for students in high-poverty public schools to narrow the achievement gap between disadvantaged students and other students, increase cognitive skills, and lead to higher test scores for all participants.***

- ***Pre-K and K+ Transportation:*** Amend current statute and appropriate funds to provide for the transportation of pre-kindergarten and Kindergarten Plus students by:
  - *adding a subsection to the Pre-Kindergarten Act to enable children enrolled in programs approved by PED to be included in the public school transportation distribution and to provide separate funding for children enrolled in programs approved by the Children, Youth and Families Department;*
  - *adding a subsection to the section of the Public School Code that establishes the Kindergarten Plus Pilot Project to enable children enrolled in programs approved by PED to be included in the public school transportation distribution; and*
  - *changing the eligibility criteria for the transportation distribution to allow transportation to be provided for four-year-olds in addition to those who are developmentally disabled, and for children in approved Kindergarten Plus programs.*

## **COLLEGE/WORKPLACE READINESS AND HIGH SCHOOL REDESIGN**

### **INTRODUCTION**

As already noted, the component of the P-20 Initiative that received the most extensive study during the 2006 interim was this one, college/workplace readiness and high school redesign. It was prompted by data and other information presented to the committee on numerous occasions indicating that, upon graduation from high school, many New Mexico students are ill-prepared to enter either the workplace or higher education. At the national level, numerous authorities have advocated for increased rigor in high school curricula – particularly in English, mathematics, and science, which are critical to preparing students for postsecondary education and work.

To address this issue, the committee, together with the Secretary of Public Education, created the College/Workforce Readiness and High School Redesign Work Group to participate in discussions at most of the meetings. Members included representatives from the public schools (superintendents, principals, and teachers); PED and the Higher Education Department (HED); tribal entities; two- and four-year postsecondary educational institutions; other educational organizations; and the business community. The pattern that the committee and the work group followed was to hear presentations on specific issues within the broad topic and then divide into three smaller groups to discuss the issues presented and to make recommendations. Because previous testimony had identified students' lack of reading proficiency as a major factor in students' academic difficulties, the work group began its review with several presentations on literacy.

### **LITERACY**

From one of its members, Representative Mimi Stewart, the committee heard testimony on research-based reading instruction, which employs recent discoveries in the way that the brain processes reading, from recognition and formation of letters to proficient reading in general. According to this testimony, most reading problems are preventable if research-based reading instruction begins early, in PreK or kindergarten. This testimony also enumerated several components that schools must have to implement a research-based reading program; and it

identified the ultimate goal of reading instruction as helping children acquire the skills and knowledge they need to comprehend a text at a level consistent with their general intellectual ability in order for them to read fluently and to enjoy reading.

Another approach to reading is the program Albuquerque Reads. A partnership between Albuquerque Public Schools (APS) and the Greater Albuquerque Chamber of Commerce, Albuquerque Reads recruits volunteer tutors from nearly 100 area businesses and then places them in selected elementary schools in APS. According to APS testimony, the program is aimed at “high poverty” schools in which 85 percent or more of the students qualify for the federal free and reduced-fee lunch program. One of the program’s benefits, according to chamber testimony, is that the program tailors the instruction to the needs of the individual child. The evaluation of the program indicates that the students who participated in Albuquerque Reads are able to read at or above grade level by the end of the school year.

Turning its attention to literacy instruction at the middle and secondary levels, the committee heard testimony from LESC staff that, despite recent gains in reading achievement among students in the primary grades, national researchers and education advocates are raising alarms about the reading comprehension skills of middle and high school students, especially about persistent gaps in reading achievement corresponding to economic and minority status. Testimony from the State Alliance for High Performance and America’s Choice described “a national literacy crisis” in that students enter middle and high schools unable to read the textbooks required for their courses. To address this crisis, the not-for-profit organization developed its own reading program, Ramp-Up Literacy, which, according to testimony, numerous schools, districts, and states throughout the country have found effective with general student populations as well as with English language learners and other special populations.

Another program designed to meet the needs of middle and high school students is Scholastic Read 180, which Los Lunas High School testified that it had adopted after following the recommendations of the National Reading Panel. This testimony also recommended a uniform statewide approach that provides schools with information about what students should know and be able to do, direction on how schools can reach students that are having difficulty staying engaged, and a strong professional development component that helps content-level teachers teach reading skills to middle and high school students.

## **THE TOOLBOX REVISITED: FACTORS INFLUENCING STUDENT SUCCESS**

In 1999, the US Department of Education (USDE) published an influential study called *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor’s Degree Completion*, which tracked the postsecondary experiences of the high school class of 1982. Then in 2006 the USDE published an update of this study, *The Toolbox Revisited: Paths to Degree Completion from High School Through College*, which follows a cohort of traditional-age students who graduated from high school with a standard diploma in 1992 and who subsequently attended a four-year college at any time through December 2000. During the 2006 interim, the committee heard testimony from the author of both the original study and the update, Dr. Cliff Adelman, Senior Associate, Institute for Higher Education Policy.



Dr. Adelman testified that the update reinforces the point that completion, more so than mere access, is the most important measure in higher education and that the update focuses on “academic momentum,” highlighting the role and needs of students rather than research abstractions like retention rates. He then identified four core themes that make a difference:

1. Academic momentum must be maintained. Critical to college success is completing 20 or more credits during the first year.
2. Curriculum counts, both in high school and college. That is, the academic intensity of classes, especially in math and science, is more significant than grades or test scores. In this regard, Dr. Adelman stressed the value of Advanced Placement (AP) classes, noting that, unless a state offers a “road to AP” – that is, preparation for AP classes in elementary and middle school – there is no Pre-AP or AP program.
3. Timing is more important than place for students entering college. In this regard, students who graduate from high school in June must be in college by the following January; otherwise, their chances of completing a degree plummet.
4. Students are front-and-center as decision-making adults. In other words, they must do things for themselves rather than wait for someone else.

## **GRADUATION REQUIREMENTS FOR PUBLIC SCHOOLS**

Across the nation at least half of the states are studying graduation requirements and considering strengthening them to meet the rigor that is necessary for students to be prepared for college and the workplace. One frequent approach is to join the American Diploma Project (see “Alignment of Standards: The American Diploma Project Network,” p. 21). Staff testimony noted that, although New Mexico’s requirement of 23 units for graduation exceeds that of many other states, in *Measuring Up 2006*, the annual US Report Card on Education, New Mexico was one of two states (the other being Louisiana) to receive a grade of F in preparing students to succeed in college. The report, this testimony continued, points to a lack of rigor in middle school through high school curriculum as the primary reason for the low mark, compounded by under-prepared teachers in the secondary schools.

In her testimony, the Secretary of Public Education espoused increasing graduation rigor to afford New Mexico students more opportunities to graduate with skills to compete in their postsecondary pursuits, whether they involve higher education, technical training, military service, or the world of work. Research, the Secretary further testified, recommends specific college preparatory course sequences in English, mathematics, science, and foreign language and a greater focus on in-depth content and alignment between secondary and postsecondary courses. The Secretary also delineated the Governor’s proposals for New Mexico’s high school graduates, among them developing a New Mexico High School Diploma of Excellence, increasing the requirements in math, increasing funding for Pre-AP and AP classes and teacher training, creating a statewide funding framework for students enrolled in dual credit classes, eliminating the New Mexico High School Competency Exam and replacing it with a more meaningful test of high school proficiency and college readiness (see “NCLB and State Assessment Requirements,” p. 33), creating a statewide cyber academy (see “Distance Learning Initiatives,” p. 44), and changing the funding for the senior year to create incentives for districts to make the senior year more meaningful.

## **HIGH SCHOOL DIPLOMA OPTIONS**

In another dimension to graduation requirements, recent national public opinion research has found that Americans believe that the nation's high schools are not meeting students' needs. In particular, half of the teenagers surveyed regard the senior year as a waste of time. Spurred by such findings and by national and local calls for reform, New Mexico and other states are developing a range of options to help students derive more advantage from their high school experience.

Under current provisions, New Mexico high school students have three options for diplomas: a regular diploma, which is awarded to students who have completed the required 23 units and passed each part of the New Mexico High School Competency Exam; a certificate (not recognized as a diploma under the federal *No Child Left Behind Act of 2001*, or NCLB), for students who have completed the required 23 units but not passed the exam; and a General Educational Development (GED) certificate, which PED calls the "New Mexico High School Diploma."

Testimony from PED described high school courses of study that add value to the standard diploma, such as postsecondary credit or scholarship aid. Among these features are Advanced Placement, which gives students a chance to take rigorous, college-level coursework while still in high school; dual credit, which allows high school students to receive both high school and postsecondary credit for courses they take from institutions of higher education; variations upon the dual credit concept, including early college high school and career pathways; and distance learning (see "Distance Learning Initiatives," p. 44).

## **ALIGNMENT OF HIGH SCHOOL AND COLLEGE**

### ***New Mexico High School Graduates Needing Remedial Classes in Higher Education***

Alignment of the requirements and expectations of high school and college is an important step toward implementing a seamless, integrated statewide educational system from preschool through college, a system that ensures students' readiness for college or the workplace. Perhaps one of the most compelling indicators of the need for better alignment of high school and college is the number of high school graduates who require remedial education when they attend college. To support the work of an alignment task force during the 2005 interim (see "Alignment of High School End-of-course Tests with Higher Education Placement Tests," p. 20), the secretaries of public education and higher education commissioned a study by the Office of Education Accountability (OEA) to quantify and determine patterns in remedial courses taken by New Mexico high school students who enroll in public institutions of higher education soon after graduation.

Using data from five school years (1999-2000 through 2003-2004), the OEA report tracked the remedial course experiences of the approximately 40 to 45 percent of New Mexico high school graduates who attend New Mexico colleges and universities each year (nearly 44,000 students altogether). According to this report, almost half (49 percent) of New Mexico public high school graduates took college remedial courses in numeracy and/or literacy. The study also found that the remediation rates were higher for Hispanic, Native American, and black students than for Asian and white students; and that New Mexico's public high schools varied in the percentages of their graduates who took remedial courses in college, from a low of 16 percent to a high of 83 percent.

### ***Alignment of High School End-of-course Tests with Higher Education Placement Tests***

Since the 2002 interim, the LESC has been hearing testimony about the alignment of high school and college, especially the alignment of high school curricula with college placement tests as one initiative to help students prepare for college and the workplace. In 2003, the LESC endorsed and the Legislature enacted a new provision in the *Public School Code* requiring that high school curricula and end-of-course tests be aligned with the placement tests administered by public two- and four-year educational institutions in New Mexico. Since that time, the LESC has received periodic progress reports from PED and HED, as well as testimony from the New Mexico Association of Community Colleges, the College Board, and other interested parties. In hopes of facilitating the alignment process, in the 2005 interim the LESC requested that the Secretary of Higher Education take responsibility for the 2003 alignment requirements. Subsequently, the secretaries of higher education and public education created a joint task force to recommend a plan for achieving the mandated alignment by June 2007.

Following this task force testimony, which presented a broad perspective on alignment of the K-20 system in general, the LESC requested that staff work on the specific requirement for the alignment of high school curricula and end-of-course tests with higher education placement tests.

Staff testimony summarized the progress the state has made toward meeting the requirements of law, reviewed the approaches that other states are taking toward aligning high school exit standards, coursework, and assessments with college entrance standards, and presented several options for the committee's consideration to facilitate the alignment process. These options included administering a variety of college-level assessments to students still in high school, using the 11<sup>th</sup> grade New Mexico Standards-based Assessment both as a graduation test and as an indicator of college readiness, and joining the American Diploma Project Network, which would enable New Mexico to participate in a multi-state alignment initiative.

### ***Alignment of Tests: ACT's College/Workplace Readiness Examination for High School Students***

As another aspect of the alignment between high school and college, the LESC heard testimony during the 2006 interim about assessments that might be offered or required in lieu of the 9<sup>th</sup> grade standards-based assessment so that high school students would know if they are ready for college and the workplace and that would also meet the requirements of the 2003 law on alignment – that is, a readiness assessment system aligned with state academic content and performance standards, college placement tests, and entry-level career skills requirements, particularly in reading and math. Testimony from the American College Test (ACT) suggested that ACT could provide an action plan for New Mexico to create a seamless transition from middle school to high school to college or the workplace for all students based on national empirical research and actual proven results from numerous statewide programs and school districts.

In conjunction with ACT, a representative of the Louisiana Public Postsecondary Education Board of Regents testified about the State Postsecondary Master Plan, which focuses primarily on increasing opportunities for student access and success, ensuring quality and accountability, and enhancing service to the community and state. This testimony highlighted similarities in the student demographics between Louisiana and New Mexico and explained some of the steps that

Louisiana has taken to increase the percentage of high school graduates who enter college and complete a degree program or who are prepared for the workplace. One action in particular was to establish consistent ACT scores for entry into freshman college-level, credit-bearing English and mathematics courses.

### ***Alignment of Standards: The American Diploma Project Network***

A bipartisan, nonprofit organization, Achieve, Inc. helps states raise academic standards, improve assessments, and strengthen accountability to ensure that all high school students graduate prepared to enter postsecondary education or the workforce. Testimony from Achieve, Inc. focused on the American Diploma Project (ADP), an initiative dedicated to making sure that every high school graduate is prepared for college or work. According to this testimony, Achieve, Inc. is currently working with 25 states that are committed to improving student preparation in terms of the ADP policy agenda.

One of the services that ADP offers is an alignment institute that provides state teams with tools, training, and technical assistance to develop academic standards for college and the workplace that should be adopted by appropriate K-12 governing boards and incorporated into postsecondary placement policies and tests. Although there is no cost to states to join the ADP Network, there is a cost of approximately \$75,000 for the alignment institute. Both the committee and the College/Workforce Readiness and High School Redesign Work Group reached consensus that New Mexico should join the ADP Network. Subsequently, with the concurrence of the Secretary of Public Education and the Secretary of Higher Education, the Governor contacted Achieve, Inc., making New Mexico the 26<sup>th</sup> state to join (see Appendix A).

## **GRADUATION RATES AND DROPOUT RECOVERY**

Staff testimony on this aspect of college/workplace readiness and high school redesign noted two recent initiatives at the national level. First, in 2005, in response to published reports showing that data from district, state, and federal sources had previously undercounted school dropouts, the governors of all 50 states signed the Graduation Counts Compact, promulgated by the National Governors' Association (NGA). Among the points of agreement in the compact is a uniform formula for computing a four-year, adjusted cohort graduation rate, which tracks students beginning in grade 9 and accounts for transfers in and transfers out. The second activity at the national level was the report of a survey conducted for the Bill and Melinda Gates Foundation titled *The Silent Epidemic*. Published in March 2006, this survey concluded, "while some students drop out because of significant academic challenges, most dropouts are students who could have, and believe they could have, succeeded in school"; and it offered a number of suggestions to help students stay in school, among them, improve teaching and curriculum to make school more relevant and enhance the connection between school and work.

The federal NCLB requires states to include graduation rates in their accountability reporting systems. Noting that 13 states have begun reporting their graduation rates according to the NGA compact and that the NGA expects all states to do so by 2012, PED testified that New Mexico currently calculates school and district graduation rates based on "event data" limited to the final year of high school: that is, the number of graduates in a given year is divided by the number of 12<sup>th</sup> grade students enrolled on the 40<sup>th</sup> day of that school year. The department added that the US Department of Education (USDE) approved this formula to calculate adequate yearly

progress (AYP) as required by NCLB, until the state is able to calculate and disaggregate a four-year graduation rate based on cohort data that follow a group of students throughout high school, as required by NCLB. That calculation will apply to the class of 2008, which PED began tracking in school year 2004-2005 through the Student Teacher Accountability Reporting System (STARS), when those students were in grade 9, using the individual student identifier system approved by the 2004 Legislature.

According to further PED testimony, the New Mexico Four Year Cohort Graduation Model accounts for a variety of student circumstances, and it considers as graduates those students who receive a standard diploma within four years. Not considered graduates, however, are recipients of a GED certificate, summer graduates, recipients of Certificates of Completion, students exiting from school who do not graduate elsewhere in the state, and students reclassified from 12<sup>th</sup> to 11<sup>th</sup> grade after the 40<sup>th</sup> day. For the purpose of AYP, PED has set a target graduation rate of 90 percent, a rate that PED may need to revisit once the model is implemented. Staff testimony added that, through separate and private negotiations with USDE, other states have set lower target rates.

Finally, noting that dropout prevention is key to any efforts to boost the graduation rate, additional PED testimony addressed the characteristics typical of effective school- and community-based dropout recovery efforts, as identified by the American Youth Policy Forum. In general, these efforts focus on real-world, career-oriented curricula; and they rely upon flexibility in the form of open-entry/open-exit structures, year-round learning, and a portfolio of options that recognize the wide variety of dropout characteristics and circumstances.

### **EARLY COLLEGE HIGH SCHOOL INITIATIVE STUDY, HM 33 (2005) AND HM 19 (2006)**

Another initiative that moves the P-20 agenda in terms of articulation between secondary and postsecondary education is the early college high school. According to the Education Commission of the States (ECS), early college high schools are a high school reform strategy that combines high school and college, allowing students to earn both a high school diploma and college credits at the same time. Among the benefits attributed to this strategy are outreach to typically underserved students and the integration of high school and college study in an articulated program.

In 2005 and again in 2006, the House of Representatives passed memorials calling for early high school initiatives between Eastern New Mexico University (ENMU)-Roswell and Hagerman Municipal Schools (2005) and Dexter Consolidated Schools, Lake Arthur Municipal Schools, and Loving Municipal Schools (2006). During the 2006 interim, testimony from Hagerman Municipal Schools identified the objectives of the initiative and described it as a system-wide change model that offers every student the opportunity to graduate prepared for college classes and to enter college with credits or certifications leading to a high-skill career. Among the results so far are more rigorous coursework for all students and an increase in the collegial respect between ENMU-Roswell and Hagerman Municipal Schools; among the challenges is uncertainty over continued funding.

The testimony from ENMU-Roswell attributed the success of the initiative to ENMU-Roswell faculty and administrators for their willingness to partner with Hagerman Municipal Schools. One dimension to this partnership is the hiring of high school teachers as adjunct faculty to teach the college courses. This testimony also noted a high level of satisfaction with the program among students and parents alike and suggested that the benefits extend to the communities served by both the secondary and postsecondary educational institutions, including the area workforce. In addition, ENMU-Roswell personnel have begun meeting with the school districts mentioned in the 2006 memorial to explore how the early college initiative can be implemented in those schools.

## **HIGH SCHOOL CAREER CLUSTERS**

In 1999, the Office of Vocational and Adult Education in the USDE adopted 16 career clusters, designed to be the framework for an integrated curriculum that would provide students with the academic and technical skills that they will need when they enter the workforce. Since then, many states have customized the career clusters to fit their own economic and labor market needs.

According to testimony from the Governor's Workforce Coordination and Oversight Committee, New Mexico has adopted seven specific career clusters containing a total of 46 career pathways. These career clusters are the subject of a recently published guidebook, *Work in New Mexico: New Mexico Career Clusters*, which outlines where the jobs are and what skills students need to obtain these jobs. This testimony also presented a series of recommendations to move the career clusters initiative forward.

The Secretary of Public Education testified that there are two dynamics at work in developing the New Mexico-specific career clusters: NCLB, with its emphasis on academics and the related college/workplace readiness; and the high school redesign initiative, with its emphasis on improving articulation between high schools and postsecondary institutions. The Secretary also noted that school districts will be able to choose those areas most relevant to the needs of their communities and that public schools must adapt to the changes in the nature of jobs and job skills that New Mexico and this country will face in the next five to 10 years.

Additional testimony came from Gadsden Independent Schools, which provided an update on the implementation of career pathways at Chaparral High School; and from HED, which has developed a five-year plan that will match new postsecondary programs with the seven career clusters.

## **HOSPITALITY AND TOURISM EDUCATION INITIATIVE**

One of the routes in Career Pathways is the ProStart Program, a nationwide system of high school restaurant and food-service courses linked with mentored worksite experiences. Developed and managed by the National Restaurant Association Educational Foundation, ProStart promotes adoption of restaurant and food-service curricula in high schools and works to increase industry involvement in educational partnerships. According to testimony from the New Mexico Restaurant Association, 39 schools in New Mexico are using the ProStart curriculum, and many of the students are enrolled in dual enrollment classes that connect them with industry mentors and jobs in the community.

## **PREPARATION OF NEW MEXICO EDUCATORS/TEACHER PROFESSIONAL DEVELOPMENT**

In 2003, the LESC Ad Hoc Subcommittee for Education Reform stated its belief, “that the single, most important factor in improving student academic achievement is to ensure that a qualified, competent teacher is in every classroom . . . .” This assurance is especially important within the context of college and workplace readiness and high school redesign because qualified teachers are essential to offering students rigorous and challenging coursework. During the 2006 interim, the LESC heard extensive testimony from a variety of sources about the preparation and professional development of New Mexico’s educators. The testimony described activities at local, regional, and state levels.

### ***Preparation of Pre-service Teachers***

Representatives of several teacher preparation programs in New Mexico testified about the state of teacher preparation in general and the activities conducted by their respective institutions. Among the broad points raised were that dropout rates and failing schools present special challenges; that areas of specific need include mathematics, science, reading, special education, bilingual education, and English language learning; that each year New Mexico’s colleges of education graduate more than 1,000 highly qualified teachers and provide advanced education for more than 1,000 teachers, counselors, and principals; and that effective partnerships between public schools and postsecondary teacher preparation programs are at the heart of educating a competent teaching workforce for New Mexico schools. This testimony also highlighted some of the innovative programs in New Mexico institutions, with an emphasis upon the importance of partnerships between teacher preparation programs and public schools.

Related testimony from Sandia National Laboratories and the New Mexico Business Roundtable for Educational Excellence recommended the use of business people as guest lecturers and adjunct faculty members in public schools, together with a short route to alternative licensure of such personnel.

### ***Collaborative to Improve Teacher Preparation***

According to testimony by the Northern New Mexico Network for Rural Education (Northern Network), which represents 28 rural school districts, a summit on education in northern New Mexico convened in June 2003 found that there were insufficient numbers of teachers in the region and that teachers were particularly uncomfortable with teaching math and science (see “Mathematics and Science Education Initiative.” p. 34). Consequently, the Northern Network entered into a memorandum of agreement with Northern New Mexico College (NNMC) to develop a baccalaureate teacher preparation program to change the way teachers are prepared.

Testimony from NNMC described the development of the program and its curriculum, which is designed to help candidates attain the knowledge, skills, and dispositions spelled out in New Mexico’s entry-level competencies for elementary teachers, with particular emphasis on mastery of teaching in math and science. This testimony also noted that the program follows the standards of the National Council for Accreditation of Teacher Education. Finally, NNMC identified several goals to achieve by 2010, among them the development of a bachelor’s program in secondary education, with an emphasis in science and math.

### ***Accreditation of Teacher Preparation Programs***

Prior to 1991, according to department testimony, PED and the National Council for Accreditation of Teacher Education (NCATE) conducted separate accreditation visits at teacher preparation programs in New Mexico; since 1991, PED and NCATE have performed accreditation reviews in partnership, using both state and national standards to assess the programs. According to testimony from the University of New Mexico, except for NNMC, which has applied for accreditation, all New Mexico institutions of higher education with education programs are currently accredited, including two-year colleges that offer alternative licensure.

### ***Professional Development and In-service Programs for Teachers***

In addition to pre-service training through the teacher preparation programs, teachers need continuing education through ongoing professional development, which districts often call “in-service.” Professional development is valuable not only to beginning teachers but also to veteran teachers, who need it periodically to upgrade their pedagogical skills, particularly in math and science and in teaching challenging courses in general. Professional development programs provide teachers with opportunities for discipline-specific training, general teaching methods, and classroom management skills; and they are offered both by postsecondary institutions, whether through courses or contracted services, and by other providers, including public school districts, networks, and associations. In recent years, many of the professional development activities have taken the form of in-service training focused on schools in need of improvement (see “Framework for Schools in Need of Improvement,” p. 32). Yet another function served by in-service training is helping teachers meet the federal NCLB requirements to become “highly qualified.” While the purposes and approaches may vary, providers and educators alike have come to agree that, to be effective, in-service or professional development must be “ongoing and multi-faceted,” not a “one-time event.” It must also foster learning communities for teachers; contain meaningful, useful content; align with the state standards; and be subject to evaluation in terms of its impact on student learning.

Testimony during the 2006 interim provided a number of illustrations of effective professional development. Chama Valley Independent Schools, for example, testified about a collaboration with the University of New Mexico that focused on the needs of veteran teachers, especially in rural areas, with regard to such issues as the use and implementation of a standards-based curriculum, maintaining high-quality teaching practices, and developing higher-order thinking skills across the curriculum. As another example, the Northern New Mexico Network described its use of the Rural School and Community Trust Model to establish educational renewal zones, in which schools enter into partnerships with institutions of higher education and other stakeholders to restructure college-based teacher preparation to support novice teachers and to provide high-quality professional and leadership development. Within this context, the network testified about the value of funding regional approaches to professional development in schools that incorporate all available state and local resources.

Finally, public school reforms required PED to develop a systemic framework for professional development. Implemented in 2004, PED testified, this framework is a guide for educational systems to use in designing district and school professional development plans; it includes standards, design and implementation guidelines, resources, and evaluation tools to ensure



consistent quality in professional development across the state; and it supports the goals of effective teaching and improved student learning. As part of the framework, PED requires school districts to prepare systems-wide professional development plans that support the Educational Plans for Student Success, that help train staff in performance evaluation requirements of the three-tiered teacher licensure system, and that support the district's mentoring program.

### ***Teacher Mentorship Programs***

In 2001, the Legislature created a statewide teacher mentorship program for beginning teachers. With the enactment of public school reform legislation in 2003, the law was amended "to provide beginning teachers with an effective transition into the teaching field; to build on their initial preparation and to ensure their success in teaching; to improve the achievement of students; to retain capable teachers in the classroom; and to remove teachers who show little promise of success." Since FY 01, the Legislature has appropriated nearly \$6.1 million for teacher mentorship.

The PED distributes funds to school districts for teacher mentorship programs based on an approved mentoring plan and on the number of beginning teachers in the prior school year. The PED reports that, in FY 07, beginning teacher mentorship initiatives for 2,386 beginning teachers statewide were funded in 75 school districts and 19 charter schools, with an allocation of \$368 for each teacher for school year 2005-2006.

Testimony from Albuquerque Public Schools, the Albuquerque Teachers Federation, and the New Mexico Coalition of School Administrators stressed the connection between the investment in mentoring and the effectiveness of mentoring, recommending that the state establish a standard of funding per teacher, rather than a set total amount divided by the number of teachers. For the 2007 legislative session, they suggested a funding level of \$3.0 million, which would increase the allocation from \$368 per teacher to approximately \$1,000. Other testimony about the value of effective mentoring came from Deming Public Schools and Farmington Municipal Schools. A common theme in all of this testimony was the need to develop a consistent and uniform structure to deliver mentoring.

## **RECOMMENDATIONS OF THE COLLEGE/WORKPLACE READINESS AND HIGH SCHOOL REDESIGN WORK GROUP**

After hearing the testimony on the various components of college/workplace readiness and high school redesign, deliberating in their small groups, and reporting out to the full committee, the College/Workforce Readiness and High School Redesign Work Group made numerous recommendations on the following issues: alignment of end-of-course tests and college placement tests, career clusters, funding, coursework in teacher preparation, the roles and responsibilities of colleges of arts and sciences and postsecondary institutions in general in teacher preparation, field experiences for teachers, mentoring, ongoing teacher professional development, diploma options and graduation requirements, and a systems-wide approach to redesigning high schools. Appendix B presents these recommendations in detail; and most of them are reflected in the recommendations of the LESC enumerated at the end of this section of the report.

*Recommendations of the LESC:*

- **Middle and High School Literacy Initiative:** Amend statute to create a statewide middle and high school literacy initiative that makes competitive awards to public schools and school districts to implement plans that include scientifically based literacy programs that encourage non-fiction writing, teacher professional development, instruction driven by assessment, and a strong program evaluation component, and amend and appropriate funds to the reading proficiency fund for middle and high schools reading initiatives.
- **Algebra I in Grade 8:** Amend current law to require public schools to offer Algebra I in grade 8 beginning in school year 2008-2009 through regular classroom settings, online courses, or agreements with high schools.
- **Core Curriculum Framework:** Amend current law and appropriate funds to the Board of Regents of Eastern New Mexico University to establish a core curriculum framework that supports the selection or development, and implementation, of a challenging, sequential curriculum at the K-6 level in public schools to prepare all students for pre-AP and AP courses in grades 7-12.
- **Graduation Requirements:** Introduce legislation to create the New Mexico Diploma of Excellence, which shall be required for graduation for all students who enter grade 9 beginning in school year 2009-2010, unless a student has written parental permission to earn a less rigorous diploma. The Diploma of Excellence shall require 24 units for graduation; increase mathematics by one unit to include Algebra II; increase science laboratory components from one to two; require two units in a language other than English and reduce electives from seven and one-half to five and one-half; implementation of these requirements is dependent on availability of funds.
- **Increase Instructional Days:** Amend the Public School Finance Act and other sections of law and appropriate funds to increase the minimum number of full instructional days by five from 180 or the equivalent to 185 or the equivalent beginning in school year 2007-2008.
- **High School Diploma Options:** Introduce legislation to require that, beginning with school year 2008-2009, each school district shall offer, and students shall be required to take, at least one of the following options for expanded courses of study: advanced college placement courses; courses for dual credit offered in cooperation with institutions of higher education; or distance learning courses.
- **Assessments:** Introduce legislation to require PED to review and assess the New Mexico Standards-Based Assessment Program and implement the following statutory changes:
  - eliminate the current New Mexico High School Competency Exam as a graduation requirement and phase in by school year 2010-2011 a new requirement to be administered in grade 11 that includes embedded college readiness indicators; and
  - eliminate administration of the current ninth grade standards-based assessment and replace it with a college/workplace readiness assessment system no later than school year 2008-2009; in selecting college/workplace readiness exams, PED shall ensure that they are aligned with state academic standards and postsecondary placement tests.
- **American Diploma Project:** Appropriate funds to the LESC to participate in the American Diploma Project Network process to align high school curriculum standards with entry-level college and workplace standards.
- **Career Clusters and P-20 Initiatives:** Appropriate funds:
  - to HED to partner with PED, the Office of Workforce Training and Development (OWTD), representatives of business, and others to conduct a marketing and outreach campaign that targets New Mexicans of all ages to create a sense of urgency about completing high school and pursuing careers through postsecondary educational opportunities and/or the career clusters initiative;

- *to PED to partner with HED, OWTD, trade organizations, and public schools, to develop curricula to support cluster programs in critical areas of unmet need including agriculture so that the educational system at the secondary and postsecondary levels can respond with meaningful programs to prepare job seekers with necessary skills;*
- *to the Department of Labor to partner with HED and OWTD to adopt or develop a workforce forecast model that matches projected future worker demand with potential job seekers from educational programs and other sources, grouped by occupation, skill, career cluster, and education, and that results in an Internet-based career information delivery system for use by planners, students, counselors, and job seekers;*
- *to PED to partner with OWTD to establish a career readiness certificate project for high school students, to pay for students to take career readiness assessments, and to provide remedial training; and*
- *to New Mexico State University School of Hotel, Restaurant and Tourism Management to conduct a statewide certification program in culinary arts education for high school students.*
- ***Career and Technical Education:*** *Send a letter requesting the Public School Funding Formula Study Task Force to consider including a factor for career and technical education in the Public School Funding Formula to ensure that programs designed to prepare students for employment as skilled workers in trades in New Mexico are adequately funded.*
- ***Teacher Education Accountability Report:*** *Require HED to work with teacher preparation programs and their institutions to maintain a uniform statewide integrated teacher data system to track teacher candidates from pre-entry to post-graduation to benchmark the productivity and accountability of New Mexico's teacher workforce.*
- ***Scholarships for Student Teaching:*** *Appropriate funds to HED to establish a need-based scholarship program for students during the student-teaching semester so that more students will complete their field experience.*
- ***Alternative Licensure for Specialized Instructors:*** *Amend the alternative licensure statute to streamline the licensure process to facilitate the licensure of individuals with backgrounds in math, science, and technical fields but no teaching experience who could be hired by school districts to provide expertise in subject areas where shortages exist.*
- ***Teacher Preparation Field Experience:*** *Amend statute and make an appropriation to increase early field experiences as an educational requirement for teacher licensure to improve the classroom experience of teacher candidates prior to student teaching; to provide training to improve the supervision of cooperating teachers and their administrators; and to establish a model of shared responsibility between the teacher preparation programs and the public schools.*
- ***Professional Development Release Time:*** *Amend the Teacher Professional Development Framework and appropriate funds to PED to provide release time for targeted, site-based teacher professional development to address high-priority needs identified in school districts' and schools' Educational Plans for Student Success and teachers' Professional Development Plans so that teachers change their instructional practices to increase rigor and student achievement.*
- ***School Leadership Turnaround Specialists:*** *Appropriate funds to PED to train school principals and staff teams to be executive turnaround specialists with expertise in best practices to improve student performance and reduce achievement gaps in low-performing schools.*

- **Teacher Mentorship Program:** *Amend the teacher mentorship provision of the School Personnel Act to:*
  - *require PED to distribute funds for the beginning teacher mentorship program to school districts annually on a per-teacher basis according to the number of beginning teachers on the 40<sup>th</sup> day of the current year; and*
  - *require each teacher preparation program and each college of arts and sciences to collaborate with high schools to develop a model to provide mentorship services with structured supervision and feedback to each of their graduates who have obtained a teaching position in a public high school, including charter schools; to develop cost estimates; and, by November 1, 2007, to provide the LESC with any recommendations necessary to implement the model.*

## HIGHER EDUCATION

### NEW MEXICO FIRST TOWN HALL ON HIGHER EDUCATION

On April 20-22, 2006, New Mexico First convened a Town Hall in Santa Fe entitled *Today's Students, Tomorrow's Workforce: A Town Hall on Higher Education*. The purpose of the Town Hall was to develop a consensus on policies that would enable the statewide system of higher education and workforce development in New Mexico to fuel economic development for the 21<sup>st</sup> Century and to provide the state's workforce with appropriate skills and education to benefit from economic growth. The 122 active participants in the Town Hall process included representatives of public and private schools and higher education; key business and industry groups; tribal, local, and state government; nonprofit organizations; and interested community members and students.

In testimony during the 2006 interim, leaders of the Town Hall Implementation Team presented the recommendations of the Town Hall and five legislative priorities for the 2007 session: fund a public awareness campaign to create a sense of urgency about completing high school and pursuing a college education; align high school graduation requirements with college entrance exams so students are preparing to succeed in higher education; provide funding for the *College Affordability Act* for need-based scholarships; fund a study to project future job growth in New Mexico so students can make informed career plans; and provide funding for a statewide cyber academy and distance learning delivery system (see "Distance Learning Initiatives," p. 44).

### RECOMMENDATIONS ON THE *HIGHER EDUCATION DEPARTMENT ACT*: ORGANIZATION OF HED AND OTHER HIGHER EDUCATION ISSUES

Enacted in 2005, the *Higher Education Department Act* required the Secretary of Higher Education to make recommendations to the Legislature during the 2005 interim regarding statutory provisions for the organization of HED. In the 2006 interim the Secretary Designee of Higher Education presented proposed language changes and testified about the progress and priorities of the department.

Among other points, this testimony described amendments to statute to delineate the divisions of HED; reviewed the *Measuring Up 2006* report card on New Mexico higher education; outlined and described the 2006 strategic priorities and goals, among them increasing student access and

success and providing programs and services integral to state and regional economic needs; and presented major accomplishments of school year 2005-2006, among them support for the *College Affordability Act* to increase need-based financial aid for students to attend college, progress on partnerships for data sharing (see “Data Warehouse Progress Report/Shared Student Data System, HM 42,” p. 37), progress of the task force on alignment with high school exit exams and college entrance requirements (see “Alignment of High School End-of-course Tests with Higher Education Placement Tests,” p. 20), and examination of statewide distance learning needs (see “Distance Learning Initiatives,” p. 44).

Finally, the Secretary Designee outlined the department’s legislative priorities, including revision of the *College Affordability Act* to provide more need-based grants; funding for the New Mexico Faculty Endowment Fund to generate additional faculty positions, especially in high-need areas; expanding the eligibility for lottery success scholarships; implementing a higher education students with disabilities act; funding a study of dual credit participation and flow of funds; and supporting a teacher loan forgiveness program for teachers working in shortage areas to repay student loan debts.

## **THE NEW MEXICO EDUCATION PIPELINE**

Testimony from the National Center for Higher Education Management Systems described the education pipeline in New Mexico. Beginning with a focus on the global economy, this testimony contended that the United States is rapidly falling behind the rest of the world in higher education attainment and that New Mexico is behind the rest of the United States.

- For one thing, the New Mexico per capita income, which varies widely across the state, from Los Alamos County to McKinley County, is less than three-quarters of the national average. Despite that standing, however, New Mexico contributes more per full-time equivalent student than many other states; yet, on virtually every measure of higher education achievement, New Mexico is disproportionately low.
- For another thing, New Mexico educates many young people only to lose them to other states, like California, that have more robust economies. The people who remain in New Mexico, according to this testimony, are the ones with the least education; and, because half of the adults in New Mexico who have not finished high school are not working at all, a sizable portion of the population is taking from rather than contributing to the state’s economy. Moreover, the greatest population growth in the near future will be among Hispanics and Native Americans, the two groups that show the lowest levels of educational attainment.

To address these issues, the National Center suggested finding ways to make state government more productive, especially in terms of overlap with workforce development, and encouraging collaboration, rather than competition, among institutions of higher education. Reducing the demands on the system is another strategy, accomplished through a number of means: by ensuring that high school students are fully prepared for college so that they will need no remediation; by offering accelerated learning; by improving the rates of course completion; by changing higher education funding formulas to base them on student completion rates rather than enrollment rates; and by encouraging the use of assessment/test-out options, among others. To reduce leaks in the education pipeline, the testimony suggested such measures as curricula alignment, noting that employers want the same skills in their workers, especially with communication, as colleges expect of their students; financial aid incentives; and early-warning systems that identify student needs when there is still time to address them.

## NCSL BLUE RIBBON COMMISSION ON HIGHER EDUCATION: REPORT

Developing themes similar to those raised by the National Center for Higher Education Management Systems, the National Conference of State Legislatures (NCSL) testified about the findings and recommendations from the report of the NCSL Blue Ribbon Commission on Higher Education. Also testifying was New Mexico State Senator Ben D. Altamirano, President Pro Tempore, who was one of 12 members of the Blue Ribbon Commission.

The essential point of the commission's report was that there is a crisis in American higher education that states and, more particularly, state legislatures are not prepared to address. The quality of American higher education is declining while the costs are increasing, and the system has not yet fully recognized that student demographics have changed since the 20<sup>th</sup> Century. That is, today's students tend to be older, to use institutions in different ways, to take longer to finish, to have more family responsibilities, to take time off, and to transfer more often among institutions. Two of the key messages from the report, NCSL further testified, were that state legislators should be at the center of state efforts to develop a public higher education agenda and that legislators should be more strategic about their investments in higher education.

To address these and other concerns, the report makes some 15 recommendations that focus on such issues as identification of state-level goals and the state's strengths and weaknesses, anticipation of demographic trends over the next 10 to 30 years, institutional accountability, partnerships with K-12 education and business, transforming the 12<sup>th</sup> grade, and fiscal matters like affordability and financial aid. Among the next steps are further dissemination and discussion of the report and the commission's participation in a higher education summit in March 2007, hosted by US Secretary of Education Margaret Spellings.

### *Recommendations of the LESC:*

- ***Higher Education Department:*** Amend the Higher Education Department Act to reorganize HED into eight divisions to address the needs of the diverse categories of postsecondary institutions.
- ***College Affordability Scholarships:*** Support funding for the College Affordability Endowment Fund to provide scholarships from the College Affordability Scholarship Fund for eligible New Mexico students with financial need to attend and receive degrees from public postsecondary institutions in New Mexico.
- ***Lottery Tuition Scholarship:*** Amend statute to allow adjustments in the definition of "full time" and the maximum number of consecutive semesters of eligibility for students with disabilities, under certain conditions.
- ***Higher Education Student ID:*** Appropriate funds and amend statute to require HED, in collaboration with public postsecondary institutions, to use a prescribed student identification number for students enrolled in public postsecondary education and to add an identifier for those students who enter a teacher preparation program; and to require HED to report student data into PED's student teacher accountability reporting system.

## **ASSESSMENT AND ACCOUNTABILITY**

### **FRAMEWORK FOR SCHOOLS IN NEED OF IMPROVEMENT**

Both state law and the federal NCLB provide a series of consequences, or sanctions, for schools that fail to make “adequate yearly progress” (AYP), which is a prescribed degree of improvement, primarily in student achievement, that schools are expected to make each year – not only for their entire student populations but also for certain subgroups of students: economically disadvantaged students, major racial or ethnic groups, students with disabilities, and English language learners.

Schools begin to face the series of sanctions after two consecutive years of not making AYP. At that point, a school enters the school improvement cycle with a designation of School Improvement 1. In general, a school remains in the school improvement cycle until it makes AYP for two consecutive years, proceeding through the subsequent stages: School Improvement 2, Corrective Action, Restructuring 1, and Restructuring 2. On August 1, 2006, PED released the school rankings derived from data during school year 2005-2006. According to PED, a total of 433 public schools in New Mexico failed to make AYP; and, of that total, 349 received designations as schools in the school improvement cycle.

In response to state law requiring PED to assist schools in need of improvement, the department has developed a school improvement framework that includes a number of particular interventions and mandates, some of them focused on professional development activities either at the district level or the state level, the latter through a contract that PED awarded in early September after a request for proposals. One of the most prominent features of the School Improvement Framework for school year 2006-2007 is the Alternative Governance Contingency Plan, which was required by November 1, 2006 of every school at Restructuring 1 or Restructuring 2. Using a template provided by PED, the district must develop a plan for implementing one of four restructuring options enumerated in state and federal law.

The development of these alternative governance contingency plans was the focus of testimony from two school districts with schools at that stage in the school improvement cycle: Central Consolidated Schools and Bernalillo Public Schools. In each case, the respective superintendents and other school staff explained the steps in the process toward restructuring and the variety of specific measures being implemented to enhance school improvement.

Staff testimony noted the sources and amounts of funding to support the school improvement framework. From federal Title I funds, PED received nearly \$4.27 million. When that figure is combined with the two state appropriations from the 2006 legislative session – \$2.4 million for the Schools in Need of Improvement Fund and another \$6.0 million for the School Improvement Framework – PED has more than \$12.6 million for school improvement efforts in school year 2006-2007.

Finally, testimony from Office of Education Accountability (OEA) provided the results of its study of 130 schools that have been ranked as corrective action, or lower, over the last five years. The study tracked changes in AYP designation, changes in reading and math proficiency, and interventions made by schools that are making a difference. According to this study:

- thirteen schools (10 percent) have made AYP for at least two years and emerged from school improvement;
- fifteen schools (12 percent) made AYP in school year 2005-2006, and if these schools make AYP again in school year 2006-2007, they will emerge from the school improvement cycle;
- twelve schools (9.0 percent) have gone up and down or stayed the same; and
- ninety schools (69 percent) have declined in their AYP designation.

While acknowledging that a school's AYP status alone does not tell the whole story of a school's quality or performance, OEA testified that the results of the study indicate that PED and the schools should reassess their needs and develop strategies to strengthen their curriculum and instructional performance.

## **STUDENT ASSESSMENT**

### ***State Assessments and NAEP: Disparity in Test Results***

The federal NCLB requires every state that accepts Title I funds to develop and follow a plan that includes annual student testing in grades 3 through 8 and at least once in high school based on state standards in reading/language arts and mathematics; and that, by school year 2007-2008, also includes testing students in science once in elementary school, in middle school, and again in high school. In addition, states must annually administer the National Assessment of Educational Progress (NAEP) to a sample of students in grades 4 and 8 in alternating years.

School year 2004-2005 was the first for which results were available for both the New Mexico standards-based assessments and the NAEP. A comparison of results from both assessments showed that the percentage of students of various groups who scored proficient or better on the NAEP was lower than on the state assessments, a discrepancy also found in a number of other states, leading to some confusion about the relationship between the NAEP and state assessments, especially where a state's performance varies significantly on the different exams. Testimony from PED and from the National Center for Education Statistics (NCES) explained some of the reasons for this discrepancy.

### ***NCLB and State Assessment Requirements***

Further testimony about the assessment requirements under state law and the federal NCLB came primarily from PED and Albuquerque Public Schools (APS). The PED testified that New Mexico not only complies with but also exceeds the requirements of NCLB by requiring tests in reading, mathematics, and science in grade 9 as well as grade 11 (the one required by NCLB) and by including social studies in the assessment program, if there is sufficient funding. Testing costs could be reduced, this testimony continued, by eliminating the 9<sup>th</sup> grade assessments and other assessments not required by NCLB.



The PED testimony also explained that, as a criterion-referenced test designed to measure minimal competencies, the New Mexico High School Competency Examination does not fulfill the NCLB requirement that the high school test be aligned with state content standards; therefore, PED suggested replacing it with a more appropriate assessment. Efforts to develop a standards-based high school exit exam to be administered in grade 11 are proceeding; however, because adequate prior notice is required to provide an opportunity for students to adapt to a new test, the standards-based exit exam cannot be fully implemented until 2012.

The APS testimony described the District Comprehensive Assessment Program, which guides the district's decision-making, provides order to the implementation of assessments, and helps to ensure that assessments are used for the intended purposes. Regarding the state assessments that exceed NCLB requirements, APS testified that funds used for these additional assessments could be used instead to improve existing tests in reading, math, and science as well as to improve instruction. The APS testimony also noted that the development and administration of a test are more costly than purchasing the test itself and that, when assessment results are not available and accessible to instructional leaders and staff, the real cost of assessment is students' learning time. On this point, the LESC also heard concerns from several school districts that schools are spending too much time on testing.

*Recommendations of the LESC:*

- ***School Improvement Framework: Appropriate funds and include language in the General Appropriation Act to require that, in selecting programs for school improvement statewide, the Secretary of Public Education offer a range of options, including programs chosen by schools that show evidence of having improved student achievement or research indicating that they will be successful if implemented.***
- ***Assessment and Accountability Act: Amend the Assessment and Accountability Act to:***
  - *distinguish a student's academic proficiency from the adequate yearly progress (AYP) required of schools and school districts; make the school improvement cycle in state law correspond to that in the federal NCLB, both in rankings and in sequential actions; and require a one-year delay in the movement to the next level of the school improvement cycle of a school that makes AYP in the second year of its present ranking;*
  - *allow a public school the option to reopen as a charter school for purposes of school restructuring, as provided in state law and NCLB; and*
  - *require PED to include gender among the demographic categories by which it disaggregates and reports student achievement data.*

## **MATHEMATICS AND SCIENCE EDUCATION INITIATIVE**

Low levels of student participation and achievement in math and science have been a concern in states across the country. In New Mexico the issue has an added dimension: on one hand, the state has some of the strongest standards in math and science in the country, according to national rankings; on the other hand, New Mexico's student achievement levels are among the lowest in the country. During the June meeting, the LESC devoted an entire day to testimony about a variety of initiatives in mathematics and science education, at the school, district, state, federal, and international levels.

The first testimony came from one of three students at San Jon High School, accompanied by her science teacher, who represented New Mexico at the 2006 Intel International Science & Engineering Fair in Indianapolis, Indiana. Among the points raised were the benefits of competition at the international level and the importance of good science teachers, especially in small rural schools.

Other testimony described some of the statewide initiatives and activities designed to enhance student achievement in math and science.

- Legislative initiatives in 2006 included an appropriation of \$250,000 for FY 07 to PED to establish a math and science bureau at the department, which had been one of the recommendations of a town hall in 2005. When fully staffed, the Mathematics and Science Bureau will comprise five full-time positions.
  - The initial PED testimony announced the appointment of the new Chief of the Mathematics and Science Bureau, along with other personnel developments, and enumerated some of the components of the bureau's workplan, among them continued work on federal math/science partnerships and state summer academies, and collaboration with PED's Indian Education Division. The bureau also intends to collect data to show what is working to improve student achievement.
  - In subsequent testimony, PED explained the bureau's workplan in more detail, including such initiatives as working with the PED-initiated Math and Science Advisory Council to generate a strategic plan, working with PED's Assessment and Accountability Division to improve the New Mexico Standards Based Assessments, developing baseline data documents on math and science achievement to evaluate the effects of math and science summer academies and other programs, and monitoring federal math and science partnerships and math and science academies. One project that this testimony emphasized was the Outdoor Classroom, a collaboration between PED and the State Parks Division of the Energy, Minerals & Natural Resources Department, which testimony from the Director of the State Parks Division also supported.
- Working with PED's Mathematics and Science Bureau will be the New Mexico Partnership for Mathematics and Science (NMPMS), a nonprofit organization whose mission includes advancing, encouraging, and improving the teaching of mathematics and science across the state. The NMPMS testimony during the 2006 interim focused on the 2005 Mathematics and Science Education Town Hall. The recommendations of this town hall, as enumerated in testimony from New Mexico State University, include a statewide initiative to make mathematics and science education a top priority for all schools; the creation of an advisory leadership council; improved teacher preparation in higher education; and professional development, particularly in the form of summer institutes expanded at all levels.
- Testimony on professional development represented several perspectives: teachers, providers, business, and PED. Among the points of agreement were that, to be effective, professional development in math and science must focus on both content knowledge and effective teaching methods; it must be relevant to the classroom; it must be ongoing

rather than a one-time event; it must align with and support the state standards; and it must involve collaboration among PED, K-12 schools, and postsecondary educational institutions.

- Regarding the summer institutes in particular, PED testimony discussed those institutes funded by appropriations totaling \$1.7 million from the 2006 Legislature: a variety of programs and activities conducted by New Mexico State University, Western New Mexico University, San Juan College, Albuquerque Public Schools, New Mexico Re:Learning Project, the Northern New Mexico Network, and the Supercomputing Challenge.
- Yet another summer institute was the subject of testimony by the Summer Science Program, Inc. Described as an intense, college-like experience for the brightest high school seniors from around the nation and several foreign countries, the Summer Science Program began in California in 1959 and, in 2003, expanded to the New Mexico Institute of Mining and Technology, in Socorro. The curriculum currently emphasizes astronomy, a subject seldom taught at the high school level. A representative of the program requested an appropriation of \$72,000 to fund a third year of full-tuition scholarships exclusively for New Mexico students.
- The New Mexico Business Roundtable for Educational Excellence testified about its strong support of the New Mexico math and science initiative, particularly through the efforts of a new standing committee on science, technology, engineering, and math and through collaboration with the new Mathematics and Science Bureau of PED.

Finally, at the federal level, the committee heard testimony from LESC staff and staff of US Senator Jeff Bingaman about pending federal legislation, known as the *PACE Act*, designed to maintain the country's competitive edge by strengthening K-12 math and science education, by attracting bright college students to the sciences, and by investing in basic research. In large part, this legislation is in response to two recent national studies concluding that, to ensure that the country maintains its technological preeminence in the world, the United States must improve science and math education at both the K-12 and postsecondary levels.

***Recommendations of the LESC:***

- ***Mathematics and Science Bureau:*** Amend statute to create the Mathematics and Science Bureau in PED, and to create the Mathematics and Science Proficiency Fund; and appropriate funds for summer math and science institutes to increase the skills of public school math and science instructors as well as their ability to teach reading in math and science classes.
- ***Outdoor Classroom:*** Appropriate funds to the State Parks Division of the Energy, Minerals & Natural Resources Department to fund a statewide program in collaboration with PED's Mathematics and Science Bureau to use the state's natural and cultural resources to provide students with learning opportunities that address state content standards.
- ***Summer Science Program:*** Appropriate funds to the New Mexico Institute of Mining and Technology to provide scholarships to cover the tuition for New Mexico high school students to attend a summer science program.

## **COLLECTION AND USE OF DATA**

### **THE UNIFORM PUBLIC SCHOOL CHART OF ACCOUNTS**

Since 2004, the Legislature has appropriated more than \$2.5 million to support the conversion to a uniform public school chart of accounts aligned with the guidelines of the National Center for Education Statistics (NCES). During the 2005 interim, PED testified that, in addition to the \$2.5 million specifically appropriated for this purpose, the department had used \$330,000 remaining on a related contract to have Edmin.com design the new chart of accounts and update PED's *Manual of Procedures, Public School Accounting and Budgeting*. Also during the 2005 interim, PED testified that school districts and charter schools would be able to begin using the new uniform chart of accounts in developing their budgets for school year 2006-2007.

During the 2006 interim, PED testified that the new uniform public school chart of accounts has been fully implemented and that, although the transition has not been perfectly smooth, all school districts and charter schools have used the new uniform chart of accounts to submit their FY 07 operating budgets. The PED further testified that the department has purchased new accounting software for 11 districts that did not have adequate technology to convert to the new system and that the department has provided four regional training sessions for district personnel in the use of the new chart of accounts, with the intention of offering more training sessions if districts indicate a need.

### **DATA WAREHOUSE PROGRESS REPORT/ SHARED STUDENT DATA SYSTEM, HM 42**

Two recent legislative initiatives addressed the need for the development of a seamless data system from pre-kindergarten to the workforce: the 2005 Legislature established a comprehensive data warehouse at PED to address public school data collection and dissemination problems; and the 2006 Legislature passed House Memorial 42, which requests that HED, representatives of institutions of higher education, PED, representatives of public schools, CYFD, and the Office of Workforce Training and Development establish common, shared student data systems from pre-K to postsecondary levels of education, including adult basic education and training. Although the memorial does not request a report until November 1, 2007, the LESC included a progress report in its 2006 interim workplan.

According to PED testimony, in 2005 the department completed phase one (design and development) of the data warehouse project, or the Student Teacher Accountability Reporting System (STARS), and identified 11 school districts to participate in a pilot project to train school district personnel on the data submission and the support capabilities of the system. For school year 2006-2007, all districts are submitting data to STARS. Phase two (enhanced district reporting and support) of the STARS project is expected to be completed by January 2007. The PED testimony also outlined the department's appropriation request for phase three, which includes the implementation of a variety of additional features, among them a school performance management system.

Testimony from HED described the Data Sharing Task Force created in response to HM 42 and reviewed some of its activities, including the identification of current data sharing among the state agencies mentioned in the memorial, a discussion of policy and research issues, and the development of recommendations to continue the work of the task force through the 2007 interim. This testimony also included a funding request, most of it for professional services to provide for an assessment or inventory of the agencies' data-sharing capabilities.

Among other points, committee discussion of this issue addressed (1) the challenges and merits of a common student identifier at the P-12 and postsecondary levels and (2) the need of the task force to narrow its focus to higher education, particularly in terms of establishing a shared student data system for K-12 and postsecondary institutions, including a higher education identifier, before incorporating the other state agencies as requested by the memorial.

## **EDUCATOR QUALITY**

### **EVALUATION AND SALARIES OF SCHOOL PRINCIPALS**

In 2003, the Legislature implemented minimum annual salaries for Level 3-B school principals to be effective in school year 2005-2006. Based on school size, the salary minimums ranged from \$58,000 for principals in schools with 200 or fewer students, to \$68,000 for principals in schools with more than 1,000 students; however, concerns over tying the salary minimums to the size of the school led the LESC to include this topic in its 2004 interim workplan and to establish a work group to examine current law and to develop recommendations for consideration prior to the 2005 legislative session. In both 2005 and 2006, the LESC endorsed legislation to implement the recommendations of the work group, which based the salaries on a responsibility factor rather than school size. Although this legislation did not pass, another measure from the 2006 session was enacted to delay the implementation of the minimum salaries until school year 2007-2008.

Testimony from several parties during the 2006 interim provided an update on the issue. Staff testimony presented two scenarios of preliminary cost estimates for school year 2007-2008, assuming an amendment to current law to include assistant principals. Testimony from PED focused on the contract between the department and the Center for Border and Indigenous Educational Leadership (CeBIEL) to begin the design of a new evaluation system that reflects the increased role and responsibility of a school principal in evaluating and developing teachers and improving student performance. Testimony from CeBIEL described the membership and activities of the work group, all based upon the foundation of supporting school leaders' learning and growth so that they may in turn support learning in their schools and communities. A principal from Las Cruces Public Schools testified about the changed role of the school principal – from a building manager to an instructional leader – and described the input from principals and other education partners on the current evaluation process and the administrative competencies in current PED rule. Finally, the Executive Director of the New Mexico Coalition of School Administrators enumerated the factors that school administrators find important in evaluating and compensating principals and assistant principals, among them the varying roles and responsibilities of school principals according to the level of the school, the complexity of instruction, the number and kind of after-school events, and the community expectations.

## **THREE-TIERED TEACHER LICENSURE EVALUATION SYSTEM AND STUDENT ACHIEVEMENT**

According to staff testimony, improving student achievement is the premise behind the three-tiered teacher licensure evaluation system, as indicated by the final report (2002) of the LESC Ad Hoc Subcommittee for Education Reform, which had recommended the system. Moreover, as this three-tiered framework has been developed – first through legislation and then through PED rule – it has included student achievement as a factor in teacher evaluations and in the progression through the three levels of licensure and the increasing minimum salaries attached to each level. However, staff testimony continued, the references focus primarily on describing or documenting student achievement, while providing few, if any, explicit consequences – whether rewards or sanctions – for teachers based on the achievement gains of their students. Nonetheless, the system does provide eventual consequences for teachers unable to satisfy the required competencies in general: as the PED rule on unsatisfactory work performance states, “[u]ncorrected unsatisfactory work performance is good cause for discharging licensed school personnel.”

The PED testimony illustrated that student achievement is a component of the standardized teacher evaluation, especially in terms of assurance that teachers who advance from one level to the next are high-quality, effective classroom teachers. Moreover, this testimony alluded to the evaluation plan in the handbook prepared by the department and the requirement that principals observe each teacher and identify competencies and issues to be addressed, as well as the kind of help that must be provided to the teacher. The PED testimony also described the professional growth plan that must be developed for any teacher who demonstrates unsatisfactory performance or who does not meet the goals of his or her professional development plan. Additional testimony came from school principals in two school districts – Raton Public Schools and Capitan Municipal Schools – who illustrated their consideration of student achievement in evaluating teachers.

## **REPORTING SCHOOL EMPLOYEE MISCONDUCT**

At least since 2003, when the committee heard an extensive presentation from the School Safety Task Force, the LESC has been concerned about a certain personnel practice that, though infrequent, sometimes occurs in New Mexico’s public schools: after being charged with a serious form of ethical misconduct, like inappropriate contact with a student, a teacher or other employee agrees to leave the district quietly and the district agrees not to reveal or report the incident. While such arrangements may protect the first school district from the employee, they can put subsequent school districts – and the children in them – in jeopardy. After the 2006 Legislature considered but did not pass a bill to address the problem, the LESC put the issue on its workplan for the 2006 interim.

In its testimony, PED discussed some of the dimensions of the issue and presented both a draft bill and proposed amendments to PED rule. Similar to the bill from 2006, PED’s draft proposed requiring a local superintendent or charter school administrator to investigate such allegations and, if the investigation produces evidence of wrongdoing, to report the identity and circumstances of the employee to PED on a prescribed form, despite any confidentiality agreement between the employer and the licensed school employee. The amended rule, among other provisions, would add a definition of the term “ethical misconduct” and add several new prohibitions under the duty to the profession.

Testimony from the New Mexico Public School Insurance Authority (NMPSIA) offered some examples of misconduct cases that have occurred in New Mexico, noted NMPSIA's efforts to help districts screen applicants, suggested statutory remedies, and illustrated the financial costs involved: between school years 1994-1995 and 2005-2006, NMPSIA has incurred nearly \$14.4 million for improper touching/sexual misconduct claims involving a public school staff member and a student, including nearly \$3.4 million for a single claim in school year 2001-2002.

Finally, testimony from the AFT (American Federation of Teachers) New Mexico identified three points that must be addressed: the protection of children from employee misbehavior, the protection of school districts from unwittingly employing troubled employees, and the protection of school employees against false or malicious charges.

#### *Recommendations of the LESC:*

- ***Minimum Salaries for Principals and Assistant Principals:*** Amend current law and appropriate funds to implement minimum salaries for principals and assistant principals that include a responsibility factor by school level and an evaluation component. (Funding estimate does not consider any salary increase.)
- ***Instructional Support Providers:*** Introduce legislation and appropriate funds to require PED:
  - *by June 30, 2008, (1) to establish a progressive licensure and compensation framework for all instructional support providers; and (2) to issue licenses for instructional support providers, including occupational therapists, physical therapists, school counselors, school nurses, speech-language pathologists, audiologists, psychologists, social workers, diagnosticians, and recreational therapists; and*
  - *effective July 1, 2008, to adopt a highly objective performance evaluation for professional instructional support providers; and, beginning with school year 2008-2009, provide minimum salary levels for specified instructional support providers at \$30,000 for Level 1, at \$40,000 for Level 2, and at \$50,000 for Level 3.*
- ***School Employee Misconduct:*** Amend statute:
  - *to require a superintendent or charter school administrator to investigate all allegations of unethical conduct by any licensed school employee who resigns, is being discharged or terminated, or who otherwise leaves employment after an allegation has been made; and, if the investigation produces evidence of wrongdoing, to report the identity and circumstances of the employee to PED, regardless of any confidentiality agreement between the employer and the licensed school employee; and*
  - *to require local school boards and state-chartered charter schools to conduct background checks on all school personnel including contractors, contractors' employees, and volunteers who have unsupervised access to students.*

## **FUNDING FORMULA STUDY TASK FORCE: PROGRESS REPORT**

At least since 2001, the LESC has heard concerns about a number of issues related to the Public School Funding Formula, including the alignment of the Training and Experience (T&E) Index with the three-tiered licensure system for teachers, recognition of instructional support providers, and the fiscal difficulties faced by school districts with a membership of 200 or fewer. After repeated appropriations to fund a study of the formula were vetoed, the LESC endorsed successful legislation in 2005 to create a Funding Formula Study Task Force and in 2006 to extend the term of the task force through December 2007. Also in 2006, the Legislature

appropriated \$500,000 for an independent study of the funding formula. As specified in current law, the study of the Public School Funding Formula is a three-year process that will culminate in December 2007, when the final recommendations of the task force are presented to the Legislature and the Governor for consideration in the 2008 legislative session. During the 2006 interim, the LESC heard a progress report on the study.

Testimony from the contractor that the task force selected to conduct the study, American Institutes for Research (AIR), presented an overview of the entire project and a progress report on particular tasks within the project. This testimony also identified the four goals of the project:

- obtain public input on defining the goals, priorities, and issues in public school finance;
- determine the cost of providing an adequate education for all New Mexican students;
- examine and potentially modify the current funding formula to distribute necessary resources; and
- assess available revenue sources to fund any necessary changes.

The remainder of the testimony focused on the tasks related to public engagement, a component of the first goal. Stressing that the material was still in preliminary draft form, the contractor reviewed the results from the three-part design to sample public opinion about educational goals and components: interviews and focus groups, a web-based survey targeted to “informed representatives of the state, including business and cultural group leaders, legislators, and school and district leaders”; and a web-based survey for citizens in general.

At the time of the testimony, the contractor was just beginning to receive responses to the two surveys; however, the contractor had already hosted 18 of 24 planned town hall meetings throughout the state to gather public input. Concerns raised during these meetings ran the gamut of educational issues, from the importance of student readiness for college and the workplace to the problems created by unfunded mandates; from the need for equity in the funding formula to fears that the unit value is stretched too thin. Likewise, preliminary findings from the broad public survey included such points as the need for parents to be accountable for their children’s education; the value of counselors, nurses, and librarians; the limited value of AYP as an accountability measure; the need for professional development outside the regular school day; and the value of art, music, and physical education, especially in elementary schools.

***Recommendations of the LESC:***

- ***Small School Districts: Pending completion of a comprehensive study of the Public School Funding Formula, include language in the General Appropriation Act to appropriate nonrecurring funds for FY 08 to be used upon verification of need by PED to assist school districts with membership of 200 or fewer to cover required operational expenditures, including any legislative salary mandates or guidelines, for which appropriated program cost is insufficient. Eligible school districts must apply for the funding to PED and document the need for the additional funds.***
- ***Cash Balance Credits: Amend current statute to revise the calculation of the cash balance credit so that school districts with the same allowable cash balance limit are impacted in proportion to the amount by which their cash balances exceed that limit.***



- ***State Support Reserve Fund:*** Amend current law and include language in the General Appropriation Act to allow any unencumbered or unexpended balances in the General Fund appropriations to the PED and to the State Equalization Guarantee distribution remaining at the end of any fiscal year to revert to the State Support Reserve Fund to carry out the purposes of the fund.
- ***New School Development Fund:*** Appropriate funds to the New School Development Fund to be distributed by PED for certain one-time costs associated with the first year of operation of a new school pursuant to the Public School Capital Outlay Act.
- ***Program Units Clean-up Language:*** Amend statute to include charter school activities program units in the itemized list of units used for the purpose of computing program cost.

## SPECIAL EDUCATION

### RESPONSE TO INTERVENTION PROCESS

According to PED, response to intervention (RtI) is “a systematic commitment to meet all individual student needs in school settings, with efficient use of resources,” in a manner consistent with what scientific research shows to be effective. Although it may eventually lead to a referral for special education services, RtI is primarily an approach within general education to addressing the specific needs of all students as soon as they arise. The RtI process is a recommendation of the federal *Individuals with Disabilities Education Improvement Act* (IDEA) and the federal regulations to implement the act. In particular, these federal documents promote RtI as a more effective and efficient means of ultimately determining the need for special education services than the discrepancy model that the previous version of IDEA had specified. Other proponents of the process believe that, among other benefits, RtI will lead to earlier identification of particular learning needs when they can be addressed more effectively and a reduction in the over-identification of minority students in particular for special education and related services.

Testimony from PED explained the RtI model in New Mexico and the methodology being used. The committee also heard testimony from two school districts that have been implementing RtI: Moriarty Municipal Schools and Santa Fe Public Schools. Among other points, this testimony cited a reduction in the number of students identified for special education and an increase in the confidence of teachers in the classroom, and it suggested that the value of the system will depend upon the professional development that teachers receive in terms of teaching scientifically.

### DUE PROCESS HEARINGS

The federal IDEA and rules promulgated by PED provide a number of resources for parents of a special-needs child who disagree with provisions of the Individualized Education Program (IEP) or with some other determination of a school district related to special education services for the child. One of these resources is a request for a due process hearing, an issue that has attracted considerable legislative interest at least since 2004, particularly in terms of the length, complexity, and cost of the hearings and the limited amount of insurance coverage currently provided to school districts, which the New Mexico Public School Insurance Authority (NMPSIA) has been offering voluntarily as a courtesy to members since 1997. The 2005 Legislature considered but did not pass two measures to address this issue; and during the

2006 session the LESC endorsed an unsuccessful memorial that would have requested a study (1) to determine the most cost-effective means of providing school districts with reimbursement coverage for the costs of due process hearings; and (2) to identify means of reducing the costs, frequency, and duration of the due process hearings themselves.

During the 2006 interim, PED testimony highlighted some of the options available to resolve disputes before they reach the level of a due process hearing and noted the steps that PED has taken to address the issue: developing a manual to standardize the due process hearings and make them more efficient, providing ongoing training for hearing officers, and using data from the hearings in its professional development for special education teachers. Other testimony came from NMPSIA and Tularosa Municipal Schools, both of whom suggested that the committee consider mandating coverage, noting that the necessary appropriation amount would depend on the level of coverage.

## **EDUCATIONAL TECHNOLOGY**

### **SEVENTH-GRADE LAPTOP INITIATIVE: LFC REVIEW**

Like a number of other states, New Mexico has been providing laptop computers to public school students in 7<sup>th</sup> grade. The New Mexico Laptop Learning Initiative (NMLLI) began in October 2003 in six exploration schools serving 717 students and 80 teachers in 7<sup>th</sup> grade, with the goal of providing computers to every seventh-grader in the state. The project began with an initial capital outlay appropriation of \$1.7 million from the 2003 Legislature, followed by an additional \$7.0 million in capital outlay over the next three years, in addition to several local appropriations. Since the first distribution, the program has been expanded through a competitive application process to provide nearly 5,000 laptops altogether to students and teachers at 29 school sites throughout New Mexico.

Early in 2006, staff of the Legislative Finance Committee (LFC) conducted a “limited scope review” of the NMLLI. Among its findings, LFC reported that PED did not have the evidence on hand to support its claims that the NMLLI was enhancing student achievement and that it was not tracking or documenting positive outcomes of student achievement attributable to the initiative. The LFC review also acknowledged certain factors that had impeded evaluation: (1) the restrictive language of the capital outlay appropriations that have funded the NMLLI; (2) lack of a common student identifier and data system that can track student performance from year to year; and (3) untimely delivery of laptops to students due to procurement delays. Finally, although it did cite two instances of promising implementation, the review also questioned whether teachers in general had received sufficient training in the use of laptops for instructional purposes.

The Secretary of Public Education testified that laptops can help motivate students to become more engaged in learning and that children who have continual access to technology are more apt to remain in school and are more prepared for postsecondary education than those children who do not. Other PED testimony noted that the “one-to-one” feature of one laptop per student allows learning to continue both in and out of school and cited data collected by some school districts that suggest improvements in student achievement.

Other testimony came from two of the districts participating in the program – Wagon Mound Public Schools and Las Cruces Public Schools. In each case, the districts found positive results overall – Wagon Mound Public Schools in particular because of thorough training and other preparation to incorporate the laptops into the curriculum. Although Las Cruces Public Schools encountered some difficulties in the movement of students from middle school to high school and in students’ access of inappropriate material, overall results seemed positive.

## **DISTANCE LEARNING INITIATIVES**

Opportunities for distance learning (also known as cyber learning, e-learning, or virtual schools) have increased dramatically during recent years. As early as school year 2002-2003, approximately one-third of school districts nationwide had students enrolled in distance education courses; and, by July 2005, 21 states had statewide online learning programs, with cyber schools or district-level programs in operation in almost every state. Among their advantages, distance learning programs are not limited by the geographic boundaries or daily schedules of regular schools; and they can cater to unique learning styles, offer multiple curriculum choices, and provide links between students and teachers with special expertise who live far away. Among their challenges, these programs rely heavily on self-motivated students and, because they have the capacity to enroll students beyond a district’s borders, they introduce new governance and fiscal issues.

Testimony from HED included a discussion of the framework for an e-learning solution proposed by HED and PED, and the need for collaboration, rather than competition, between school districts and institutions of higher education. Partnerships for e-learning among public education, higher education, and workforce development are also necessary, this testimony continued, as is a common e-learning infrastructure capable of supporting live two-way video conferencing via the Internet.

Initial testimony from PED explained how a statewide network for distance learning could benefit all schools through enhanced curriculum opportunities for students, including postsecondary credit, and professional development for teachers without the cost of time or travel. The PED further testified that this e-learning network could begin operating on a limited basis in fall 2007.

Subsequent testimony from PED presented the possibilities for distance learning within the context of a Governor’s initiative called Innovative Digital Education and Learning in New Mexico (IDEAL-NM), which is the result of a collaboration among HED, PED, the New Mexico Learning Network, the Council on Technology in Education, the Office of the Chief Information Officer for Information Technology, public schools, institutions of higher education, and other state entities. The goal of IDEAL-NM is “to create a sustainable, statewide eLearning support program that will allow public education, higher education, and state government agencies to better serve the needs of all New Mexico learners,” regardless of where they live. The first initiative of the program will be the New Mexico Cyber Academy, a statewide program that, together with the New Mexico Learning Network Clearinghouse, will coordinate the delivery of e-learning courses taught either by district teachers or e-learning teachers on contract with the academy.

This testimony also addressed another challenge posed by distance learning: the need to regulate such matters as the *Compulsory School Attendance Law*, staffing and professional development, connectivity, alignment of curriculum with state standards, development of consistent terminology, and a consistent way to count students for funding purposes. To address these issues, PED revised a draft rule in response to input from the LESC and suggested the need for legislation to regulate other distance learning issues, in particular the definition and funding of a distance learning student, as well as the requirements for completion of a distance learning course. The PED and HED also requested an appropriation of \$10.8 million to begin implementation of IDEAL-NM in school year 2007-2008 for use by all school districts.

Other testimony on this topic came from representatives of the Cyber Academy at Rio Rancho Public Schools, a distance learning program that serves several types of students, including those seeking rapid advancement, remedial students, and students unable to attend traditional schools for disciplinary or medical reasons; and from regional education cooperatives (RECs) 8 and 9, highlighting a proposal for a distance learning network being developed by the RECs, their member school districts, Alamogordo Public Schools, and five institutions of higher education. In addition, staff testimony noted that Raton Public Schools is offering distance learning and that a charter school in Deming Public Schools is developing a program.

## **INFRASTRUCTURE DEFICIENCIES AND REPLACEMENT OF EQUIPMENT**

Legislation enacted in 2005 amended the *Technology for Education Act* to develop a standards-based process for educational technology needs based on the standards-based capital outlay model in the *Public School Capital Outlay Act*. The legislation required PED, in collaboration with the Council on Technology in Education (CTE), to identify educational technology deficiencies in public schools statewide and to develop a methodology for prioritizing and funding deficiencies from the Educational Technology Deficiency Correction Fund when money becomes available.

Testimony from the CTE reported that, based on a survey requesting school districts to self-report their costs in meeting the minimum educational technology adequacy standards, PED and CTE had developed a state network infrastructure cost projection of approximately \$94.3 million and an annual computer and network equipment replacement cost of \$24.2 million. The methodology used to prioritize projects, this testimony continued, would compare school districts against technology adequacy standards, counting the number of rooms that did not meet the minimum standard. The goal of CTE was to bring all schools up to minimum standards.

Finally, CTE testified that, considering federal E-rate awards to several school districts, the proposed 2006 five-year strategy will cost \$51.2 million in each of the first three years, which will include wiring one-third of schools per year, plus the annual \$24.2 million computer refresh cost (replacement of obsolete equipment). Upon the completion of the infrastructure improvements after three years, the remaining computer refresh cost would amount to \$24.2 million annually for the final two years of the project.

### *Recommendations of the LESC:*

- ***Statewide Cyber Academy:*** *Introduce legislation to create the Statewide Cyber Academy to function as a collaborative program among PED, HED, the Council for Higher Education Computing Services, and the New Mexico Learning Network to provide PED-approved courses for grades 6 through 12 and professional development for teachers, instructional support providers, and school administrators; and make appropriations as follows:*
  - *to HED from the Computer Systems Enhancement Fund for infrastructure for a sustainable statewide support system for distance learning in New Mexico;*
  - *to HED for program costs associated with the Statewide Cyber Academy, including program administration, information technology services, and maintenance costs;*
  - *to PED for program costs associated with the Statewide Cyber Academy, including program administration, professional development, curriculum development, and operating costs;*
  - *to PED for allocation to RECs 3, 8, and 9 for a distance learning network to exchange courses and teaching services among their member school districts;*
  - *to PED for allocation to Rio Rancho Public Schools for the Rio Rancho Cyber Academy for operations and expansion of course offerings; and*
  - *to PED to distribute to school districts to support distance learning.*
- ***Educational Technology Deficiencies:*** *Pending recommendations of the Public School Capital Outlay Oversight Task Force (PSCOOTF), appropriate funds:*
  - *to PED for scheduled replacement of functionally obsolete school computers and network hardware in accordance with the state technology plan. To receive these funds, districts must have a PED-approved educational technology plan in place and must provide a match using the same criteria used for Public School Capital Outlay Council (PSCOC) grant awards; and*
  - *to the Educational Technology Deficiencies Correction Fund to correct deficiencies in the education technology infrastructure and make allocations according to the Technology for Education Act based on priorities established by PED to raise all schools to the minimum educational technology adequacy standards developed by PED and the Council on Technology in Education; and amend current statute to require that, for funding in FY 09 and subsequent fiscal years, the initial self-assessment by the school district must be verified by an independent third party in consultation with the PSCOC.*

## **PUBLIC SCHOOL CAPITAL OUTLAY**

### **PUBLIC SCHOOL CAPITAL OUTLAY: ANNUAL REPORT**

The Public School Capital Outlay Council (PSCOC) testified that the FY 07 grant awards for public school capital outlay included more than \$112.6 million in standards-based awards, approximately \$16.7 million in roof awards, and over \$5.2 million in lease payment assistance for classroom facilities for charter schools and school districts. Among other points, this testimony also emphasized the importance of completing projects on time so that “construction inflation” does not increase their cost; noted that 87 of the state’s 89 school districts currently have a preventive maintenance plan in place; and reported that 69 districts have received training to implement the Facility Information Management System, which provides school districts with

web-based software to execute their facility maintenance and utility management programs more effectively. The PSCOC testimony concluded with some of the challenges facing the council: identifying those data elements in the New Mexico Condition Index database that result in volatility in the ranking of school facilities in terms of relative need; working with school districts to accelerate project delivery; integrating charter schools into public buildings and into school district master plans; and reviewing and updating the state's adequacy standards.

## **PSCOOTF ANNUAL REPORT AND RECOMMENDATIONS/CHARTER SCHOOL FACILITIES AND TRANSPORTATION**

The 2005 Legislature amended the *Public School Capital Outlay Act* to establish the Public School Capital Outlay Oversight Task Force (PSCOOTF) as a permanent oversight task force to continue to build upon the progress made by similar task forces during previous years. The duties of the PSCOOTF are to monitor the overall progress of bringing all public schools up to the statewide adequacy standards; to monitor the progress and effectiveness of the public school capital outlay program; to monitor the existing permanent revenue streams to ensure that they continue to provide adequate funding; and to oversee the work of the Public School Capital Outlay Council (PSCOC) and the Public School Facilities Authority (PSFA). In addition, the PSCOOTF was required to appoint an advisory committee to study the feasibility of implementing a long-range planning process to facilitate interaction between charter schools and their respective school districts on issues relating to facility needs.

Also on the subject of charter schools, the only section of the 2006 charter school legislation to go into effect in 2006 (see "Implementation of PED's Charter Schools Division," p. 53) was a temporary provision that required the PSCOOTF, in consultation with the PSCOC, PED, and the PSFA, to study the provisions in statute governing the funding of charter school capital outlay facilities, transportation costs, and other capital outlay issues concerning charter schools and to report to the LESC, the LFC, and the Governor by November 1, 2006. In early fall 2006, the PSCOOTF formed a charter schools subcommittee to conduct the study required by the charter school legislation. Through a series of three meetings during the 2006 interim, the subcommittee heard testimony from a wide variety of presenters, discussed numerous aspects of the capital and transportation needs of charter schools, and reviewed a number of bill drafts.

Testimony from the PSCOOTF during the January 2007 LESC meeting reviewed the major provisions of six bills that the task force had endorsed. Among the provisions of these measures in general, the task force recommended:

- extending the deadlines to complete three remaining deficiency projects;
- amending the *Public School Capital Outlay Act* to allow funding above adequacy standards under certain conditions;
- allowing an increase in the per-MEM lease payment amount to adjust for inflation and to allow lease space for direct school administration to count for reimbursement;

- appropriating \$27.0 million to correct deficiencies in educational technology infrastructure, \$24.0 million to replace functionally obsolete school computers and network hardware, \$8.0 million to purchase portables to loan to school districts as needed, and \$13.3 million for repairs to the New Mexico School for the Deaf and the New Mexico School for the Blind and Visually Impaired;
- providing that special appropriations for capital projects of state-chartered schools not count as offsets against the school district;
- requiring local school boards to consider the needs of charter schools before proposing resolutions for General Obligation Bonds;
- allowing an additional mill through the *Public School Capital Outlay Improvements Act* (SB 9), with the stipulation that the additional revenue go directly to schools, including charter schools;
- allowing school districts and charter schools to enter into lease agreements in which the charter school makes lease payments to the district;
- providing that the facilities of closed state-chartered schools revert to the school district in which the school is located, under certain conditions; and
- authorizing the issuance of charter school bonds through the New Mexico Finance Authority, providing that the state-supplied local match for state-chartered schools equal that of the district in which the charter school is located, and creating a fund to benefit state-chartered schools throughout New Mexico.

With the bills themselves still being drafted, the committee did not endorse any particular piece of legislation; however, the committee did express its support of the work of the PSCOOTF.

*Recommendation of the LESC:*

- *Support the work of the Public School Capital Outlay Oversight Task Force.*

## **SCHOOL PROGRAMS AND STUDENT SERVICES**

### **HIGH SCHOOL FOR THE ARTS**

During the 2006 legislative session, identical bills to enact the *New Mexico School for the Arts Act* were introduced in the House and the Senate to establish a residential public high school for the arts in Santa Fe. After neither of these bills passed, the Legislature introduced two other identical measures to fund a feasibility study of the creation of a publicly funded statewide residential high school for the arts. Again, neither measure passed; however, the Chair of the House Education Committee suggested that the LESC examine this issue during the 2006 interim.

Initial testimony came from a variety of sources, including the National Dance Institute (NDI), which explained that the idea of establishing a statewide school for the arts in New Mexico originated with a number of parents whose children currently attend NDI. Part of the rationale, according to this testimony, was that a school for the arts would not only provide artistically talented students with an opportunity to pursue an arts career but also serve as a vehicle to promote economic development in the state. Seeing the interest in and support for the concept, the Chair of the LESC, with the consensus of the committee, appointed an 18-member subcommittee to study the feasibility of creating a statewide, residential high school for the arts, as well as to examine issues such as admissions criteria, the cost of establishing the school, funding sources, and governance.

Through a series of meetings held in conjunction with the LESC meetings, this subcommittee examined the various aspects of a public high school for the arts; and then, at the December LESC meeting, the subcommittee presented its recommendations. Fundamentally, the subcommittee recommended that the New Mexico School for the Arts be established as a state-chartered statewide, residential charter high school to serve the needs of New Mexico students who have demonstrated artistic abilities and potential. Among the more particular points, the subcommittee recommended that the New Mexico School for the Arts:

- provide its students with intensive pre-professional and professional instruction in the performing and visual arts combined with a strong academic program leading to a high school diploma;
- offer a rounded arts program that includes concentrations in the visual arts, music, theater, film, and dance; and
- conduct outreach programs so that students, parents, and teachers throughout the state are made aware of the nature and purpose of the school and of the opportunities that the school provides.

The subcommittee also recommended that funds be appropriated to support planning and outreach activities during the year prior to the opening of the school, which is scheduled for school year 2008-2009.

Finally, a recent opinion of the Attorney General, supplemented by a subsequent advisory letter, has resolved one of the fundamental questions surrounding the proposal for a statewide residential high school for the arts that applies admissions criteria: whether it would be constitutional. In response to a request from the sponsor of the 2006 legislation, the Attorney General concluded in late December 2006 that the Legislature has the authority to create such a school without amending the state constitution; and an advisory letter issued in late January 2007 concurred.

## **THE INDIAN EDUCATION ACT AND OTHER INDIAN EDUCATION ISSUES**

In 2003 the LESC sponsored legislation that enacted the *Indian Education Act* (IEA) to address the unique cultural and educational needs of Native American students statewide, who constitute approximately 11 percent of New Mexico public school enrollment. Among its provisions, the act created the non-reverting Indian Education Fund to be administered by PED to make awards to implement its provisions. Since the inception of the act, the LESC has heard presentations from PED on the department's progress in implementing the act and using the appropriations to ensure that Native American children are benefiting from the act.



During the 2006 interim, PED's Indian Education Division (IED) provided a status report addressing a number of aspects of Indian education, often in reference to the 23 school districts with a high proportion of Native American student enrollment. The status report included data about student proficiency levels in reading, math, and science compared to other ethnic groups; the dropout rate; the adequate yearly progress status of schools in those 23 districts; Impact Aid funding; and memoranda of agreement to ensure that PED partners with tribes to increase tribal involvement and control over schools located in tribal communities.

The next step, according to IED testimony, is the development of a five-year strategic plan that implements initiatives from the status report, that addresses equal opportunities and services to close the achievement gap, and that implements other IEA initiatives and interventions, which include collaboration among PED, school districts, tribal departments of education, institutions of higher education, and the Bureau of Indian Affairs.

Additional testimony came from the New Mexico Indian Education Advisory Council, which had been created by the IEA. This testimony outlined the plans and activities of the council for school year 2006-2007, presented a draft of the Values and Beliefs Statement, and summarized the goals of the council's 2006 action plan, among them to increase communication and collaboration among stakeholders; to identify, monitor, and reduce the achievement gap; and to focus on integration and alignment of state, federal, and tribal programs at school sites. Also according to this testimony, the advisory council is conducting research into the possibility of having Navajo English language learner students begin their instruction in the home language, using a language immersion model like the one used with success at Rock Point Community School in Arizona.

Finally, at the request of the Secretary of Public Education, the Legislative Council established a subcommittee comprising members of the Indian Affairs Committee, the LFC, and the LESC to consider legislation to streamline the act.

## **RURAL EDUCATION REVITALIZATION**

During the 2005 interim, the LESC heard testimony regarding the definition of the term "rural" as it applies to school districts in New Mexico and as it is used in qualifying for federal funds for rural schools primarily through the Small Rural School Achievement (SRSA) Program component of the Rural Education Achievement Program. This testimony led to the committee's endorsement of a joint memorial in the 2006 session regarding definitions and eligibility for federal assistance. Although this memorial failed, PED adopted a rule during the 2006 interim that includes a definition of "rural local education agency" that corresponds with the federal definition used to determine eligibility for awards under the SRSA.

Testimony from PED during the 2006 interim addressed the issue of definition but focused mostly upon a related program, PED's New Mexico Rural Revitalization Initiative (NMRRI). The Assistant Secretary for Rural Education testified that the vision of the Rural Education Bureau is to have vibrant, productive rural school districts and communities. The NMRRI is part of that vision in that it fosters partnerships between rural schools and their communities focused on academic and economic improvement. This testimony also detailed some of the activities of the six school districts involved in the NMRRI during school year 2005-2006 and noted that seven more districts will be included in the NMRRI for school year 2006-2007.

Additional testimony came from Tatum Municipal Schools, one of the original six districts participating in the NMRRI. This testimony included a short film entitled *Saddles to Satellites*, which documented the importance of Tatum's rural revitalization activities to the overall economic and social health of the community.

Still other testimony came from two of the partners in the NMRRI: the Center for Relational Learning, which had arranged for staff members from PED and district personnel to visit South Australia to see first-hand examples of holistic community development in that country; and Microsoft Corporation's Partners in Learning (PiL) initiative, which plans to provide investment funding to support a broad and diverse set of long-term strategic models that can serve as blueprints for other educators or schools across the United States.

## **REGIONAL EDUCATION COOPERATIVES**

Regional education cooperatives (RECs) provide fiscal administration, technical assistance, and direct services to participating member school districts and state-operated schools. To support their activities, the RECs manage the flow-through funds from the federal IDEA for their member districts and allocate some of those funds to operate their offices. According to PED, \$1.0 million in federal IDEA-Part B funds is set aside annually to be allocated equally among the nine RECs for infrastructure costs. In addition, the 2006 Legislature provided \$750,000 in a special nonrecurring appropriation to PED to provide temporary cash flow assistance for REC operations to address funding shortfalls due in part to federal reimbursement cycles. Yet, at the time of the testimony, none of the appropriation had been expended. In their testimony, the RECs requested an appropriation of \$2.7 million from the General Fund to establish a permanent operational base to sustain the RECs' current infrastructure on a yearly basis.

In testimony during the January 2007 meeting, LFC staff confirmed the cash flow problems resulting from the federal reimbursement cycles but recommended against an appropriation of \$2.7 million to become part of the base funding. Instead, the LFC recommended doubling the \$750,000 appropriation and placing the money in a revolving nonreverting fund for PED to administer to alleviate the cash flow problems that some RECs encounter at the beginning of the year. Other information or recommendations may follow, this testimony concluded, as the LFC audit proceeds.

## **THE GENDER GAP IN EDUCATION**

The Education Commission of the States (ECS) reports that the recent use of assessment data to gauge student achievement is drawing increasing attention to significant academic performance gaps based on student gender, gaps at both the national and state levels from elementary school onward. According to national data from a variety of sources, male students tend to be less proficient than females in reading and writing, creating proficiency gaps that widen when gender is combined with race and economic status. Likewise, New Mexico data show that male students tend to be less proficient in reading and writing than females and that, although males do tend to outperform females in math, they do so by smaller margins. Also like male students elsewhere, male students in New Mexico are less likely than females to graduate from high school, and they have earned a declining share of academic credentials awarded by public institutions of higher education in the state. Although the reasons for these achievement gaps between male and female students are subject to debate, scientific research has identified a number of differences in neurological and cognitive development based on gender that may contribute to gaps in student achievement.

One school that has been addressing this issue is Douglass Elementary School, Boulder Valley School District, Colorado. During the 2006 interim, the school principal testified about the practices the school has instituted to make learning more appealing to the boys while at the same time keeping the interest of the girls, among them a greater use of manipulatives and task-oriented discussion, bringing more male role models into the classroom, and offering some single-sex groupings to work on assignments in classrooms. These practices have effected significant student gains across the board, particularly with boys and with special education students, the majority of whom are boys.

Other testimony on this issue came from an interest group called the Boys Initiative and from the *Santa Fe Boys Newsletter*. Among other recommendations, these parties proposed requiring that all PED data currently posted on the department's website be disaggregated by gender and providing increased funding for the program initiated by the Legislature and the Governor to ensure that every school (or certain number of students) has a physical education teacher.

### **THE FAMILY AND YOUTH RESOURCE ACT AND OTHER SUPPORT AND PARENTAL INVOLVEMENT PROGRAMS**

The Legislature has funded three statewide initiatives to strengthen the ties among parents, the community, and the public schools to help students succeed in school: the *Family and Youth Resource Act* (FYRA), **Engaging Latino Communities for Education** (ENLACE) programs, and a new package of PED initiatives. Since enacting the FYRA in 2003, the Legislature has made three appropriations to PED for the Family and Youth Resource Fund, which the act created, to establish FYRA sites at numerous public schools throughout the state. For FY 06 and FY 07, the Legislature has made two appropriations to HED to distribute to a number of postsecondary institutions to support ENLACE, which is an initiative of the W. K. Kellogg Foundation to increase higher education attainment of Latino students. For FY 07, the Legislature appropriated \$750,000 to PED for parental involvement programs and a domestic violence curriculum.

Testimony from PED described the program requirements of the FYRA and highlighted some of the findings of the evaluation for school year 2005-2006, conducted by the University of New Mexico Center for Health Promotion and Disease Prevention. This testimony also noted that the FYRA sites tend to refer clients – who are primarily students – to school-based resources first, more often than to community-based agencies, possibly because the issues faced by the students are predominantly educational. In addition, many of these sites are providing a great deal of direct educational support to students and adults through tutoring, mentoring, or group support activities.

Other testimony from PED described the statewide parental involvement campaign that the Rural Education Division has been conducting with the legislative appropriation. Among its components are a contract for professional development services to a number of school districts; a booklet for parents, in English and Spanish, titled *Is Your Child Coming to School Ready to Learn?*; a year-long media campaign; and a parental involvement DVD to be used in training sessions or at individual schools.

Finally, testimony from ENLACE, which included a video of students who recently visited graduate schools in New York City, described the program as a grassroots initiative dedicated to empowering marginalized Hispanic/Latino and other communities of color through a comprehensive P-20 educational pipeline (see “The New Mexico Education Pipeline,” p. 30). Also testifying to the benefits of the initiative were several parents of students involved in ENLACE.

## **TEACHERS AND SCHOOL-AGE CHILDREN IN OTHER STATE AGENCIES**

Since 2004, the Legislature has included funding in the compensation section of the *General Appropriation Act* to provide teachers employed by four agencies – CYFD, the Department of Health, the Corrections Department, and the Commission for the Blind – with the same salary increases provided for public school teachers. In 2006, the Legislature included additional language in the *General Appropriation Act* to provide dollars for statutory minimum salaries for Level 3-A teachers in FY 07, in addition to an appropriation of \$12,500 to HED for the New Mexico School for the Deaf (NMSD) for Level 3-A minimum salaries in FY 07. Not included in these appropriations for salary increases and three-tier minimum salaries, however, are two state-supported residential schools that do not fit the definition of a state agency in the *School Personnel Act* and that are not included in the state accountability plan adopted by PED: the New Mexico School for the Blind and Visually Impaired (NMSBVI) and Mimbres School-Children’s Psychiatric Center (Mimbres).

For the presentation during the 2006 interim, CYFD was selected to represent the four funded agencies noted above. The testimony from CYFD described the population served through the Juvenile Justice Services as students with low skills and high risk, most of whom have special needs and most of whom are Hispanic. This testimony also described the educational approach used with this population as intensive, prescriptive programming for remediation, focused completely on academics – reading, math, and writing in particular.

Additional testimony from the Superintendent of the NMSD highlighted the difficulty, given its population and the sorts of assessments that must be administered, of that school’s ever making adequate yearly progress (AYP) and explained that the appropriation of \$12,500 had fallen short of the \$55,000 that the school needed and had requested to provide minimum salaries for Level 3-A teachers at the NMSD.

Finally, in response to committee questions, PED testified that New Mexico would probably be penalized if the state established its own assessment standards to assist hearing impaired children for AYP purposes; and staff from the LFC testified that supplemental funds could be requested to provide the NMSD, Mimbres, and NMSBVI with required funding if an oversight had occurred in the appropriation process.

## **IMPLEMENTATION OF PED’S CHARTER SCHOOLS DIVISION**

Legislation enacted in 2006 made numerous changes in several sections of state law to implement new provisions for the authorization, oversight, and operation of charter schools in New Mexico, effective July 1, 2007. Many of the amendments were to the *1999 Charter Schools Act*, which the 2006 legislation renamed as simply the *Charter Schools Act*. Perhaps the central change to current statute is that the *Charter Schools Act* grants chartering authority to the

Public Education Commission (PEC) in addition to local school boards. As a result, different provisions apply to charter schools depending upon their choice of authorizer. For example, a state-chartered school must qualify to be its own board of finance, whereas a locally chartered school remains fiscally connected to the local school board. Another significant change was the amendment to the *Public Education Department Act* to add the Charter Schools Division to the list of divisions within PED. Corresponding amendments to the *Charter Schools Act* specify certain duties of this new division; and the 2006 Legislature also appropriated \$500,000 to PED “for a charter school authority.”

To implement the Charter Schools Division, the Secretary of Public Education appointed an assistant secretary for charter schools, who, together with the Chair of the PEC and other PED personnel, testified during the 2006 interim about the department’s implementation of the act. This testimony included discussions of workshops and other activities conducted during the interim and an account of the development of an application process and timeline for state-chartered schools, together with a framework for providing technical assistance to charter schools in general. The testimony also addressed the federal funds available to charter schools, the cross-divisional support of charter schools within the department, and the additional responsibilities assigned to the Charter Schools Division. The new Assistant Secretary noted that, of the 10 charter schools scheduled for renewal in school year 2007-2008, six have expressed an interest in renewing under the PEC and that at least four new charter applicants may apply to the PEC.

Finally, among other points in the testimony, both PED and PEC assured the committee of their intention to authorize only high-quality charter schools and to revoke charters when academic or fiscal circumstances warrant. The one significant amendment that the department will propose affecting charter schools, PED further testified, was a provision in the *Assessment and Accountability Act* to allow a school in Restructuring 2 (see “Framework for Schools in Need of Improvement,” p. 32) to reopen as a charter school.

***Recommendations of the LESC:***

- ***High School for the Arts:*** Amend statute to authorize the creation of a state-chartered, statewide, charter residential high school for the arts to provide intensive pre-professional and professional training for students with demonstrated artistic abilities and potential; and appropriate funds to support planning and outreach activities in FY 07 and FY 08 prior to the opening of the school.
- ***Indian Education:*** Support legislation endorsed by the Indian Affairs Committee to:
  - amend the Indian Education Act to strengthen its provisions;
  - appropriate funds for a Native American youth-led peer-to-peer suicide prevention program;
  - support legislation endorsed by the Indian Affairs Committee appropriating funds to the Department of Health in coordination with the University of New Mexico health sciences center to provide increased hours of service by and culturally appropriate training for mental health care providers in school-based health centers at schools with a high proportion of Native American students; and
  - support the concept to create the American Indian Postsecondary Education Division within HED to provide for the appointment of a director, to prescribe the duties of the division, to create the American Indian Postsecondary Education Fund, and to make appropriations to HED for operations and to the fund.

- **Parenting and School Readiness:** *Appropriate funds for a parent involvement and school readiness pilot program for families of children birth to age three to teach parents to be full partners in their children's education.*
- **Salaries of Teachers in Other State Agencies:** *Include language in the compensation section of the General Appropriation Act to provide certified teachers employed by certain state agencies with the same salary increase and Level 3-A minimum salaries as public school teachers in FY 08.*
- **Charter Schools:** *Amend the Charter Schools Act to align the provisions on nepotism and the hiring and firing of employees with those provisions applicable to regular public schools and school districts.*
- **Dual Credit:** *Introduce legislation to define "dual credit" and to establish a uniform method of funding dual credit courses to provide high school students an opportunity to earn college credit prior to high school graduation.*
- **Elementary Physical Education:** *Require that all students in grades K-6 in elementary schools receive physical education each week, to be phased in over a four-year period.*
- **ENLACE:** *Appropriate funds to the UNM Board of Regents, the NMSU Board of Regents, and HED (for Santa Fe Community College) for FY 08 to support ENLACE to increase minority participation in higher education.*
- **Journeys in Film:** *Appropriate funds to contract for a program to develop and implement an interdisciplinary global education program focused on 21<sup>st</sup> Century skills and knowledge for middle school students statewide.*
- **School Bus Safety:** *Appropriate funds to PED for FY 08:*
  - *to provide security cameras on up to 3,000 school buses statewide; and*
  - *to provide global positioning systems on up to 3,000 school buses statewide.*

## **ADDITIONAL PRESENTATIONS AND REPORTS**

In addition to the presentations summarized elsewhere in this report, the LESC heard testimony about public school budgets for FY 07, the Allied Health & Childhood Development Centers at Santa Fe Community College, New Mexico Arts, the Children's Cabinet, programs at Santa Fe Indian School, the success of Native American students at San Juan College, the State Action for Educational Leadership Project, the Early Childhood Action Network, and a parenting program called Avance. The committee also received the following written reports: *Class Load Reports; Medicaid in the Schools; Elevate Standing of Indian Education Division, HM 3 (2005); Faculty/Staff Compensation Study: HED Report; Lottery Success Scholarship Program: HED Report; Supplemental Educational Services; Federal Funding for New Mexico Public Schools; HED Recommendations of the Data Sharing Task Force; and LFC Report on Review of Teacher Preparation Program Funding and Performance.*

## APPENDIX A



# State of New Mexico

Office of the Governor

Bill Richardson

*Governor*

September 28, 2006

Mr. Michael Cohen, President  
Achieve, Inc.  
1775 Eye St NW, Ste 410  
Washington, D.C. 20006

Dear Mr. Cohen:

Thank you for inviting New Mexico to join 25 other states to collaborate with the National Governors Association and business leaders to better prepare our students for success in college and careers. It will be very helpful to work with other states and national experts to address some of the most pressing educational policy issues in New Mexico.

I am particularly interested in working with you to use best practices from across the country and around the world as benchmarks for:

- **Ensuring that New Mexico tests and teaching are aligned to the standards, that the questions on the tests are high quality and that proficiency levels are appropriate.**  
In 2003, legislation was enacted to require that high school curricula and end-of-course tests be aligned with the placement tests administered by two- and four-year public postsecondary institutions in New Mexico. I am committed to work with the New Mexico Legislature on redesigning our high schools and to align high school standards and assessment with the demands of postsecondary work.
- **Examining our graduation requirements to ensure that students leave high school with the skills and knowledge colleges and employers require.**  
In April 2006, Secretaries Garcia and McClure released a report titled, *Ready for College: A Report on New Mexico High School Graduates Who Need Remedial Classes in High Education*. The report states that almost half (49%) of New Mexico public high school graduates took college remedial courses to bolster math and reading skills. The data provide a baseline for measuring the results of education reform efforts in the future. Key findings from the report especially highlight the need for more math courses in high school and more professional development for high school math teachers.
- **Making sure grade-level standards focus on essential content that steadily increases in intellectual demand.**  
In 2003, New Mexico implemented a standards-based criterion-referenced assessment in grades 3 through 9 that measures increasing demands for achievement by grade level.

- **Building capacity in math to improve student performance in this core subject.** In 2006, I signed legislation for summer institutes in reading and math and to establish a Math and Science Bureau in the Public Education Department.
- **Developing strong results-oriented accountability systems for both high schools and state post-secondary institutions.** In 2003 and 2006, I worked with New Mexicans and the Legislature to change the State Constitution and State Statute to establish the Public Education Department and then the Higher Education Department as a way of increasing accountability for a PreK-20 education system in New Mexico.
- **Accessing ongoing support and technical assistance to keep improving our education system.**

We look forward to working closely with Achieve and other states in the ADP Network. If you have any questions, please contact my Education Policy Advisor, Dr. Kurt A. Steinhaus at 505-476-2224. I am confident that working with you and your staff will give us valuable guidance on systems alignment and help assure that graduates are prepared to succeed in work and society.

Sincerely,



Bill Richardson  
Governor of New Mexico

BR/mw

Cc: Dr. Beverlee McClure, Cabinet Secretary for Higher Education  
 Dr. Veronica Garcia, Cabinet Secretary for Public Education  
 Senator Cynthia Nava, Chair of the Legislative Education Study Committee  
 Representative Rick Miera, Vice-Chair of the Legislative Education Study Committee  
 Dr. Pauline Rindone, Director of the Legislative Education Study Committee  
 Dr. Peter Winograd, Director of the Office of Education Accountability  
 Mr. Larry Langley, President/CEO of the New Mexico Business Round Table



## APPENDIX B

### CONSOLIDATED INPUT AND RECOMMENDATIONS OF THE COLLEGE/WORKPLACE READINESS AND HIGH SCHOOL REDESIGN WORK GROUP

#### Consolidated Input from the September 14, 2006 Discussions

During its September 2006 meeting, the Legislative Education Study Committee (LESC) heard presentations on a number of issues concerning College/Workplace Readiness and High School Redesign, including the American Diploma Project (ADP), ACT's college and workplace readiness examination for high school students, early college high school initiatives, high school career clusters, and the hospitality and tourism education initiative. Following the presentations, members of the LESG Work Group on College/Workplace Readiness and High School Redesign met in three subgroups to discuss the topics presented to the committee. The following input was derived from the separate discussions of all three subgroups:

**Alignment of End-of-course and Placement Tests:** Current statute requires that high school curricula and end-of-course tests be aligned with the placement tests administered by New Mexico's postsecondary institutions and further requires that the Public Education Department and the Higher Education Department collaborate in order to achieve the mandated alignment. In order to accomplish this task, the work group makes the following recommendations:

- New Mexico's postsecondary institutions use different placement tests; there is a need to establish some consistency with regard to placement instruments and cut scores, with appropriate recognition of mission differentiation.
- Articulation could/should mean that, to succeed in a commonly numbered 100-level course, students need the same level of preparation regardless of institution.
- Early intervention by school personnel is necessary to ensure that students will not require remediation at the postsecondary level.
- Rather than "reinventing the wheel," the state should look into the possibility of using already developed examinations to measure middle school and high school students' academic progress over time. Additionally, the state needs to make sure that competency exams have items that address college placement and workplace readiness.
- All students should have access to dual enrollment opportunities. The biggest barrier is cost; both the public school and the higher education funding formulas should be examined to see how the costs associated with dual enrollment can best be accommodated.
- Distance education ("virtual connections") is one means of allowing high school students in rural locations to access dual credit postsecondary courses, as is providing free transportation to and from a regional postsecondary institution. Another alternative is the Hagerman model, in which high school teachers are granted adjunct status by a postsecondary institution, thus qualifying them to teach college courses on-site at the high school.
- To achieve alignment, most members of the work group agreed that the state should participate in the ADP. In electing to work with Achieve/ADP, members cited the value of holding to a schedule; using a process with demonstrated success; and recognizing business and industry expectations as part of the alignment process.

**Career Clusters:** On August 29, 2006, Governor Richardson held a press conference to announce the issuance of the *Work in New Mexico: New Mexico Career Clusters Guidebook*, which was created by the Governor’s Workforce Coordination and Oversight Committee. The new guidebook is structured around seven New Mexico specific career clusters: Arts and Entertainment; Business Services; Communications and Information; Energy and Environmental Technologies; Engineering, Construction and Manufacturing; Health and Biosciences; and Hospitality and Tourism. The implementation of career pathways has been a major focus of the LESC’s examination of College/Workplace Readiness and High School Redesign. With regard to the implementation of career clusters, the work group makes the following recommendations:

- New Mexico faces two barriers to implementing career pathways: hiring qualified staff and providing adequate facilities. “Chairs” endowed by industry might be one way to attract skilled teachers with industry experience. Other possibilities are having individuals “on loan” from industry to teach for a specific period of time and teaming a professional from industry with a regular classroom teacher.
- Students must start no later than early middle school to identify, explore, refine, and adjust their career goals. Students need help to understand the implications of choices, and they should have relevant curricular options that do not foreclose future opportunities.
- Because the ability of guidance counselors to assist students in choosing an appropriate career pathway may be limited, additional systems and programs are needed including:
  - giving every teacher responsibility for guidance for a few students;
  - implementing the Nebraska system, with career guidance centers available to students and adults where a career inventory can be taken any time;
  - using the computer-based career pathways program such as that at Sandia National Laboratories;
  - replicating the Farmington middle-school career labs, a 12-week course with modules that students rotate through to sample career options; and/or
  - offering internships, job shadowing opportunities, and independent study.
- High schools should become more flexible in order to meet the needs of all students. In order to provide in-depth instruction, it may be necessary for schools to extend the school year and/or the school day; to provide alternative schedules in which a student is in class for a portion of the week and in a work or an apprenticeship setting for the remainder of the week; and/or to make the last year of high school industry-related, allowing students to get a head start in pursuing a career.
- Not every high school needs to offer every career cluster. Smaller communities may wish to concentrate on a few that meet the needs of their geographic areas. Even large communities may wish to use the “magnet” model by having individual high schools specialize in one or two clusters or by having one high school offer all of the clusters for a group of feeder high schools. It may also be possible for local high schools to use state-of-the-art facilities located at a nearby postsecondary institution.

**Funding:** During all of the September work group discussions, the members stressed the need for sufficient funding at both the secondary and postsecondary levels for current and additional staff, facilities, equipment, professional development, and alternative course delivery systems. In particular, representatives from small and rural school districts cited the limited resources available to them to implement career pathways; to provide dual credit and Advanced Placement opportunities for their students; and to access online courses for their students and staff.

## Consolidated Input from the October 12, 2006 Discussions

During its October 2006 meeting, the LESC heard presentations on a number of issues concerning College/Workplace Readiness and High School Redesign, including the preparation of pre-service teachers, accreditation of teacher preparation programs, in-service programs for teachers, teacher mentorship programs, and statewide professional development programs. Following the presentations, the members of the LESC Work Group on College/Workplace Readiness and High School Redesign met in small groups to discuss the topics presented to the committee. The following input was derived from the separate discussions of all three subgroups:

**Teacher Preparation Coursework:** The subgroups made a number of recommendations regarding the content and pedagogy of coursework required of teacher preparation candidates, including consensus on the following:

- Ensure that all programs provide students with a strong understanding of state standards and benchmarks, including both the content knowledge required to deliver instruction and the ability to plan lessons that address standards.
- Ensure that all programs provide students with an understanding of how to develop formative assessments and how to use individual assessment data to drive instruction.
- Ensure that all programs and courses integrate effective instruction in teaching of reading based on current scientific research and that they include opportunities for candidates to practice and prove that they can use research-based reading methods.
- Ensure that faculty in teacher preparation programs understand the calculation of adequate yearly progress (AYP) and its implications.
- Ensure that all programs prepare students to use educational technology effectively for instruction and assessment.
- Ensure that all programs impart to students an understanding of the social and cultural issues facing all New Mexico children, and that teacher candidates learn to communicate a love of learning and enthusiasm for subject matter.
- Consider conducting a statewide study to identify best practices in teacher preparation, and then disseminate the results to improve consistency among programs.

**Colleges of Arts and Sciences:** At least two subgroups stated that colleges of arts and sciences have a role to play in teacher preparation, including the following recommendations:

- Faculty in content disciplines should align their instruction with state standards and benchmarks.
- Faculty in content disciplines should model best teaching practices for teacher preparation candidates.
- Teacher candidates need better preparation in language arts in college.

**Institutions of Higher Education:** The subgroups also had recommendations regarding the responsibilities of institutions of higher education (IHEs) for the effectiveness of teacher preparation, including the following:

- Ensure that teacher preparation programs/colleges of education receive their fair share of higher education funding, including funding for facilities and equipment.
- Raise the salaries of faculty in teacher preparation programs to a more competitive level.
- For accountability purposes, require IHEs to use the uniform student identification number assigned by PED for postsecondary students.

**Field Experiences:** The subgroups agreed that the extent and quality of field experiences offered by teacher preparation programs in partnership with school districts are critical to qualify new teachers, to keep postsecondary faculty current on conditions, issues and practices in the field, and to ensure the connection between research and practice. The subgroups recommended the following:

- Field experiences, including student teaching, should be expanded to occupy a greater role in teacher preparation, starting during the 64-credit undergraduate lower division teacher preparation module.
- Student teaching needs to occupy at least a full semester, if not a full year, and it should include an opportunity to take full responsibility for the classroom with regular, meaningful feedback from a well-trained supervisor or faculty member.
- Professional development schools, or lab schools, offer a good model for faculty and classroom teachers to work in partnership to prepare new teachers.
- Student teaching should reinforce skills such as use of data to drive instruction and use of scientifically based reading methods. Cooperating teachers need to be skilled in these areas and trained to model and reinforce these skills.
- Find ways to encourage more dialogue between public schools and teacher preparation programs.
- One group recommended that students receive a stipend for student teaching.

**Mentoring:** The subgroups agreed that mentoring is the best way to continue professional development of new teachers once they are in their own classrooms. At least two groups recommended that new teachers have a year of internship or residency after completing their coursework, with structured supervision and feedback. Other recommendations included the following:

- Mentoring programs are good opportunities for teacher preparation programs to partner with school districts, including the use of distance learning where appropriate.
- Mentoring requires well-trained supervisors and adequate time and financial resources.
- Because mentoring is part of the job description of Level 3-A teachers, it should not always entail a stipend.
- Mentoring for secondary teachers often requires supervision from a colleague in the same discipline.
- Most new teachers need extensive help with classroom management.
- Consider separate monthly support groups for mentors and for supervisors.

**Ongoing Teacher Professional Development:** All the subgroups agreed strongly that teacher professional development must be delivered in a sustained, structured, ongoing process that continues throughout the careers of teachers at all tiers in the licensure system. The subgroups made the following recommendations:

- Adequate time must be devoted to professional development, during summers and during the school day and year. What is learned in a workshop or training needs to be reinforced in practice.
- Teacher professional development should be differentiated and tied to student achievement.
- Statewide, professional development needs to be more focused to address system-wide priorities (identified to include applying math standards and benchmarks; implementing scientific research-based reading instruction; use of assessments and data to drive instruction; differentiating instruction; and use of technology) where they intersect with the identified needs of individual districts, schools, and teachers.

- Many teachers need continuing professional development in content areas. Such education might be an appropriate requirement for moving from Level 2 to Level 3-A.
- Instructional coaches, like mentors, may need training in adult education.
- Consider again a requirement for continuing education credits for licensure.
- Consider Advanced Placement (AP) training as a way to improve the rigor of all high school courses.

**Other recommendations:**

- Two subgroups emphasized the importance of good leadership in school improvement. Higher education and public education should work together to develop effective ways to attract and train educational leaders.
- School principals need to be more fairly compensated to attract well-qualified leaders.
- Regional Education Cooperatives (RECs) are an important player in providing teacher professional development, and they need adequate funding to be effective.
- To attract mid- and late-career professionals into teaching, teacher preparation programs should develop curricula to train workers with strong content knowledge but little or no experience in delivering it to public school students; and then they should partner with the business sector for recruitment.

**Consolidated Input from the November 14, 2006 Discussions**

During its November 2006 meeting, the LESC heard presentations on a number of issues concerning College/Workplace Readiness and High School Redesign, including high school diploma options, graduation requirements for public schools, a systems-wide approach to redesigning high schools, and factors influencing student success. Following the presentations, members of the LESC Work Group on College/Workplace Readiness and High School Redesign met in three subgroups to discuss the topics presented to the committee. The following input was derived from the separate discussion of all three subgroups.

**Diploma Options and Graduation Requirements:** The main focus of all groups was whether to change the graduation requirements and diploma options for New Mexico high school students to increase the rigor of the high school program to ensure college/workplace readiness. The groups agreed that aligning the current standards with the high school curriculum, specifically math and English, and increasing rigor would increase the knowledge and skills of high school graduates to be college- and workplace-ready. The focus on rigor tended to be in three areas: standards, the teaching of mathematics, and appropriate funding:

- New Mexico should align standards with high school graduation requirements and course content.
- The subgroups made several suggestions regarding math, including that Algebra I be offered no later than 8<sup>th</sup> grade so that students are better prepared to succeed in high school, and that Algebra II, or an equivalent, as well as a fourth year of math, be required of students to earn a high school diploma.
- The groups agreed that all mandates to improve high school graduation requirements or options must be funded appropriately.

**Systems-wide Approach to Redesigning High School:** Discussions on a systems-wide approach to redesigning high schools also led to discussions on the need for collaborations and partnerships and student and teacher support systems if new graduation requirements or options were implemented.

- *Systems-wide approach*
  - Strong, but not unanimous, support was indicated for making the college prep program the default curriculum for high school students since data suggest that workplace preparation and college readiness require the same level of skills.
  - In order to prepare students to succeed in high school and decrease the 9<sup>th</sup> grade dropout rate, the emphasis on increasing rigor should begin with the middle schools and with the development of a better “road to AP.”
  - Summer bridge programs, as a way to prepare middle school students for success in high school, should be offered between 8<sup>th</sup> and 9<sup>th</sup> grade, and be fully funded for all school districts.
  - Facilities need to be developed that meet the increasing needs of the 21<sup>st</sup> Century to accommodate more flexible schedules that respond to new technologies and distance learning.
  - PED should be responsible for the data collection and dissemination of “best practices” in New Mexico schools to improve teaching and learning.
  
- *Collaborations and partnerships*
  - Collaborative regional networks in partnership with PED and the New Mexico Business Roundtable for Educational Excellence (NMBREE), as recommended by the NMBREE, could be more effectively implemented if assigned to the regional education cooperatives (RECs), which are already established. This suggestion would expand the role of the RECs and make more efficient use of a system already in place that would address the need to provide students in rural areas an equitable education.
  
- *Student and teacher support systems*
  - Students should be given earlier assessments; and the 10<sup>th</sup> grade assessment should be eliminated and replaced with a 9<sup>th</sup> grade test so that students can have enough time to address any necessary remediation.
  - Internships and apprenticeships for students in career preparation programs such as career clusters that offer real world applications should be expanded to offer students more opportunities to be workplace-ready.
  - Professional development programs need to be expanded, need to be sequential, and need to be monitored by PED to improve teacher quality and student learning.
  - The current pool for math and science teachers is inadequate, both in terms of the number of individuals available and in terms of the academic backgrounds of those individuals. One way of addressing this problem is to partner with the business sector and the national labs to recruit mid- and late-career professionals into teaching and to develop teacher preparation programs designed specifically for professionals with strong content knowledge but little or no teaching experience.
  - The use of technology – for innovative programs, dual enrollment, more rigorous courses, teacher in-service, partnerships, and career and workplace preparation – should be expanded with appropriate funding.
  - The PED should define distance education and answer questions regarding attendance, cost-sharing, counseling, and extracurricular activities.

- A mechanism for standardizing funding for dual enrollment, the practice of students receiving both high school and college credit for the same course, needs to be studied and implemented so that all students have an equal opportunity to this important resource.
- State mandated mentoring programs for Level 1 teachers should be funded and extended in all districts through year three to help prepare highly qualified teachers.

**Funding:** Committee and work group members all stressed the necessity for appropriate funding if any changes in the high school diploma requirements were to be mandated. Such mandates might require additional funding for staff, facilities, professional development activities, technological needs, alternative course delivery systems, and collaborations or partnerships.

## **PUBLIC SCHOOL SUPPORT DATA**

TABLE 1	History of General Fund Recurring Appropriations for Public Education FY 1996-1997 through FY 2006-2007
FIGURE 1	FY 07 General Fund Appropriations
TABLE 2	Comparison of the Percentage Change in Statewide Average Returning Teacher Salaries 1996-1997 through 2006-2007
TABLE 3	Average Returning Teachers' Salaries, 2005-2006 Estimated Actual to 2006-2007 Budgeted, Ranked by 2006-2007 Salary*
TABLE 4	Comparison of New Mexico Average Teacher Salary to National Education Association Averages in Region and U.S. 1996-1997 through 2006-2007 (projected)
TABLE 5	Comparison of Program Units and Student Membership 1996-1997 through 2006-2007
TABLE 6	Percentage Change in Program Cost, Program Units, Unit Value, and Student Membership 1996-1997 through 2006-2007
TABLE 7	Differences between Projected and Actual Funding Formula Credits <sup>1</sup> 1996-1997 through 2006-2007
TABLE 8	History of the Unit Value 1974-1975 Actual to 2006-2007 Initial
TABLE 9	2006-2007 Preliminary Assessed Valuation Per MEM



**TABLE 1**  
**HISTORY OF GENERAL FUND RECURRING APPROPRIATIONS**  
**FOR PUBLIC EDUCATION**

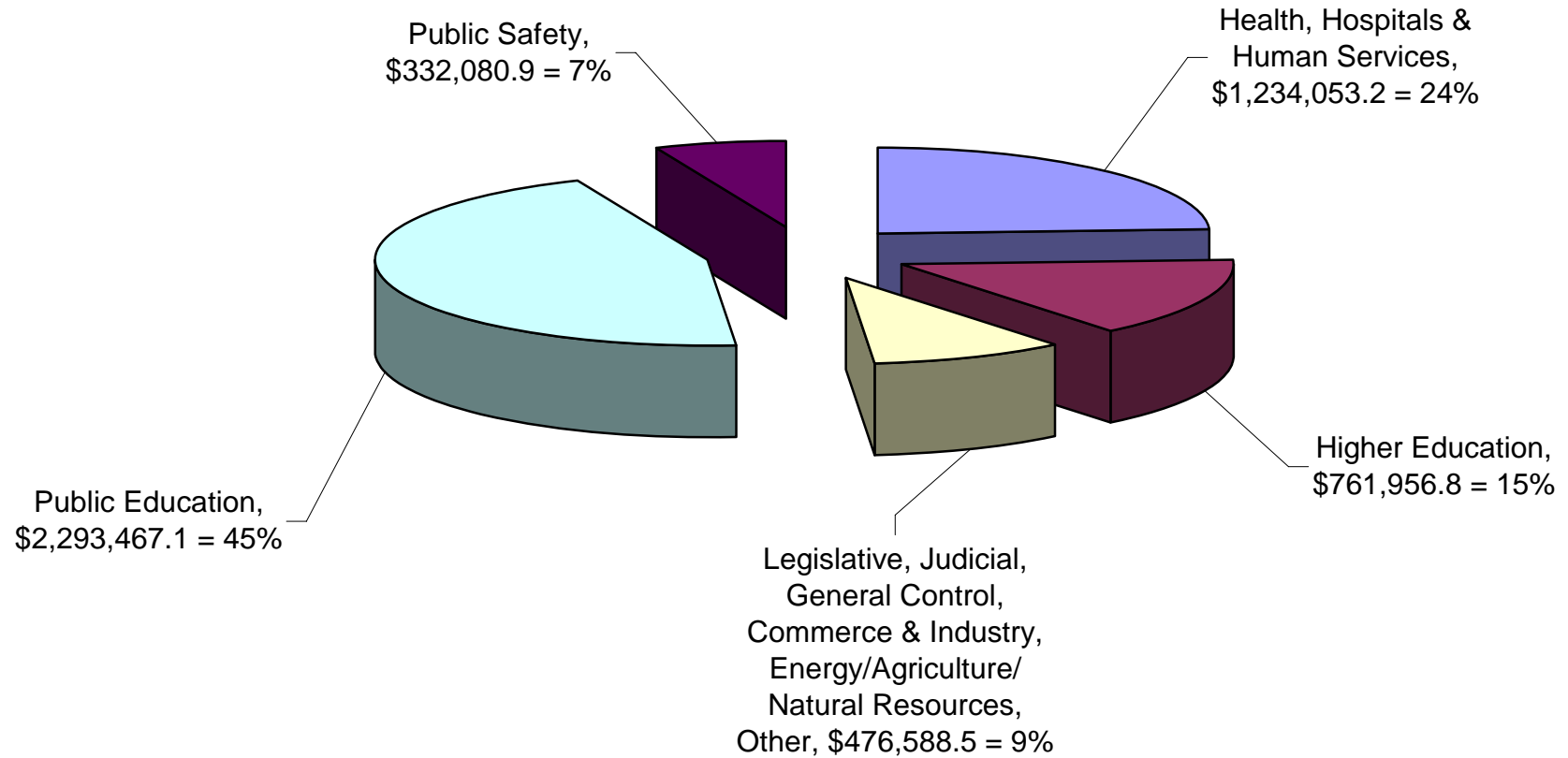
(FY 1996-1997 through FY 2006-2007)

<b>Fiscal Year</b>	<b>Total Appropriation (in thousands)</b>	<b>Public Education* (in thousands)</b>	<b>DOLLAR INCREASE(from prior year) (in millions)</b>	<b>Percent Public Education</b>
1996-97	\$2,869,981	\$1,304,853	\$9,579	45.5%
1997-98	\$3,009,374	\$1,374,285	\$69,432	45.7%
1998-99	\$3,152,680	\$1,487,261	\$112,976	47.2%
1999-00	\$3,328,490	\$1,562,908	\$75,647	47.0%
2000-01	\$3,574,160	\$1,657,344	\$94,436	46.4%
2001-02	\$3,866,226	\$1,805,538	\$148,194	46.7%
2002-03	\$3,896,247	\$1,808,678	\$3,140	46.4%
2003-04	\$4,119,803	\$1,883,639	\$74,961	45.7%
2004-05 (Estimated)	\$4,384,999	\$1,992,857	\$109,218	45.4%
2005-06 (Estimated) (Laws 2005, Chapter 33, Chapter 34)	\$4,678,537	\$2,128,376	\$135,519	45.5%
2006-07 (Preliminary) (Laws 2006, Chapter 109, 110 (partial veto))	\$5,098,147	\$2,293,468	\$165,092	45.0%

\* Beginning in FY 06, public education includes public school support, funding for the Public Education Department, and Special Projects.  
Prior to FY 06, public education also included General Fund appropriations to the School for the Blind and Visually Impaired and the School for the Deaf.

**FIGURE 1**

**FY 07 GENERAL FUND APPROPRIATIONS  
(TOTAL GENERAL FUND APPROPRIATIONS = \$5,098,146.5)  
(dollar amounts in thousands)**



**TABLE 2****COMPARISON OF THE PERCENTAGE CHANGE IN STATEWIDE  
AVERAGE RETURNING TEACHER SALARIES  
1996-1997 THROUGH 2006-2007**

<b>Year</b>	<b>New Mexico Average Returning Teacher Salary</b>	<b>Difference</b>	<b>Percent Increase</b>
1996-1997	\$29,235	\$161	0.55%
1997-1998	\$29,908	\$673	2.30%
1998-1999	\$31,982	\$2,074	6.93%
1999-2000	\$32,731	\$749	2.34%
2000-2001	\$34,310	\$1,579	4.82%
2001-2002	\$36,440	\$2,130	6.21%
2002-2003	\$36,805	\$365	1.00%
2003-2004	\$38,196	\$1,391	3.78%
2004-2005	\$39,279	\$1,083	2.84%
2005-2006 <sup>1</sup>	\$40,804	\$1,525	3.88%
2006-2007 <sup>2</sup>	\$43,280	\$2,476	6.07%

<sup>1</sup>Public Education Department estimated actual

<sup>2</sup>Public Education Department budgeted

**NOTE:** New Mexico's average returning teacher salary includes only those salaries paid from state operational funds. It does not include beginning teacher salaries.

**TABLE 3**

**Average Returning Teachers' Salaries**

2005-2006 ESTIMATED ACTUAL TO 2006-2007 BUDGETED, RANKED BY 2006-2007 SALARY\*

District	2006-2007 Rank	2005-2006 Average	2006-2007 Average	Difference	Change	Contract Hourly Rate	Avg Yrs Exp.	District	2006-2007 Rank	2005-2006 Average	2006-2007 Average	Difference	Change	Contract Hourly Rate	Avg Yrs Exp.
ALAMOGORDO		\$40,296	\$42,483	\$2,187	5.43%	\$33.16	13.69	HATCH	17	\$43,973	\$46,467	\$2,494	5.67%	\$33.84	13.33
Lacy Simms		\$38,105	\$40,011	\$1,906	5.00%	\$26.32	15.16	HOBBS	59	\$40,368	\$42,936	\$2,568	6.36%	\$31.53	11.61
ALAMOGORDO W/CHARTERS <sup>1</sup>	68	\$40,269	\$42,451	\$2,182	5.42%	\$29.74	14.42	HONDO	71	\$39,585	\$42,359	\$2,774	7.01%	\$31.21	14.69
ALBUQUERQUE		\$39,029	\$41,519	\$2,490	6.38%	\$35.44	11.99	HOUSE	74	\$39,666	\$42,245	\$2,579	6.50%	\$37.69	9.58
Academia de Lengua Y Cultura		\$37,550	\$39,428	\$1,878	5.00%	\$26.22	7.22	JAL	6	\$46,780	\$49,981	\$3,201	6.84%	\$38.59	17.76
Amy Biehl		\$51,499	\$57,113	\$5,614	10.90%	\$29.75	5.56	JEMEZ MOUNTAIN	24	\$42,772	\$45,487	\$2,715	6.35%	\$34.07	12.41
Cesar Chavez Community		\$50,475	\$53,251	\$2,776	5.50%	\$35.22	7.00	JEMEZ VALLEY		\$43,478	\$45,800	\$2,322	5.34%	\$31.81	12.87
Charter Vocational		\$42,284	\$44,806	\$2,522	5.96%	\$33.33	12.20	San Diego Riverside		\$41,306	\$43,371	\$2,065	5.00%	\$37.07	11.00
Creative Ed. Prep #1		\$41,904	\$44,141	\$2,237	5.34%	\$32.96	5.88	Walatowa		\$39,748	\$41,736	\$1,988	5.00%	\$30.92	8.00
Creative Ed. Prep #2		\$43,805	\$45,996	\$2,191	5.00%	\$34.35	8.22	JEMEZ VALLEY W/CHARTERS <sup>1</sup>	30	\$42,648	\$44,885	\$2,237	5.25%	\$33.26	10.62
East Mountain		\$39,004	\$41,407	\$2,403	6.16%	\$30.01	6.10	LAKE ARTHUR	87	\$38,838	\$40,989	\$2,151	5.54%	\$27.25	9.70
High Tech High		\$38,800	\$40,740	\$1,940	5.00%	\$34.82	7.40	LAS CRUCES		\$40,916	\$43,007	\$2,091	5.11%	\$31.30	11.91
Horizon Academy Northwest		\$35,423	\$37,194	\$1,771	5.00%	\$25.27	4.85	Alma D Arte		\$43,724	\$45,910	\$2,186	5.00%	\$34.23	8.32
Horizon Academy South		\$35,479	\$38,896	\$3,417	9.63%	\$28.94	10.46	La Academia Dolores Huerta		\$35,695	\$38,939	\$3,244	9.09%	\$30.90	7.50
Horizon Academy West		\$36,591	\$38,477	\$1,886	5.15%	\$28.50	5.57	LAS CRUCES W/CHARTERS <sup>1</sup>	57	\$40,920	\$43,016	\$2,096	5.12%	\$32.14	9.24
La Academia Esperanza		\$41,474	\$44,290	\$2,816	6.79%	\$35.28	7.88	LAS VEGAS CITY		\$40,664	\$42,932	\$2,268	5.58%	\$34.07	13.89
La Luz Del Monte Learning Center		\$35,917	\$37,713	\$1,796	5.00%	\$26.94	5.91	Bridge Academy		\$39,655	\$41,645	\$1,990	5.02%	\$30.85	13.33
La Promesa Early Learning Center		\$42,120	\$45,000	\$2,880	6.84%	\$38.46	11.00	LAS VEGAS CITY W/CHARTER <sup>1</sup>	60	\$40,643	\$42,905	\$2,262	5.57%	\$32.46	13.61
Learning Community (The)		\$41,520	\$44,037	\$2,517	6.06%	\$34.38	14.60	LAS VEGAS WEST		\$39,918	\$41,939	\$2,021	5.06%	\$33.59	13.22
Los Puertes		\$43,975	\$46,983	\$3,008	6.84%	\$32.27	8.57	Rio Gallinas		\$45,938	\$48,257	\$2,319	5.05%	\$36.87	30.80
Montessori Elementary		\$35,500	\$37,556	\$2,056	5.79%	\$24.84	4.75	LAS VEGAS WEST W/CHARTER <sup>1</sup>	78	\$40,034	\$42,061	\$2,027	5.06%	\$35.23	22.01
Montessori of the Rio Grande		\$29,302	\$31,682	\$2,380	8.12%	\$23.34	2.00	LOGAN	10	\$45,397	\$47,753	\$2,356	5.19%	\$41.02	19.27
Mountain Mahogany <sup>2</sup>		\$0	\$0	\$0	0.00%	\$0.00	0.00	LORDSBURG	75	\$40,089	\$42,185	\$2,096	5.23%	\$30.24	12.98
Nuestros Valores		\$42,606	\$45,110	\$2,504	5.88%	\$35.80	7.00	LOS ALAMOS	7	\$46,760	\$49,095	\$2,336	5.00%	\$43.07	16.48
PAPA		\$42,038	\$44,663	\$2,625	6.24%	\$36.54	9.89	LOS LUNAS	56	\$40,536	\$43,085	\$2,549	6.29%	\$33.63	11.77
Robert F Kennedy		\$43,067	\$45,336	\$2,269	5.27%	\$29.38	6.36	LOVING	2	\$50,698	\$53,339	\$2,641	5.21%	\$39.79	15.37
SIA Tech		\$46,368	\$50,427	\$4,059	8.75%	\$38.64	7.57	LOWINGTON	23	\$42,209	\$45,607	\$3,398	8.05%	\$32.09	13.36
South Valley Charter		\$45,032	\$49,409	\$4,377	9.72%	\$32.09	4.94	MAGDALENA	13	\$44,121	\$46,763	\$2,642	5.99%	\$38.46	13.88
Southwest Primary		\$41,003	\$43,053	\$2,050	5.00%	\$30.75	4.39	MAXWELL	18	\$44,000	\$46,203	\$2,203	5.01%	\$42.19	17.41
Southwest Secondary		\$41,533	\$44,673	\$3,140	7.56%	\$29.78	4.91	MELROSE	35	\$42,285	\$44,560	\$2,275	5.38%	\$35.66	23.41
Twenty-First Century		\$40,847	\$46,351	\$5,504	13.47%	\$35.31	14.25	MESA VISTA	51	\$41,300	\$43,476	\$2,176	5.27%	\$34.28	14.43
Youth Build Community		\$45,000	\$47,912	\$2,912	6.47%	\$31.69	0.31	MORA	48	\$41,575	\$43,740	\$2,165	5.21%	\$33.78	11.95
ALBUQUERQUE W/CHARTERS <sup>1</sup>	82	\$39,108	\$41,616	\$2,508	6.41%	\$30.70	7.11	MORIARTY	53	\$40,677	\$43,132	\$2,455	6.04%	\$33.37	13.80
ANIMAS	16	\$44,133	\$46,471	\$2,338	5.30%	\$37.24	16.00	MOSQUERO	84	\$38,340	\$41,373	\$3,033	7.91%	\$35.15	14.61
ARTESIA	8	\$45,452	\$48,364	\$2,912	6.41%	\$35.78	14.00	MOUNTAINAIR	45	\$41,049	\$43,792	\$2,743	6.68%	\$34.16	12.94
AZTEC	54	\$40,852	\$43,127	\$2,275	5.57%	\$32.83	12.95	PECOS	69	\$40,303	\$42,438	\$2,135	5.30%	\$30.49	12.31
BELEN	70	\$39,734	\$42,395	\$2,661	6.70%	\$33.65	12.39	PENASCO	19	\$43,584	\$46,174	\$2,590	5.94%	\$35.56	10.68
BERNALILLO	38	\$42,211	\$44,448	\$2,237	5.30%	\$35.03	14.20	POJOAQUE	46	\$41,259	\$43,784	\$2,525	6.12%	\$34.37	12.83
BLOOMFIELD	43	\$41,802	\$44,076	\$2,274	5.44%	\$33.87	14.41	PORTALES	64	\$40,297	\$42,805	\$2,508	6.22%	\$31.62	11.98
CAPITAN	50	\$40,495	\$43,481	\$2,986	7.37%	\$32.21	13.88	QUEMADO	89	\$38,347	\$40,370	\$2,023	5.28%	\$33.42	15.04
CARLSBAD		\$57,255	\$60,910	\$3,655	6.38%	\$47.73	16.71	QUESTA		\$43,478	\$45,652	\$2,174	5.00%	\$36.23	17.14
Jefferson Montessori Academy		\$40,207	\$44,701	\$4,494	11.18%	\$33.11	7.31	Red River Valley		\$40,461	\$42,484	\$2,023	5.00%	\$31.47	9.17
CARLSBAD W/CHARTERS <sup>1</sup>	1	\$56,839	\$60,515	\$3,676	6.47%	\$40.42	12.01	Roots & Wings		\$36,922	\$40,268	\$3,346	9.06%	\$22.37	9.00
CARRIZO	22	\$45,572	\$48,709	\$3,137	5.00%	\$33.86	13.72	QUESTA W/CHARTERS <sup>1</sup>	28	\$42,785	\$44,991	\$2,206	5.16%	\$30.02	11.77
CENTRAL CONS.	9	\$46,793	\$48,332	\$1,539	5.54%	\$35.02	15.97	RATON	40	\$41,858	\$44,366	\$2,508	6.09%	\$31.30	14.82
CHAMA	62	\$40,282	\$42,884	\$2,602	6.59%	\$33.23	15.65	RESERVE	56	\$40,524	\$42,973	\$2,449	6.04%	\$35.81	14.16
CIMARRON		\$43,211	\$45,927	\$2,716	6.29%	\$34.02	20.06	RIO RANCHO	79	\$39,601	\$41,862	\$2,261	5.71%	\$32.23	12.15
Moreno Valley		\$35,816	\$38,940	\$3,124	8.72%	\$27.04	9.91	ROSWELL		\$41,388	\$43,534	\$2,146	5.19%	\$32.57	13.12
CIMARRON W/CHARTERS <sup>1</sup>	36	\$41,746	\$44,544	\$2,798	6.70%	\$30.53	14.98	Sidney Gutierrez		\$42,032	\$44,133	\$2,101	5.00%	\$30.48	18.03
CLAYTON		\$41,491	\$44,147	\$2,656	6.40%	\$31.53	17.58	ROSWELL W/CHARTER <sup>1</sup>	49	\$41,394	\$43,540	\$2,146	5.18%	\$31.52	15.57
Amistad		\$40,133	\$42,140	\$2,007	5.00%	\$31.21	4.00	ROY	80	\$39,729	\$41,760	\$2,031	5.11%	\$38.14	14.27
CLAYTON W/CHARTERS <sup>1</sup>	44	\$41,390	\$43,998	\$2,608	6.30%	\$31.37	10.79	RUIDOSO	5	\$47,379	\$50,133	\$2,754	5.81%	\$39.31	17.87
CLOUDCROFT	26	\$42,722	\$45,236	\$2,514	5.88%	\$33.51	17.65	SAN JON	11	\$44,443	\$47,435	\$2,992	6.73%	\$38.53	17.37
CLOVIS	76	\$39,982	\$42,148	\$2,166	5.42%	\$32.61	11.21	SANTA FE		\$39,845	\$42,917	\$3,072	7.71%	\$33.46	13.14
COBRE	29	\$41,959	\$44,948	\$2,989	7.12%	\$35.67	13.30	Academy for Tech & Classics		\$39,202	\$41,301	\$2,099	5.35%	\$28.37	10.73
CORONA	85	\$38,436	\$41,273	\$2,837	7.38%	\$33.38	10.24	Monte Del Sol Charter		\$39,981	\$42,271	\$2,290	5.73%	\$33.55	12.97
CUBA	20	\$43,923	\$46,119	\$2,196	5.00%	\$36.96	15.35	Turquoise Trail Elementary		\$37,217	\$41,693	\$4,476	12.03%	\$30.51	10.82
DEMING	81	\$39,683	\$41,744	\$2,061	5.19%	\$30.56	10.50	SANTA FE W/CHARTERS <sup>1</sup>	63	\$39,763	\$42,828	\$3,065	7.71%	\$31.47	11.91
DES MOINES	73	\$39,934	\$42,302	\$2,368	5.93%	\$32.73	13.87	SANTA ROSA CONS.	21	\$43,541	\$45,783	\$2,242	5.15%	\$35.32	14.99
DEXTER	37	\$41,951	\$44,471	\$2,520	6.01%	\$34.57	11.52	SILVER CITY		\$44,673	\$47,272	\$2,599	5.82%	\$34.63	16.91
DORA	15	\$44,325	\$46,558	\$2,233	5.04%	\$37.94	16.56	Aldo Leopold		\$41,983	\$44,082	\$2,099	5.00%	\$29.00	13.42
DULCE	77	\$39,381	\$42,068	\$2,687	6.82%	\$31.15	10.45	SILVER CITY W/CHARTERS <sup>1</sup>	12	\$44,624	\$47,214	\$2,590	5.80%	\$31.82	15.17
ELIDA	61	\$40,229	\$42,900	\$2,671	6.64%	\$33.94	14.35	SOCORRO		\$42,369	\$45,290	\$2,921	6.89%	\$34.91	13.51
ESPAÑOLA		\$39,765	\$42,125	\$2,360	5.93%	\$33.43	13.64	Cottonwood Valley	88	\$39,763	\$41,751	\$1,988	5.00%	\$33.14	12.40
Espanola Military Academy		\$43,135	\$45,763	\$2,628	6.09%	\$31.26	16.14	SOCORRO W/CHARTER <sup>1</sup>	27	\$42,196	\$45,055	\$2,859	6.78%	\$34.02	12.95
ESPAÑOLA W/CHARTER <sup>1</sup>	72	\$39,936	\$42,310	\$2,374	5.94%	\$32.35	14.89	SPRINGER	88	\$38,325	\$40,762	\$2,437	6.36%	\$34.18	13.00
ESTANCIA	34	\$42,145	\$44,585	\$2,440	5.79%	\$34.49	14.13	TACS		\$40,560	\$42,696	\$2,136	5.27%	\$36.01	13.84
EUNICE	67	\$39,951	\$42,511	\$2,560	6.41%	\$30.94	10.37	Anansi		\$40,477	\$42,541	\$2,064	5.10%	\$28.74	20.77
FARMINGTON	42	\$41,452	\$44,081	\$2,629	6.34%	\$30.30	13.61	Taos Charter		\$37,377	\$40,786	\$3,409	9.12%	\$28.01	13.00
FLOYD	39	\$41,662	\$44,432	\$2,770	6.65%	\$32.73	9.99	TACS W/CHARTERS <sup>1</sup>	65	\$40,335	\$42,559	\$2,224	5.51%	\$30.92	15.87
FT. SUMNER	14	\$43,962	\$46,744	\$2,782	6.33%	\$35.76	16.06	TATUM	4	\$48,761	\$51,378	\$2,617	5.37%	\$40.76	21.09
GADDSEN	66	\$39,899	\$42,518	\$2,619	6.56%	\$33.37	10.15	TEXICO	3	\$49,910	\$52,679	\$2,769	5.55%	\$41.08	15.13
GALLUP-MCKINLEY		\$39,179	\$41,194	\$2,015	5.14%	\$29.53	11.00	TRUTH OR CONSEQ.	33	\$41,725	\$44,635	\$2,910	6.97%	\$32.46	13.61
Middle College HS <sup>2</sup>		\$34,106	N/A	N/A	0.00%	\$24.87	3.00	TUCUMCARI	41	\$41,955	\$44,128	\$2,173	5.18%	\$35.95	14.68
GALLUP-MCKINLEY W/CHARTERS <sup>1</sup>	86	\$39,176	\$41,190	\$2,014	5.14%	\$27.20	7.00	TULAROSA	25	\$42,271	\$45,325	\$3,054	7.22%	\$33.52	15.30
GRADY	47	\$40,812	\$43,782	\$2,970	7.28%	\$37.55	17.78	VAUGHN	55	\$40,019	\$43,091	\$3,072	7.68%	\$36.83	12.00
GRANTS-CIBOLA	31	\$42,458	\$44,853	\$2,395	5.64%	\$33.15	13.97								

**TABLE 4**

**COMPARISON OF NEW MEXICO AVERAGE TEACHER SALARY  
TO NATIONAL EDUCATION ASSOCIATION AVERAGES IN REGION AND U.S.  
1996-1997 THROUGH 2006-2007 (projected)**

School Year	Arizona		Colorado		New Mexico		Oklahoma		Texas		Utah		Regional Average Salary	U.S. Average Salary
	Salary	Rank	Salary	Rank	Salary	Rank	Salary	Rank	Salary	Rank	Salary	Rank		
1996-1997	\$33,300	2	\$36,271	1	<b>\$30,131</b>	<b>6</b>	\$30,369	5	\$33,038	3	\$31,867	4	\$32,496	\$ 38,554
1997-1998	\$34,411	2	\$37,240	1	<b>\$30,152</b>	<b>6</b>	\$30,692	5	\$34,133	3	\$32,394	4	\$33,170	\$ 39,454
1998-1999	\$35,025	2	\$38,025	1	<b>\$32,398</b>	<b>5</b>	\$31,149	6	\$35,041	3	\$32,950	4	\$34,098	\$ 40,582
1999-2000	\$35,650	2	\$38,163	1	<b>\$32,554</b>	<b>5</b>	\$31,298	6	\$37,567	3	\$34,946	4	\$35,030	\$ 41,754
2000-2001	\$36,302	2	\$39,184	1	<b>\$33,785</b>	<b>6</b>	\$34,499	5	\$38,361	3	\$36,441	4	\$36,429	\$ 43,335
2001-2002	\$39,973	2	\$40,659	1	<b>\$36,440</b>	<b>5</b>	\$34,738	6	\$39,232	3	\$38,139	4	\$38,197	\$ 44,632
2002-2003	\$40,894	2	\$42,680	1	<b>\$36,965</b>	<b>5</b>	\$34,877	6	\$39,974	3	\$38,268	4	\$38,943	\$ 45,810
2003-2004	\$41,843	2	\$43,319	1	<b>\$37,877</b>	<b>5</b>	\$35,061	6	\$40,476	3	\$38,976	4	\$39,592	\$ 46,735
2004-2005	\$42,905	2	\$ 43,949	1	<b>\$ 39,391</b>	<b>5</b>	\$ 37,879	6	\$ 41,011	3	\$ 39,456	4	\$40,765	\$ 47,674
2005-2006 (estimated)	\$44,672	2	\$ 45,616	1	<b>\$ 41,637</b>	<b>4</b>	\$ 38,772	6	\$ 41,744	3	\$ 40,316	5	\$ 42,126	\$ 49,109
2006-2007 (projected)	\$45,674	2	\$ 46,263	1	<b>\$ 42,183</b>	<b>4</b>	\$ 39,149	6	\$ 43,450	3	\$ 41,951	5	\$ 43,112	\$ 50,323

NOTE: National Education Association-NM (NEA-NM) average teacher salary data include salaries paid from all funding sources.

**TABLE 5**

**COMPARISON OF PROGRAM UNITS AND STUDENT MEMBERSHIP  
1996-1997 through 2006-2007**

<b>School Year</b>	<b>Student Membership</b>	<b>ECE<sup>1</sup> Units</b>	<b>Grades 1-12 Units</b>	<b>Special Education Units</b>	<b>Bilingual Education Units<sup>2</sup></b>	<b>Fine Arts Program Units</b>	<b>T &amp; E Units</b>	<b>Size Adjustment Units</b>	<b>At-Risk Units</b>	<b>Enrollment Growth Units</b>	<b>National Board Certified Teacher Units</b>	<b>Hold-Harmless Units</b>	<b>Total Program Units</b>
1996-1997	319,391	17,477	330,799	124,688	16,181		54,781	24,693		1,649		164	570,432
1997-1998	317,777	20,215	358,872	105,346	16,383		46,699	18,375	23,642	1,725		141	591,398
1998-1999	316,548	19,907	357,737	112,101	15,773		46,751	18,393	23,575	914		217	595,368
1999-2000 <sup>3</sup>	316,634	19,914	357,832	112,107	15,777		47,236	18,472	23,161	881		165	595,545
2000-2001 <sup>4</sup>	312,134	21,824	350,782	112,965	13,580		45,351	19,194	22,900	352		455	587,403
2001-2002	312,209	26,105	347,289	113,685	13,168		45,675	19,871	23,881	1,415		328	591,417
2002-2003 <sup>5</sup>	313,030	27,356	347,230	114,131	12,830		46,050	20,489	23,151	1,278		210	592,726
2003-2004 <sup>5,6</sup>	315,543	31,206	347,119	112,966	12,053	1,328	48,453	20,974	23,228	5,768	128	90	603,311
2004-2005 <sup>5,6</sup>	320,452	36,498	348,946	112,717	11,490	5,027	52,525	21,993	22,601	5,445	167	4	617,412
2005-2006 <sup>6</sup>	321,663	38,884	348,609	112,009	11,002	6,094	51,856	22,664	22,233	4,071	206	118	617,746
2006-2007 Budgeted <sup>6</sup>	323,473	39,852	350,062	114,709	11,274	7,797	57,146	23,199	21,766	2,755	203	0	628,762

<sup>1</sup> ECE began in 1976. Beginning in FY 98, ECE includes 3- and 4-year-old developmentally delayed children due to 1997 funding formula changes. Beginning in FY 01, full-day kindergarten was phased in over five years.

<sup>2</sup> Bilingual education programs were initially implemented in grades K-6. These programs were expanded to include grades 7-9 in 1989-1990 and grades 11-12 in 1990-1991. In addition, the program cost differential was incrementally increased from 0.3 to 0.5 from 1990-1991 through 1994-1995.

<sup>3</sup> In FY 00, funding based on prior year 40th-day basic membership and prior year December 1 special education membership; adjustment for FY 00 of the enrollment growth factor from .5 to 1.0.

<sup>4</sup> Beginning in FY 01, based on average of prior year membership of 40th, 80th, and 120th school days plus full-day kindergarten and start-up charter schools.

<sup>5</sup> Includes adjustment for at-risk hold harmless.

<sup>6</sup> Beginning in FY 04, changes to the funding formula amended the way growth units are calculated and added units for fine arts programs in elementary schools and for the number of National Board certified teachers on staff.

**TABLE 6**

**PERCENTAGE CHANGE IN PROGRAM COST, PROGRAM UNITS,  
UNIT VALUE, AND STUDENT MEMBERSHIP  
1996-1997 THROUGH 2006-2007**

<b>School Year</b>	<b>Actual Program Cost</b>	<b>% Change</b>	<b>Program Units</b>	<b>Unit Value</b>	<b>% Change</b>	<b>Student Membership</b>	<b>% Change</b>
1996-1997	\$1,225,922,203	2.95%	570,432	\$2,149.11	1.71%	319,391	0.62%
1997-1998	\$1,287,693,607	5.04%	591,398	\$2,175.00	1.20%	317,777	-0.51%
1998-1999	\$1,395,596,112	8.38%	595,368	\$2,344.09	7.77%	316,548	-0.39%
1999-2000	\$1,464,654,810 <sup>1</sup>	4.95%	595,545	\$2,460.00	4.94%	316,634	0.03%
2000-2001	\$1,554,602,603 <sup>2</sup>	6.14%	587,403	\$2,647.56	7.62%	312,134	-1.42%
2001-2002	\$1,699,963,260	9.35%	591,417	\$2,871.01	8.44%	312,209	0.02%
2002-2003	\$1,714,838,008 <sup>3</sup>	0.88%	592,726	\$2,889.89	0.66%	313,030	0.26%
2003-2004	\$1,797,400,880 <sup>3,4</sup>	4.81%	603,311	\$2,976.20	2.99%	315,543	0.80%
2004-2005	\$1,896,234,222 <sup>3,4</sup>	5.50%	617,412	\$3,068.70	3.11%	320,452	1.56%
2005-2006	\$2,027,358,726 <sup>4,5</sup>	6.91%	617,746	\$3,198.01	4.21%	321,663	0.38%
2006-2007 Budgeted	\$2,165,675,868 <sup>4</sup>	6.82%	628,762	\$3,444.35	7.70%	323,473	0.56%

<sup>1</sup> In FY 00, funding based on prior year 40th-day basic membership and prior year December 1 special education membership; adjustment for FY 00 of the enrollment growth factor from 0.50 to 1.0.

<sup>2</sup> Beginning in FY 01, funding based on average of prior year membership of 40th, 80th, and 120th school days plus full-day kindergarten and start-up charter schools.

<sup>3</sup> Includes adjustment for at-risk hold harmless.

<sup>4</sup> Beginning in FY 04, the calculation of growth units was amended and additional units were included for fine arts programs in elementary schools and for National Board certified teachers.

<sup>5</sup> Appropriated program cost contains an additional \$51.8 million to implement the third year of the five-year phase-in of the three-tiered licensure system. In FY 06, this funding was distributed based on need; in FY 07 it was included in the calculation of unit value.

**TABLE 7**

**DIFFERENCES BETWEEN PROJECTED  
AND ACTUAL FUNDING FORMULA CREDITS<sup>1</sup>  
1996-1997 THROUGH 2006-2007**

<b>School Year</b>	<b>Projected</b>	<b>Actual</b>	<b>Difference (Projected &amp; Actual)</b>	<b>Percent Difference (Projected &amp; Actual)</b>
1996-1997	\$31,050,000	\$51,014,719	\$19,964,719	64.30%
1997-1998	\$37,300,000	\$56,202,903	\$18,902,903	50.68%
1998-1999	\$50,479,300	\$59,285,805	\$8,806,505	17.45%
1999-2000 <sup>2</sup>	\$49,483,500	\$52,945,511	\$3,462,011	7.00%
2000-2001	\$49,483,500	\$51,594,736	\$2,111,236	4.27%
2001-2002	\$53,483,500	\$57,104,709	\$3,621,209	6.77%
2002-2003	\$57,483,500	\$58,903,705	\$1,420,205	2.47%
2003-2004	\$58,600,000	\$59,552,648	\$952,648	1.63%
2004-2005	\$61,000,000	\$61,449,095	\$449,095	0.74%
2005-2006	\$58,600,000	\$57,731,867	(\$868,133)	-1.48%
2006-2007 Budgeted <sup>3</sup>	\$57,126,324			

<sup>1</sup> Funding formula credits include: federal Impact Aid, federal Forest Reserve, and local property tax (0.5 mill levy).

<sup>2</sup> Effective in FY 00, law amended to reduce credits to 75 percent instead of 95 percent of eligible federal and local revenues for operational purposes and to require districts to budget state funds equal to 20 percent for capital outlay.

<sup>3</sup> Effective in FY 06, law amended to remove the requirement that school districts budget an amount equal to 20 percent for capital outlay.



**TABLE 8**

**HISTORY OF THE UNIT VALUE  
1974-1975 ACTUAL TO 2006-2007 INITIAL**

<b>School Year</b>	<b>Initial Unit Value</b>	<b>Final Unit Value</b>	<b>Increase/ (Decrease)</b>	<b>Percent Difference</b>
1974-1975		\$616.50		
1975-1976		\$703.00	\$86.50	14.0%
1976-1977		\$800.00	\$97.00	13.8%
1977-1978		\$905.00	\$105.00	13.1%
1978-1979		\$1,020.00	\$115.00	12.7%
1979-1980		\$1,145.00	\$125.00	12.3%
1980-1981		\$1,250.00	\$105.00	9.2%
1981-1982		\$1,405.00	\$155.00	12.4%
1982-1983 <sup>1</sup>	\$1,540.00	\$1,511.33	\$106.33	7.6%
1983-1984		\$1,486.00	<b>(\$25.33)</b>	-1.7%
1984-1985		\$1,583.50	\$97.50	6.6%
1985-1986 <sup>2</sup>	\$1,608.00	\$1,618.87	\$35.37	2.2%
1986-1987		\$1,612.51	<b>(\$6.36)</b>	-0.4%
1987-1988		\$1,689.00	\$76.49	4.7%
1988-1989		\$1,737.78	\$48.78	2.9%
1989-1990		\$1,811.51	\$73.73	4.2%
1990-1991		\$1,883.74	\$72.23	4.0%
1991-1992		\$1,866.00	<b>(\$17.74)</b>	-0.9%
1992-1993 <sup>3</sup>	\$1,851.73	\$1,867.96	\$1.96	0.1%
1993-1994	\$1,927.27	\$1,935.99	\$68.03	3.6%
1994-1995	\$2,015.70	\$2,029.00	\$93.01	4.8%
1995-1996	\$2,113.00	\$2,113.00	\$84.00	4.1%
1996-1997	\$2,125.83	\$2,149.11	\$36.11	1.7%
1997-1998	\$2,175.00	\$2,175.00	\$25.89	1.2%
1998-1999	\$2,322.00	\$2,344.09	\$169.09	7.8%
1999-2000 <sup>4</sup>	\$2,460.00	\$2,460.00	\$115.91	4.9%
2000-2001	\$2,632.32	\$2,647.56	\$187.56	7.6%
2001-2002	\$2,868.72	\$2,871.01	\$223.45	8.4%
2002-2003	\$2,896.01	\$2,889.89	\$18.88	0.7%
2003-2004	\$2,977.23	\$2,976.20	\$86.31	3.0%
2004-2005	\$3,035.15	\$3,068.70	\$92.50	3.1%
2005-2006 <sup>5</sup>	\$3,165.02	\$3,198.01	\$129.31	4.2%
2006-2007	\$3,444.35	\$3,446.44	\$248.43	7.8%

<sup>1</sup> The 1982-83 General Fund appropriation was reduced by 2.0 percent.

<sup>2</sup> The final unit value includes \$10.87 due to the ½ mill redistribution (Laws 1985, Chapter 15).

<sup>3</sup> The "floating" unit value went into effect.

<sup>4</sup> The basis for funding changed to prior year membership.

<sup>5</sup> Appropriated program cost contains an additional \$51.8 million to implement the third year of the five-year phase-in of the three-tiered licensure system. In FY 06, this funding was distributed based on need; in FY 07 it was included in the calculation of unit value.

**TABLE 9**  
**2006-2007 PRELIMINARY ASSESSED VALUATION PER MEM**  
**(based on 2006 initial valuation and 2006 final 40<sup>th</sup> day membership (MEM))**

DISTRICT	2006 INITIAL VALUATION	2005-2006 FINAL 40th DAY MEM.	2006-2007 PRELIMINARY ASSESSED VALUATION PER MEM.	DISTRICT	2006 INITIAL VALUATION	2005-2006 FINAL 40th DAY MEM.	2006-2007 PRELIMINARY ASSESSED VALUATION P MEM.
ALAMOGORDO	\$ 511,107,211	6,427.5	\$ 79,519	LAS VEGAS WEST	\$ 131,716,206	1,976.5	\$ 66.6
ALBUQUERQUE	\$ 11,926,144,157	93,690.0	\$ 127,294	LOGAN	\$ 35,257,689	225.0	\$ 156.7
ANIMAS	\$ 26,944,523	289.0	\$ 93,234	LORDSBURG	\$ 95,967,279	702.0	\$ 136.7
ARTESIA	\$ 1,010,860,369	3,472.5	\$ 291,104	LOS ALAMOS	\$ 688,302,893	3,597.5	\$ 191.3
AZTEC	\$ 1,462,232,657	3,225.5	\$ 453,335	LOS LUNAS	\$ 524,579,518	8,610.0	\$ 60.9
BELEN	\$ 385,345,944	4,815.0	\$ 80,030	LOVING MUNICIPAL	\$ 132,094,234	559.5	\$ 236.0
BERNALILLO	\$ 421,869,682	3,229.0	\$ 130,650	LOVINGTON	\$ 622,054,829	2,857.5	\$ 217.6
BLOOMFIELD	\$ 1,013,125,560	3,107.0	\$ 326,078	MAGDALENA	\$ 18,525,864	418.5	\$ 44.2
CAPITAN	\$ 235,884,881	583.5	\$ 404,259	MAXWELL	\$ 7,568,037	92.5	\$ 81.8
CARLSBAD	\$ 1,440,683,394	6,026.5	\$ 239,058	MELROSE	\$ 19,605,234	235.5	\$ 83.2
CARRIZOZO	\$ 32,542,606	195.5	\$ 166,458	MESA VISTA	\$ 50,086,141	459.0	\$ 109.1
CENTRAL	\$ 654,789,777	6,871.0	\$ 95,298	MORA	\$ 53,507,932	619.0	\$ 86.4
CHAMA	\$ 109,551,268	466.5	\$ 234,837	MORIARTY	\$ 371,392,045	4,043.5	\$ 91.8
CIMARRON	\$ 392,268,282	562.5	\$ 697,366	MOSQUERO	\$ 25,531,182	50.0	\$ 510.6
CLAYTON	\$ 91,920,609	530.5	\$ 173,272	MOUNTAINAIR	\$ 38,883,517	374.0	\$ 103.9
CLOUDCROFT	\$ 118,067,601	465.5	\$ 253,636	PECOS	\$ 84,606,808	752.0	\$ 112.5
CLOVIS	\$ 434,584,849	8,088.0	\$ 53,732	PEÑASCO	\$ 36,445,718	613.0	\$ 59.4
COBRE	\$ 155,627,677	1,411.0	\$ 110,296	POJOAQUE	\$ 131,577,161	1,984.5	\$ 66.3
CORONA	\$ 30,411,677	86.5	\$ 351,580	PORTALES	\$ 171,108,154	2,858.0	\$ 59.8
CUBA	\$ 43,157,163	672.0	\$ 64,222	QUEMADO	\$ 59,993,042	214.0	\$ 280.3
DEMING	\$ 367,082,796	5,509.5	\$ 66,627	QUESTA	\$ 126,956,618	555.0	\$ 228.7
DES MOINES	\$ 19,393,898	142.5	\$ 136,098	RATON	\$ 115,462,344	1,408.0	\$ 82.0
DEXTER	\$ 55,450,509	1,143.0	\$ 48,513	RESERVE	\$ 33,806,277	185.5	\$ 182.2
DORA	\$ 26,674,998	223.5	\$ 119,351	RIO RANCHO	\$ 1,282,405,101	13,535.5	\$ 94.7
DULCE	\$ 1,047,444,868	676.5	\$ 1,548,329	ROSWELL	\$ 724,640,126	9,236.5	\$ 78.4
ELIDA	\$ 21,779,460	137.5	\$ 158,396	ROY	\$ 6,985,925	70.0	\$ 99.7
ESPAÑOLA	\$ 433,481,714	4,675.5	\$ 92,713	RUIDOSO	\$ 408,257,335	2,357.5	\$ 173.1
ESTANCIA	\$ 71,791,994	916.0	\$ 78,376	SAN JON	\$ 10,319,928	161.0	\$ 64.0
EUNICE	\$ 612,482,482	568.0	\$ 1,078,314	SANTA FE	\$ 5,008,706,393	13,691.0	\$ 365.8
FARMINGTON	\$ 1,181,865,197	10,187.0	\$ 116,017	SANTA ROSA	\$ 72,460,909	676.0	\$ 107.1
FLOYD	\$ 14,346,469	250.0	\$ 57,386	SILVER CITY	\$ 406,289,561	3,332.5	\$ 121.9
FT. SUMNER	\$ 41,629,228	325.5	\$ 127,893	SOCORRO	\$ 130,360,330	1,997.0	\$ 65.2
GADSDEN	\$ 578,830,496	14,094.0	\$ 41,069	SPRINGER	\$ 26,246,671	208.0	\$ 126.1
GALLUP-McKINLEY	\$ 626,724,989	12,914.5	\$ 48,529	TAOS	\$ 707,842,819	3,185.0	\$ 222.2
GRADY	\$ 7,195,412	143.5	\$ 50,142	TATUM	\$ 161,853,157	260.0	\$ 622.5
GRANTS-CIBOLA	\$ 227,675,191	3,607.0	\$ 63,120	TEXICO	\$ 49,669,455	518.0	\$ 95.8
HAGERMAN	\$ 25,450,501	467.0	\$ 54,498	T OR C	\$ 210,995,424	1,493.5	\$ 141.2
HATCH	\$ 54,031,597	1,550.0	\$ 34,859	TUCUMCARI	\$ 68,921,259	1,080.5	\$ 63.7
HOBBS	\$ 895,932,411	7,658.0	\$ 116,993	TULAROSA	\$ 55,419,083.00	1,038.5	\$ 53.3
HONDO	\$ 21,628,585	135.5	\$ 159,621	VAUGHN	\$ 39,011,127	92.0	\$ 424.0
HOUSE	\$ 8,458,677	146.0	\$ 57,936	WAGON MOUND	\$ 16,731,969	165.0	\$ 101.4
JAL	\$ 222,536,559	405.0	\$ 549,473	ZUNI	\$ 2,586,992	1,578.5	\$ 1.6
JEMEZ MOUNTAIN	\$ 385,503,034	355.0	\$ 1,085,924				
JEMEZ VALLEY	\$ 64,702,865	480.5	\$ 134,657				
LAKE ARTHUR	\$ 21,418,998	155.0	\$ 138,187				
LAS CRUCES	\$ 2,137,069,312	23,451.5	\$ 91,127				
LAS VEGAS CITY	\$ 195,679,520	2,104.0	\$ 93,004				
<b>TOTALS</b>	<b>\$ 42,828,113,933</b>	<b>324,701.50</b>					

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