



NEW MEXICO
LEGISLATIVE
FINANCE
COMMITTEE

Improving Educational Outcomes

Charles Sallee, Deputy Director, LFC
Presentation for LESC
September 2020

New Mexico Education Sufficiency Lawsuit: *Martinez and Yazzie v. State of New Mexico*

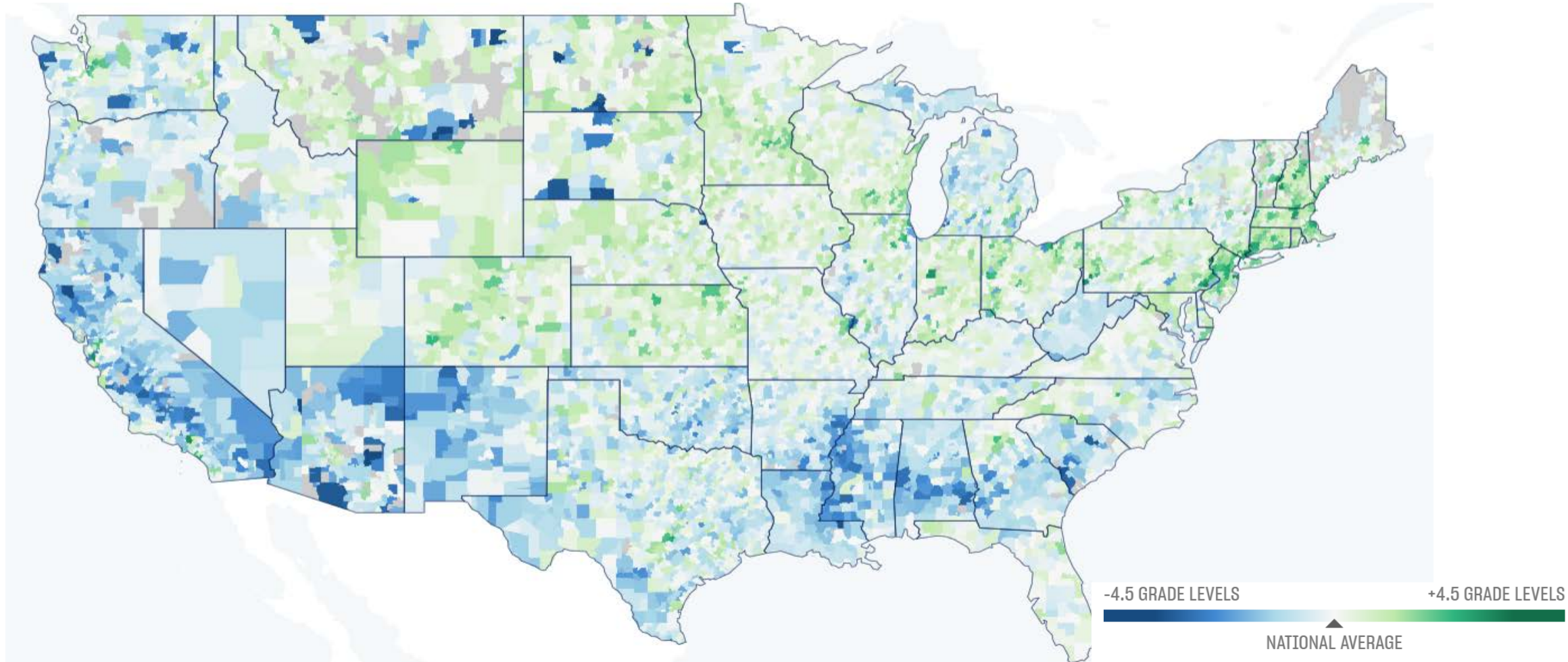


- The plaintiffs alleged that New Mexico is not meeting its constitutional obligation to provide sufficient funding and programming for at-risk public school students.

- In 2019, the District Court ruled that:
 - 1) Outputs are “dismal” and therefore...
 - 2) Inputs (funding/programming) must be insufficient; and
 - 3) Oversight over public education should be enhanced.



National Student Average Test Scores, Grades 3-8, 2009-2016 (Green = Positive, Blue = Negative)

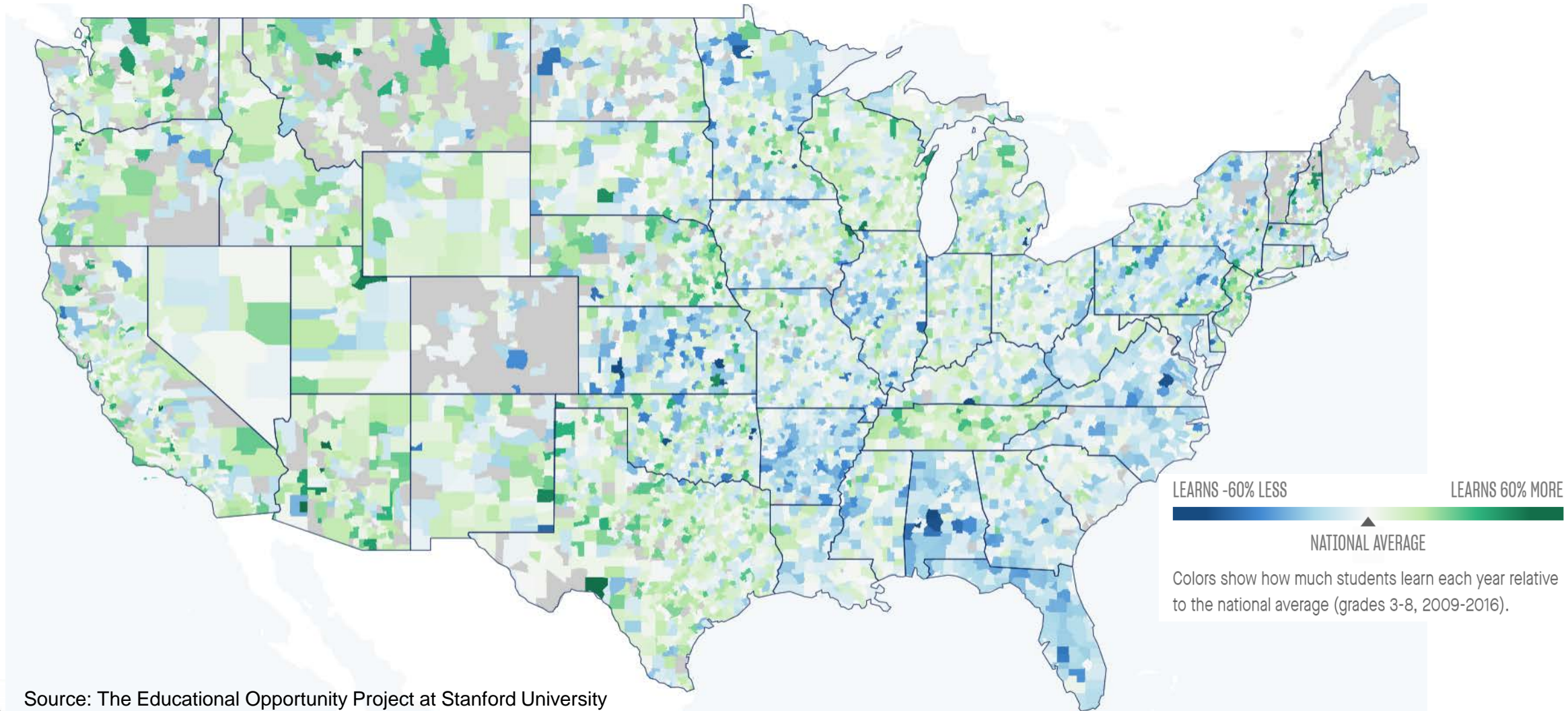


Colors show students' scores, in grade levels, relative to the national average (grades 3-8, 2009-2016)

Source: The Educational Opportunity Project at Stanford University



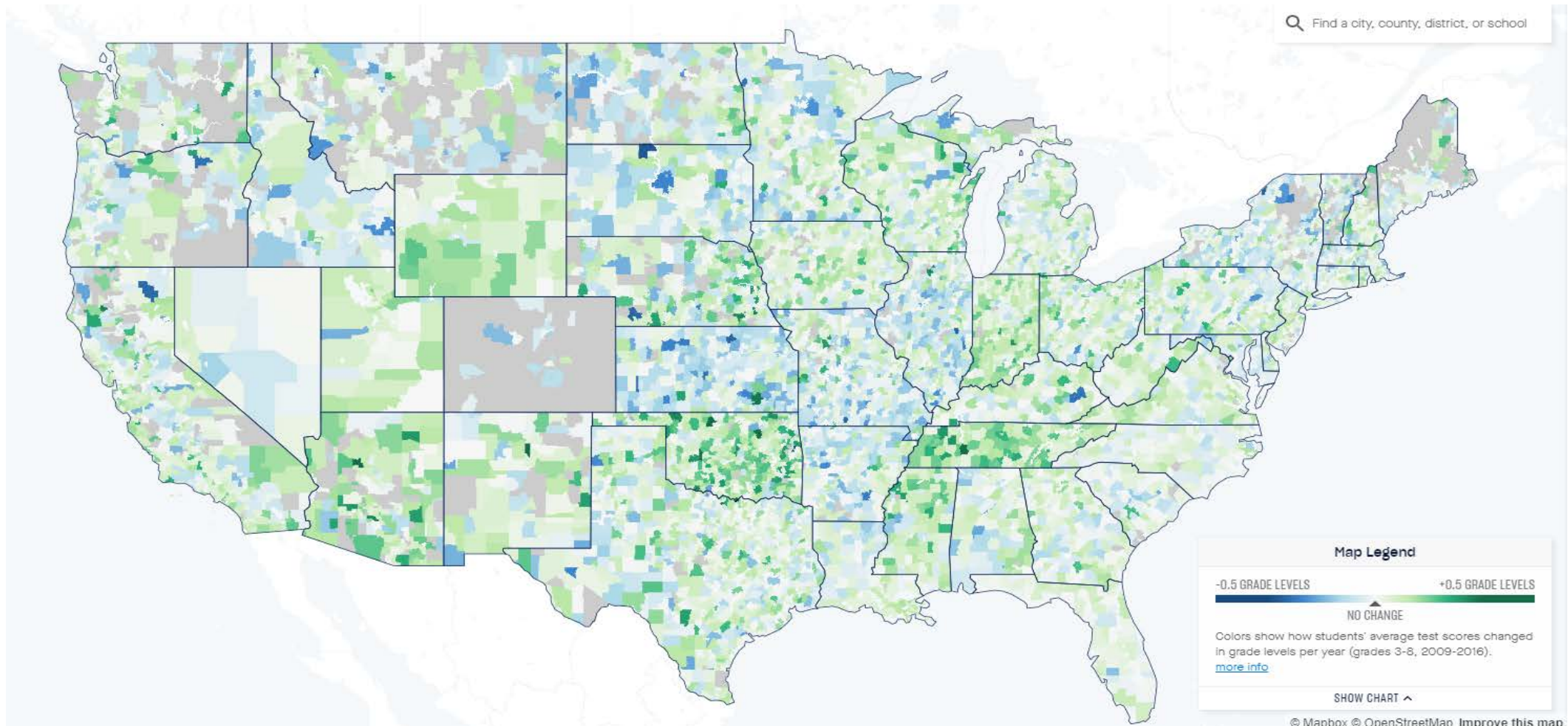
Learning Rates Compared to National Avg. Grades 3-8, 2009-2016 (Green = Positive, Blue = Negative)



Source: The Educational Opportunity Project at Stanford University



Trends in Test Scores per Year Grades 3-8, 2009-2016 (Green = Positive, Blue = Negative)

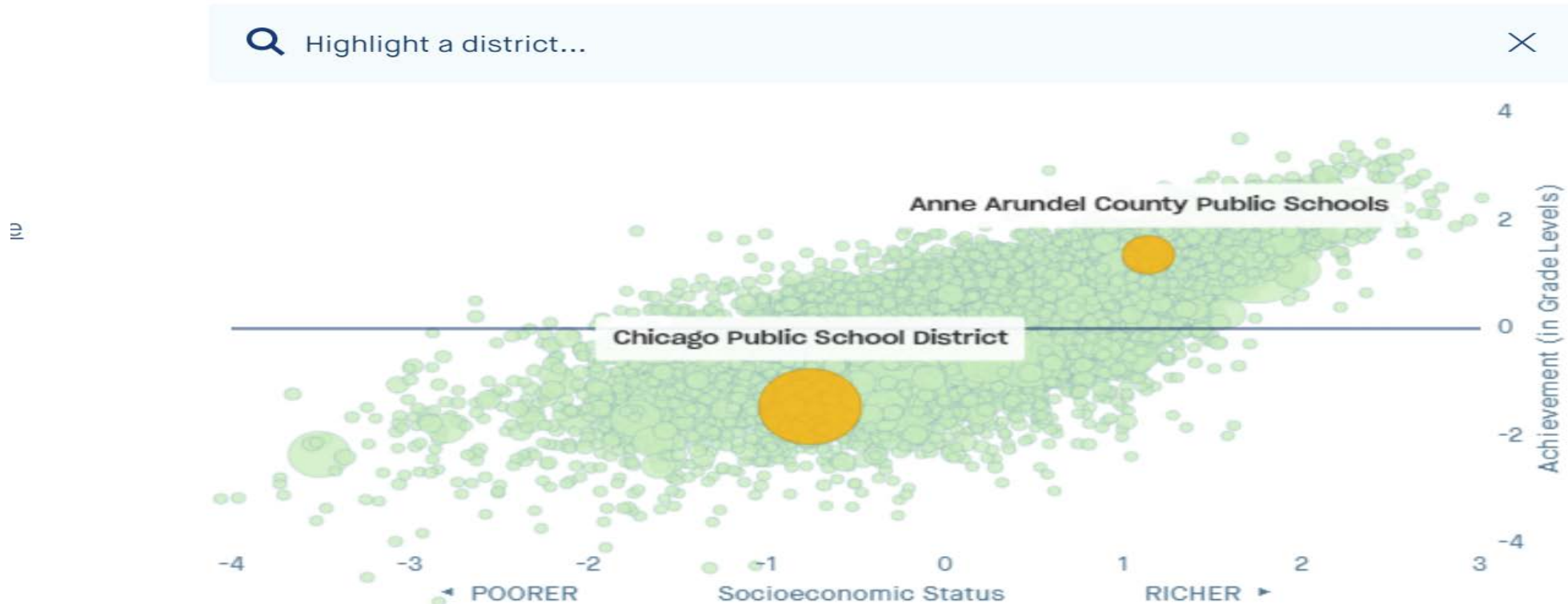


Source: The Educational Opportunity Project at Stanford University



Affluent Schools Aren't Always the More Effective Ones

Average Test Scores, Grade 3

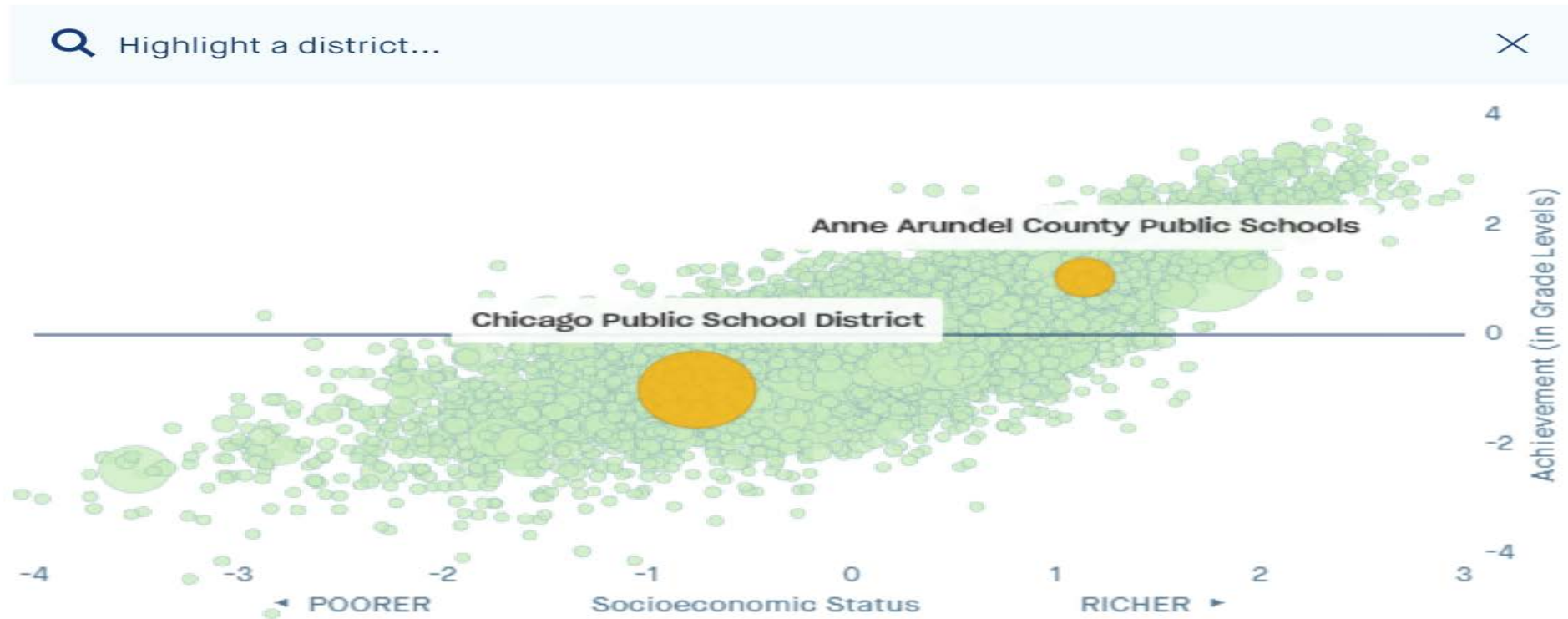


Source: The Educational Opportunity Project at Stanford University



Student Cohort Making Gains in Chicago

Average Test Scores, Grade 5

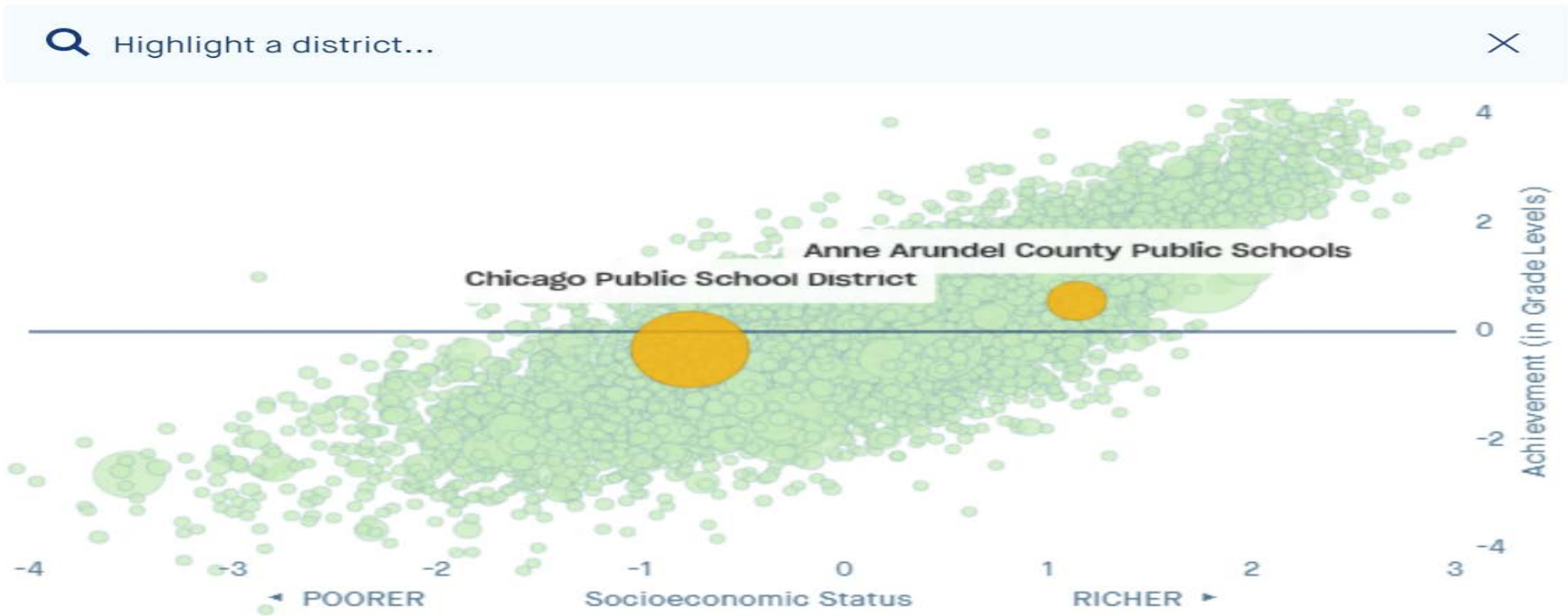


Source: The Educational Opportunity Project at Stanford University



By 8th Grade Chicago Students At the National Average – Gaining the Equivalent of 6 years of Learning in 5

Average Test Scores, Grade 8

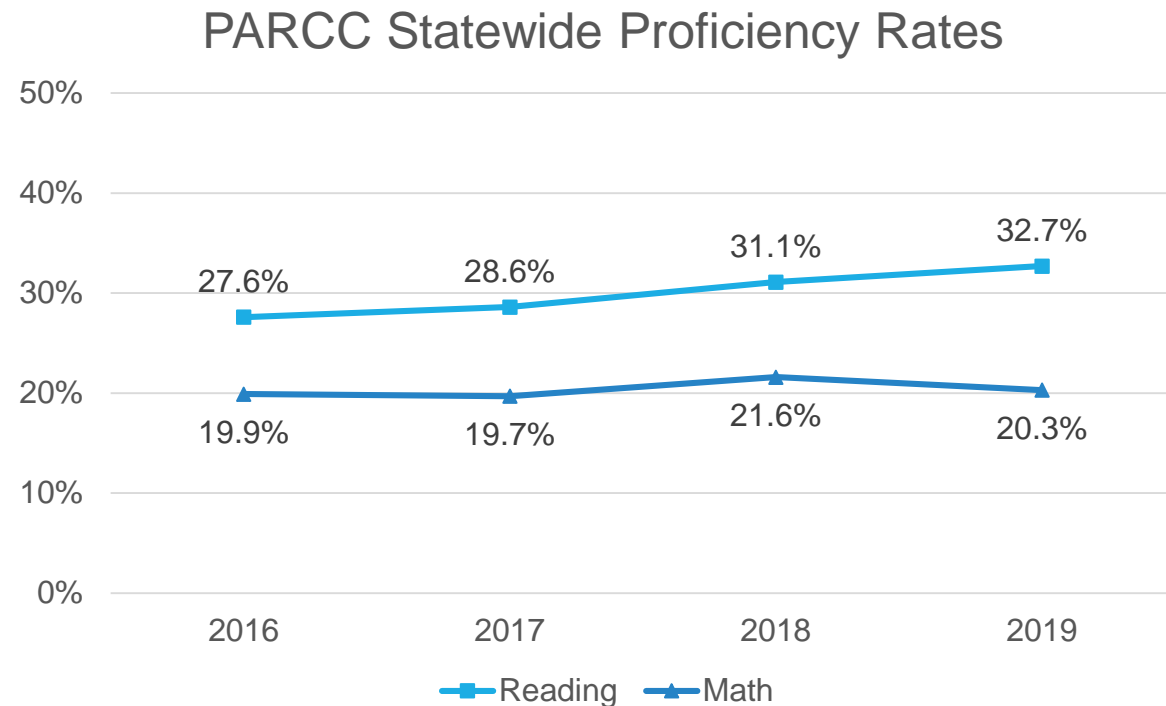


Source: The Educational Opportunity Project at Stanford University

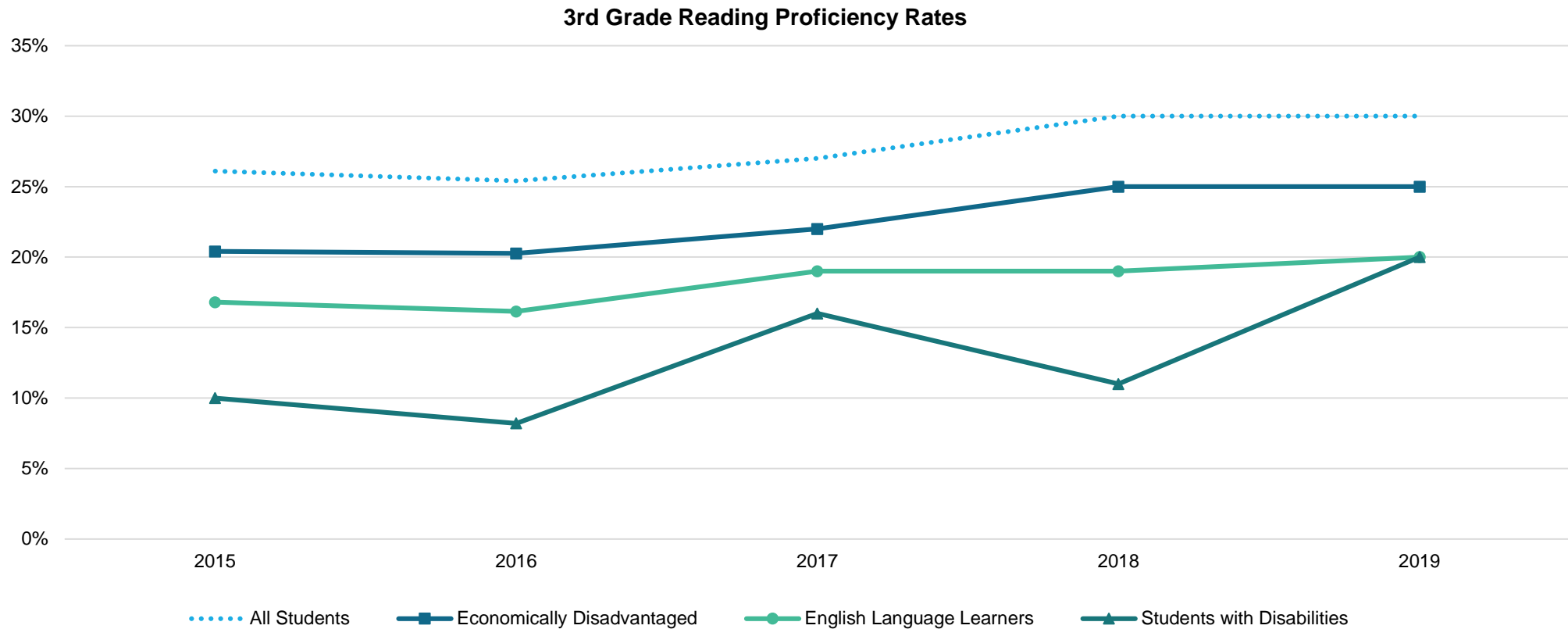


New Mexico Performance Outcomes

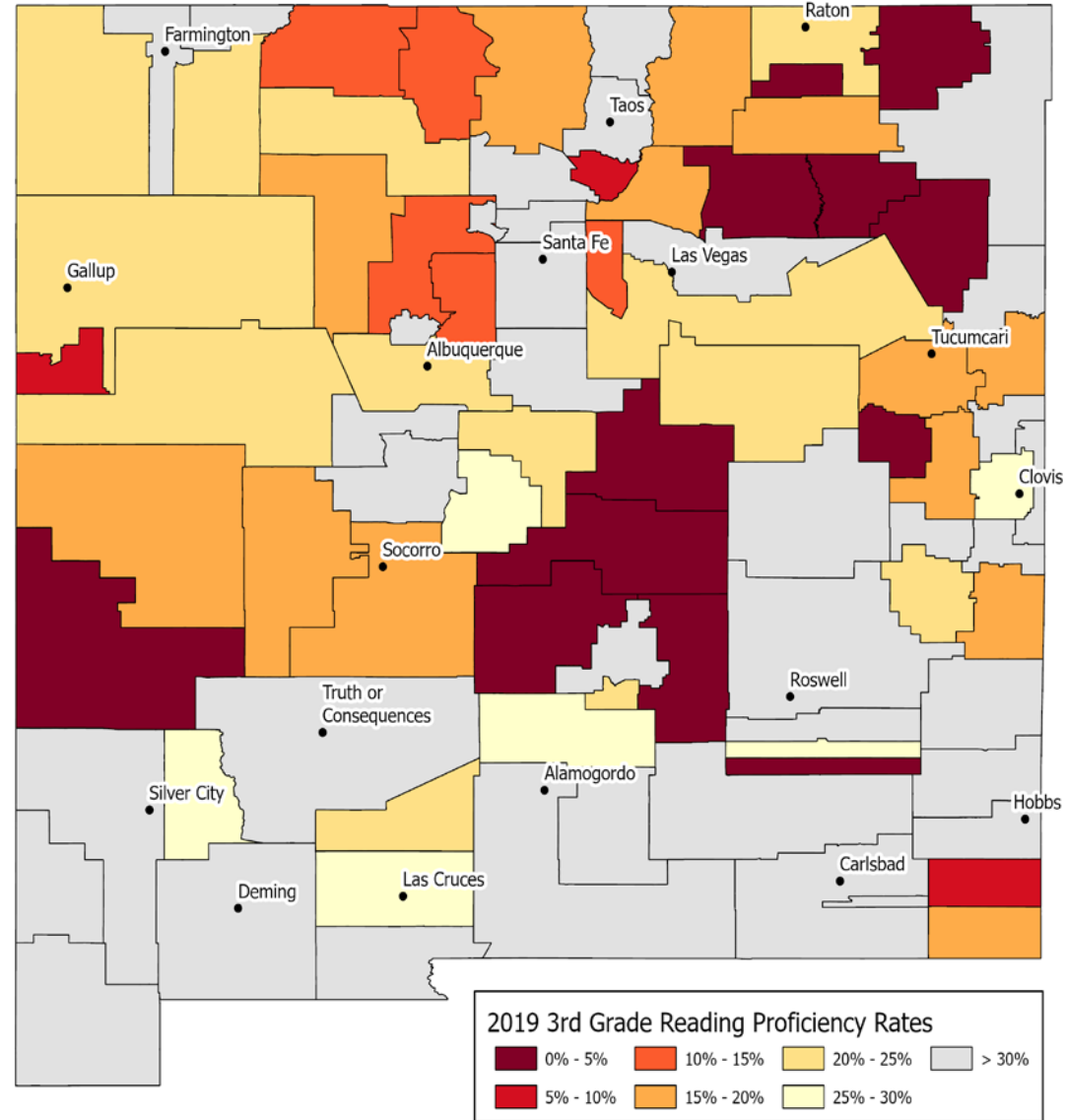
- PARCC reading and math proficiencies have improved marginally
- Achievement gaps remain for at-risk students
- No testing in FY20 due to COVID-19; new assessment for FY21



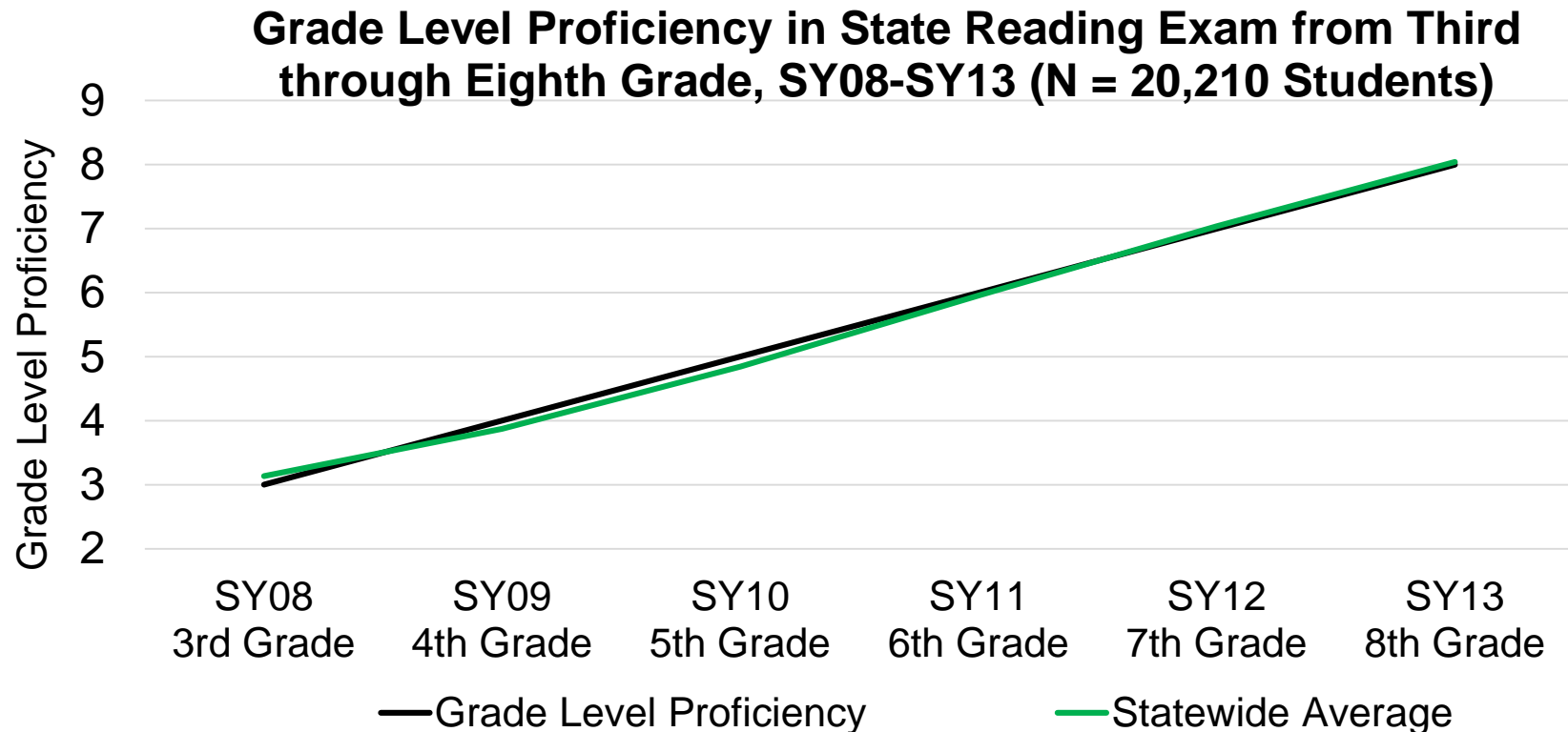
3rd Grade Reading Improvements



Differences in Outcomes



Findings from NM Longitudinal Data: Students Generally Gain a Year's Worth of Learning Each Year



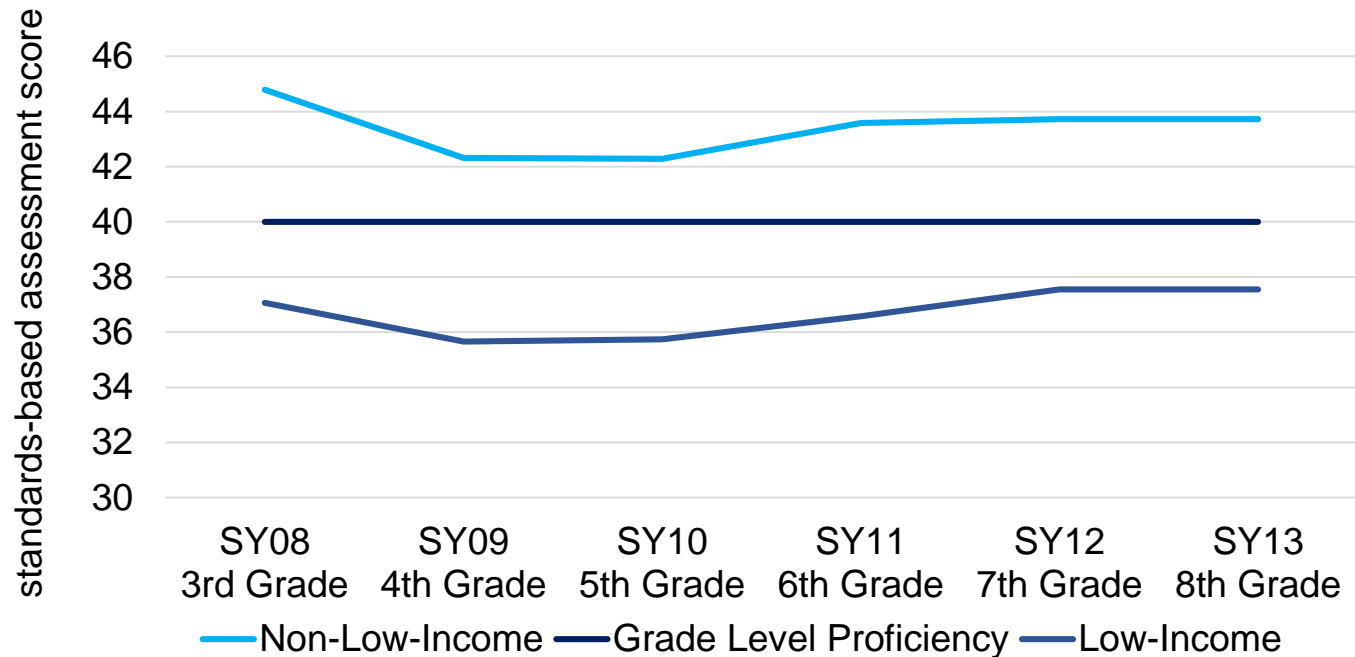
Source: LFC (2017) Longitudinal Student Performance Analysis, p.8

Note: Average state reading scores for each year were divided by 40 (the proficiency threshold score) and then multiplied by the grade level number. A score of 40 in third grade would be a value of three in this chart.



Findings from NM Longitudinal Data: Students Generally Gain a Year's Worth of Learning Each Year, But Low Income Students Never Catch Up

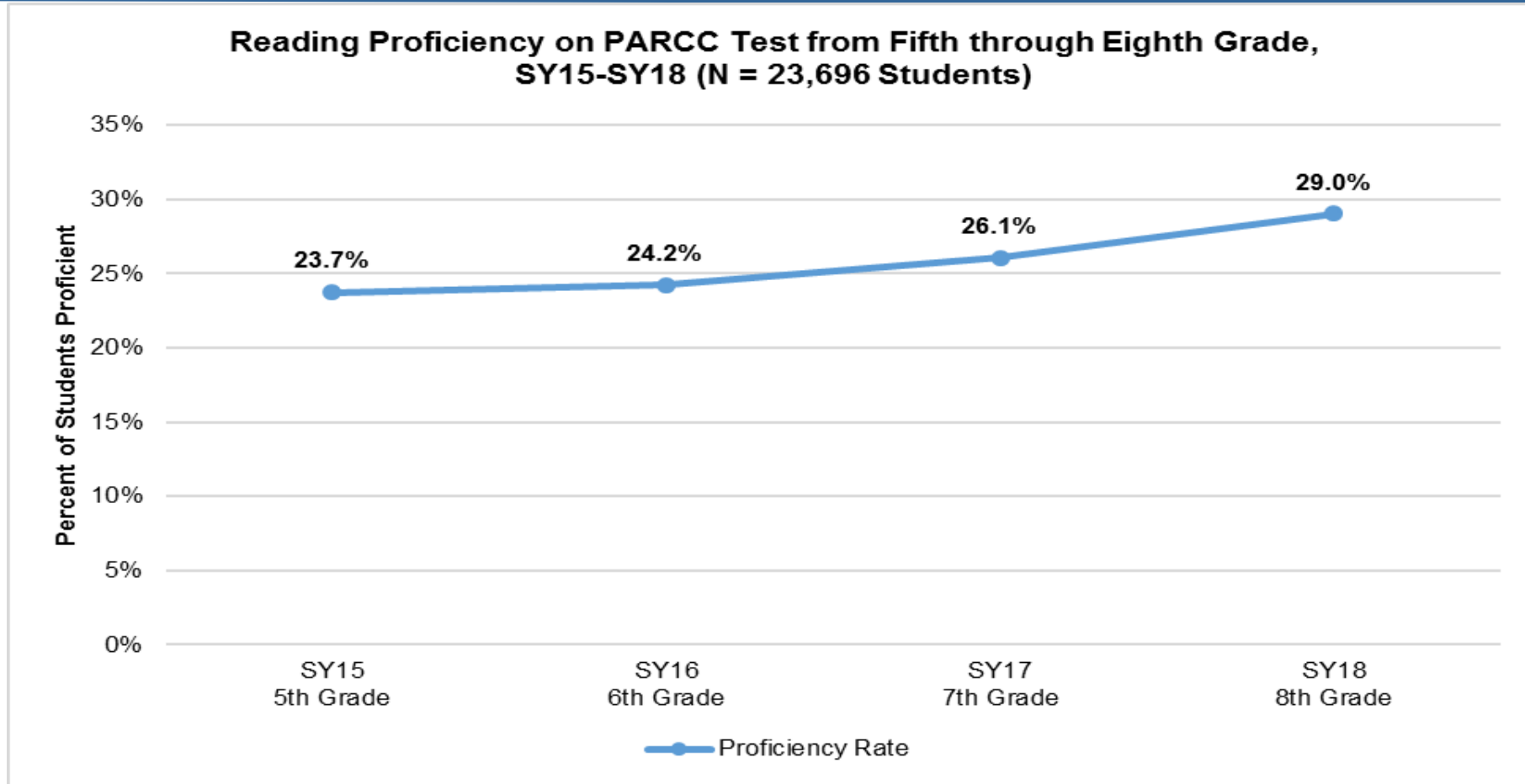
Average Reading SBA Scores from Third through Eighth
Grade, SY08-SY13 (N = 20,210 Students)



Source: LFC (2017) Longitudinal Student Performance Analysis

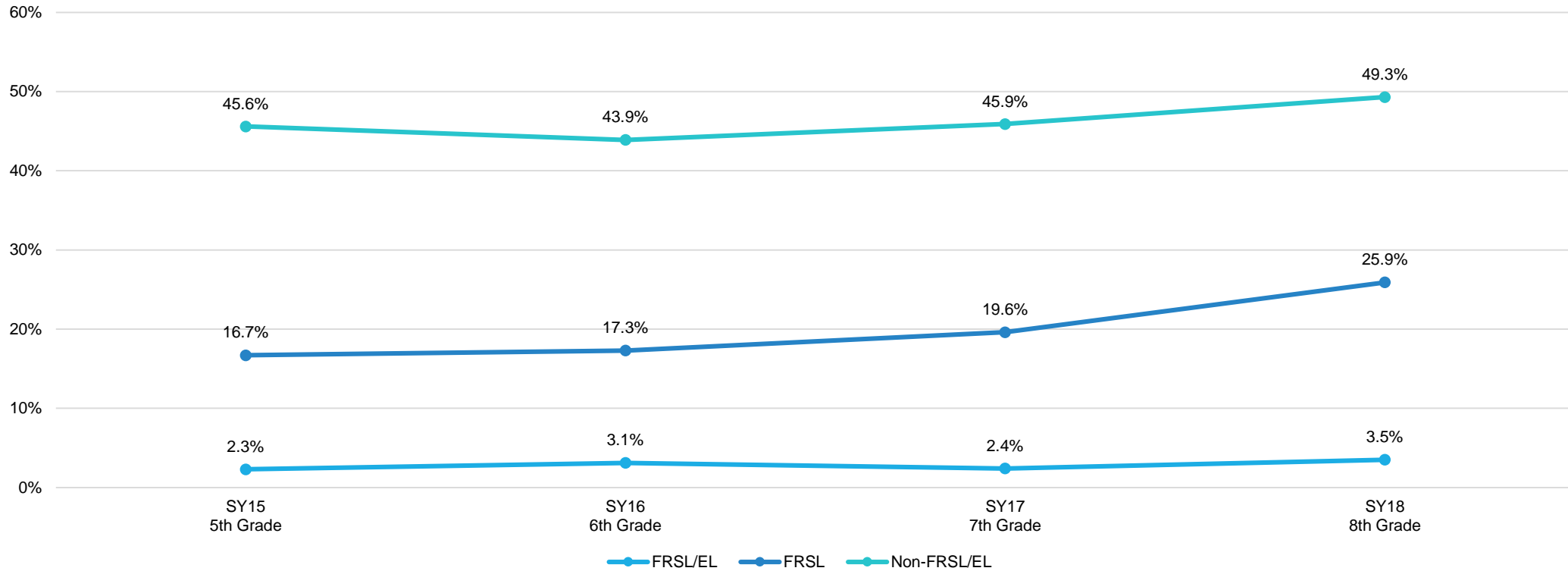


New Findings from NM Longitudinal Data: Students Gaining a Year's Worth of Learning Each Year & Improve Proficiency



New Findings: Achievement Gap - Reading

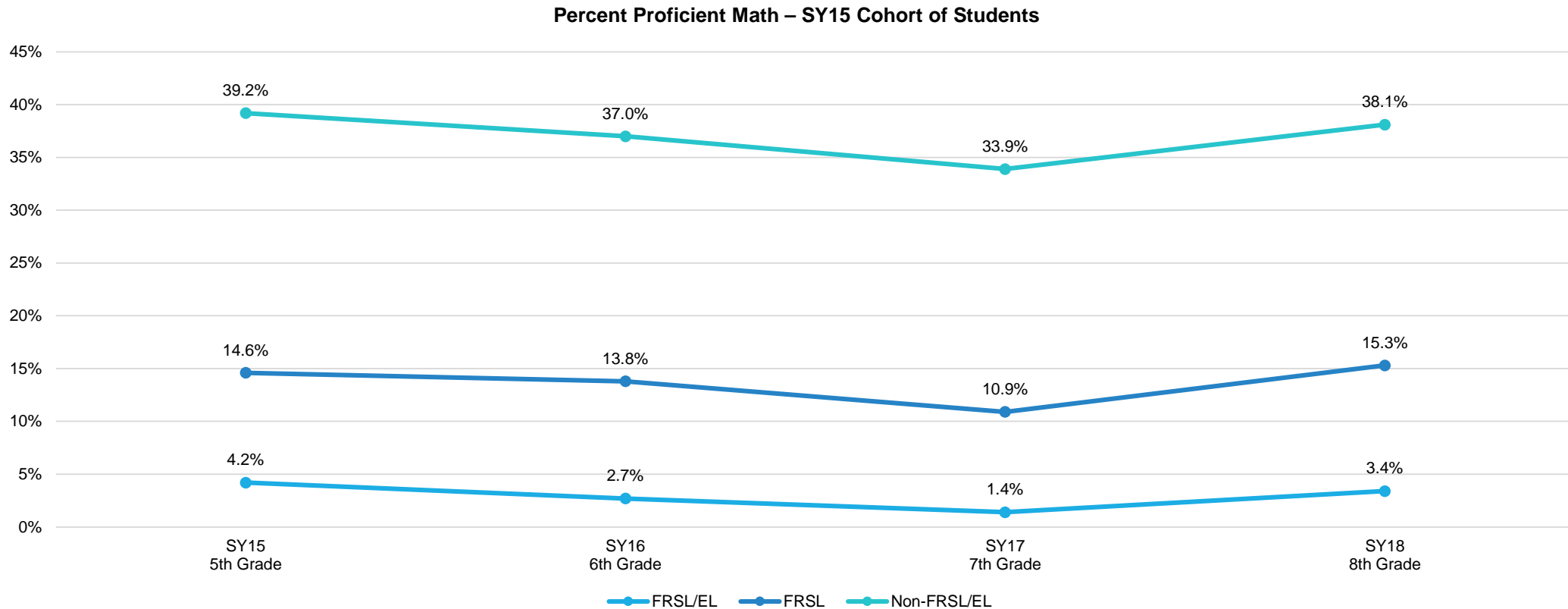
Percent Proficient Reading – SY15 Cohort of Students



Source: LFC



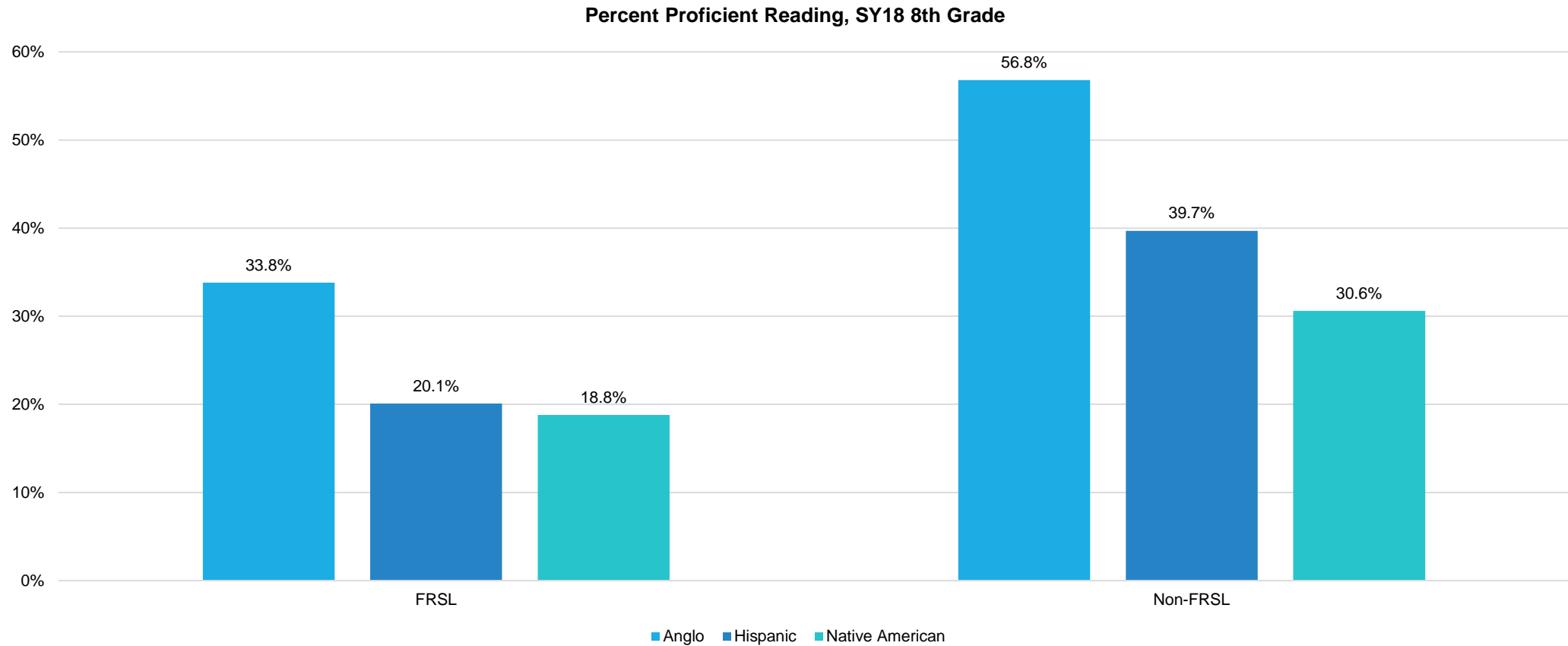
New Findings: Achievement Gap - Math



Source: LFC



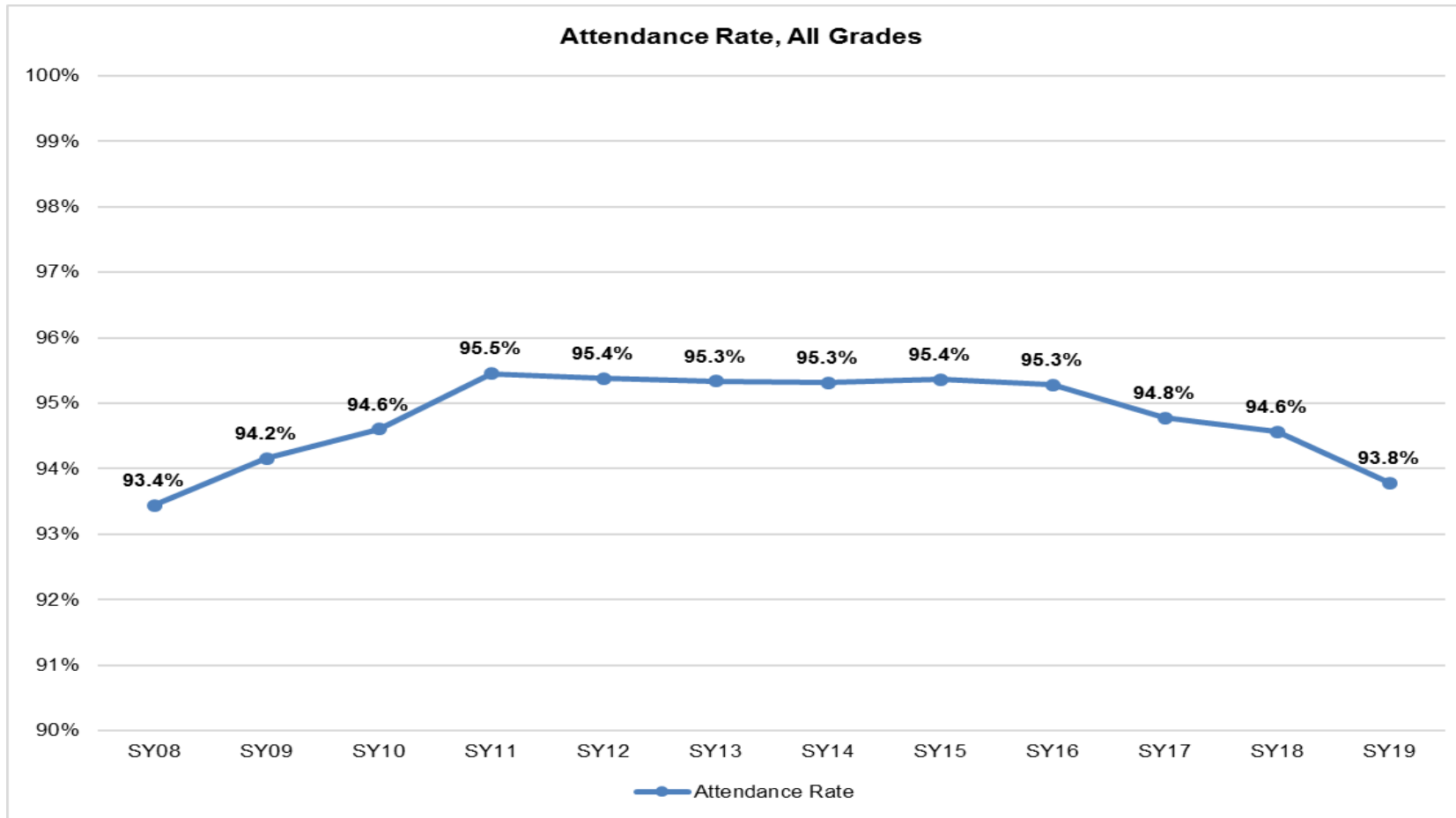
New Findings: Achievement Gap



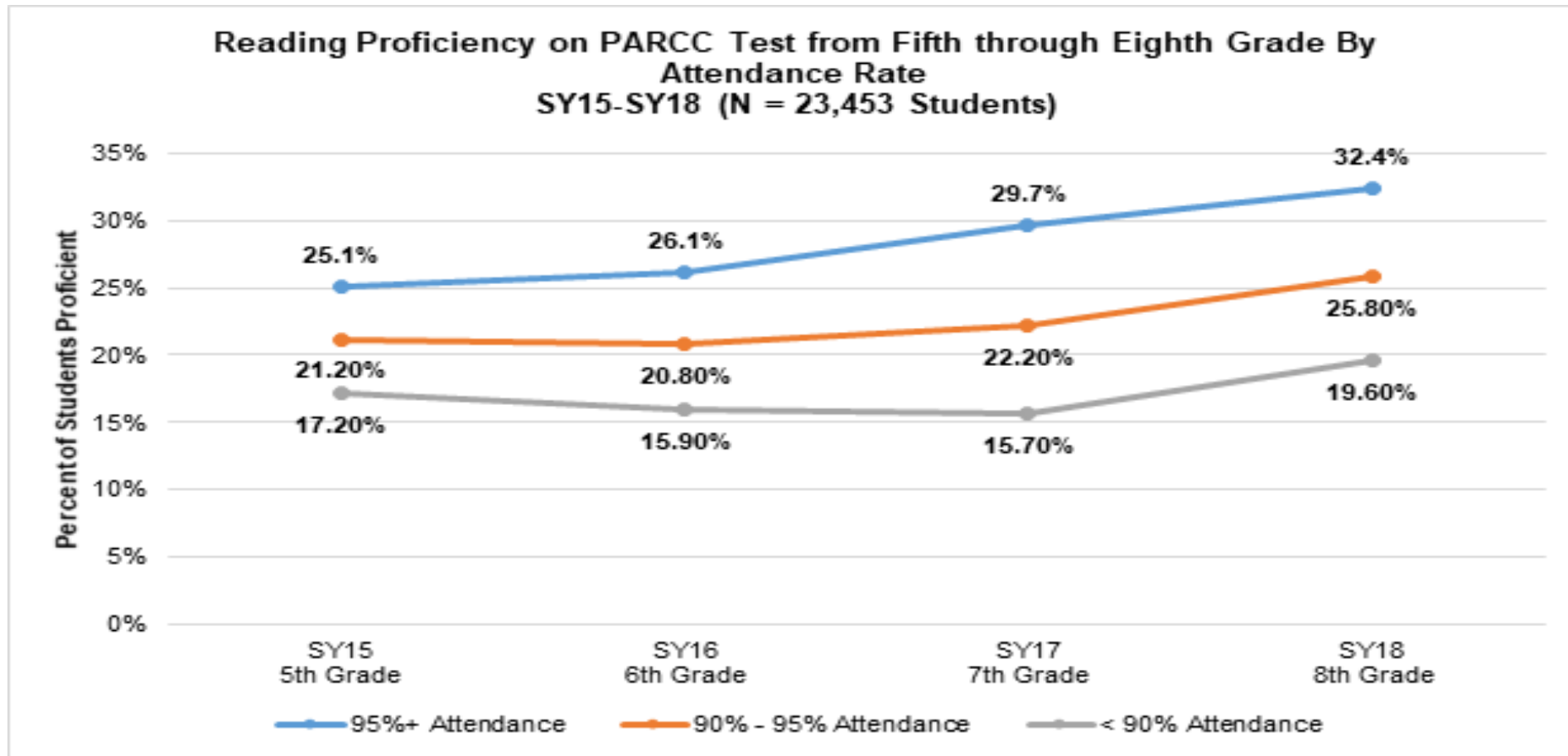
Source: LFC



Longitudinal Data: Attendance Lagging Statewide Across All Grades, SY08-SY19

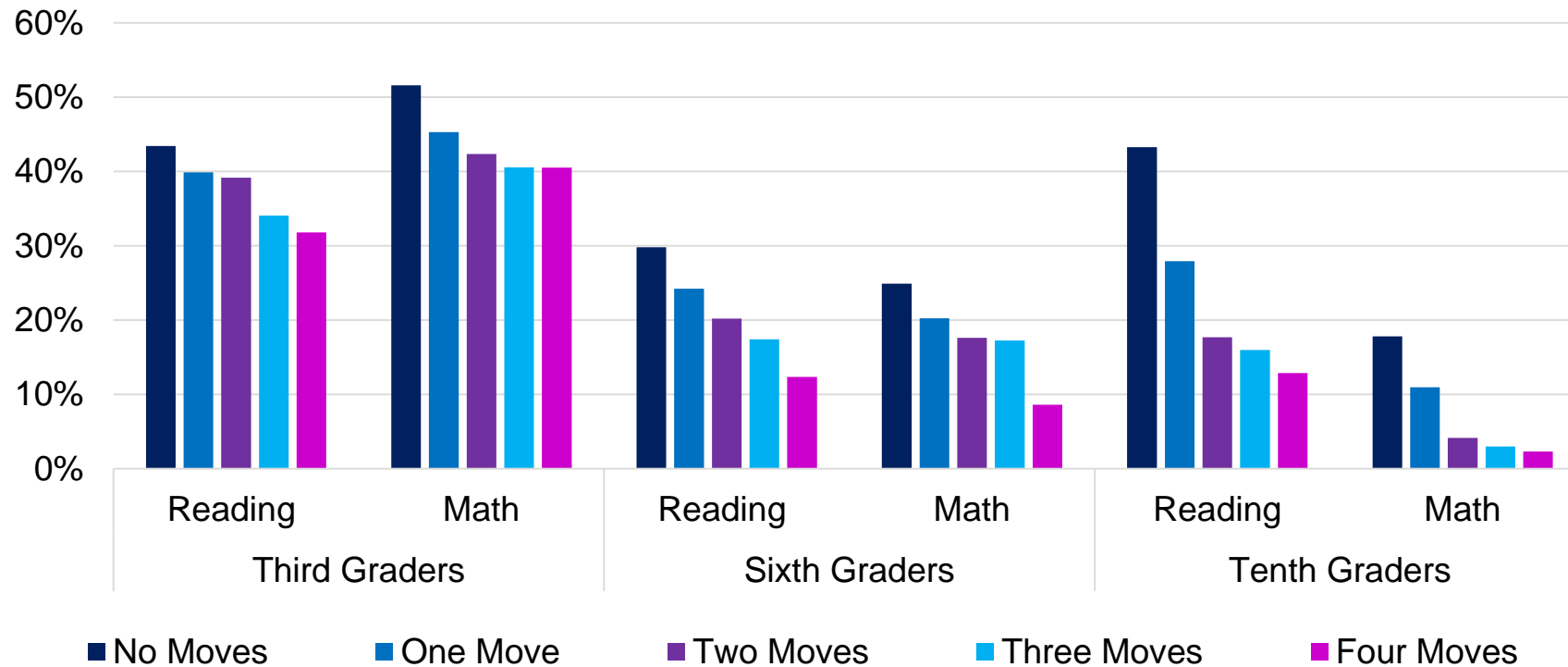


New Findings from NM Longitudinal Data: Students Gaining a Year's Worth of Learning Each Year & Improve Proficiency



Longitudinal Data: Student Mobility affects Student Academic Achievement

Percent of Students Proficient on SY16 PARCC by Number of School Changes, SY13-SY16

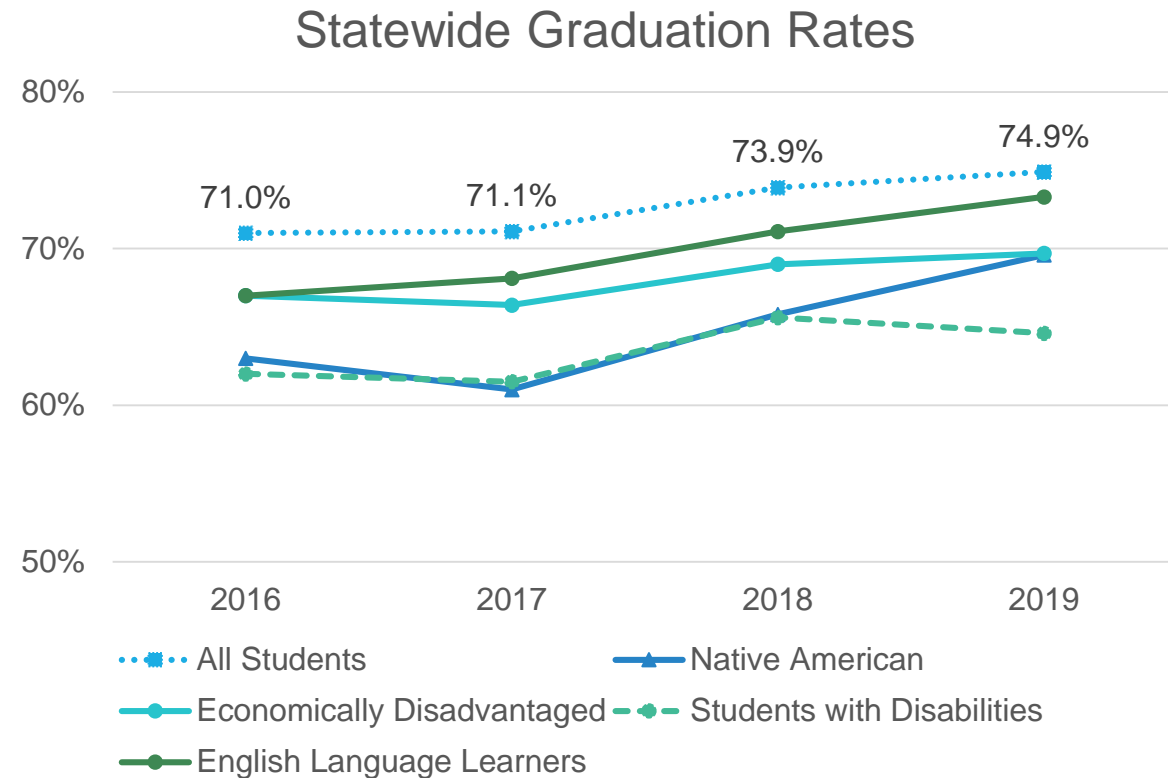


Source: LFC (2017) Longitudinal Student Performance Analysis. p.14



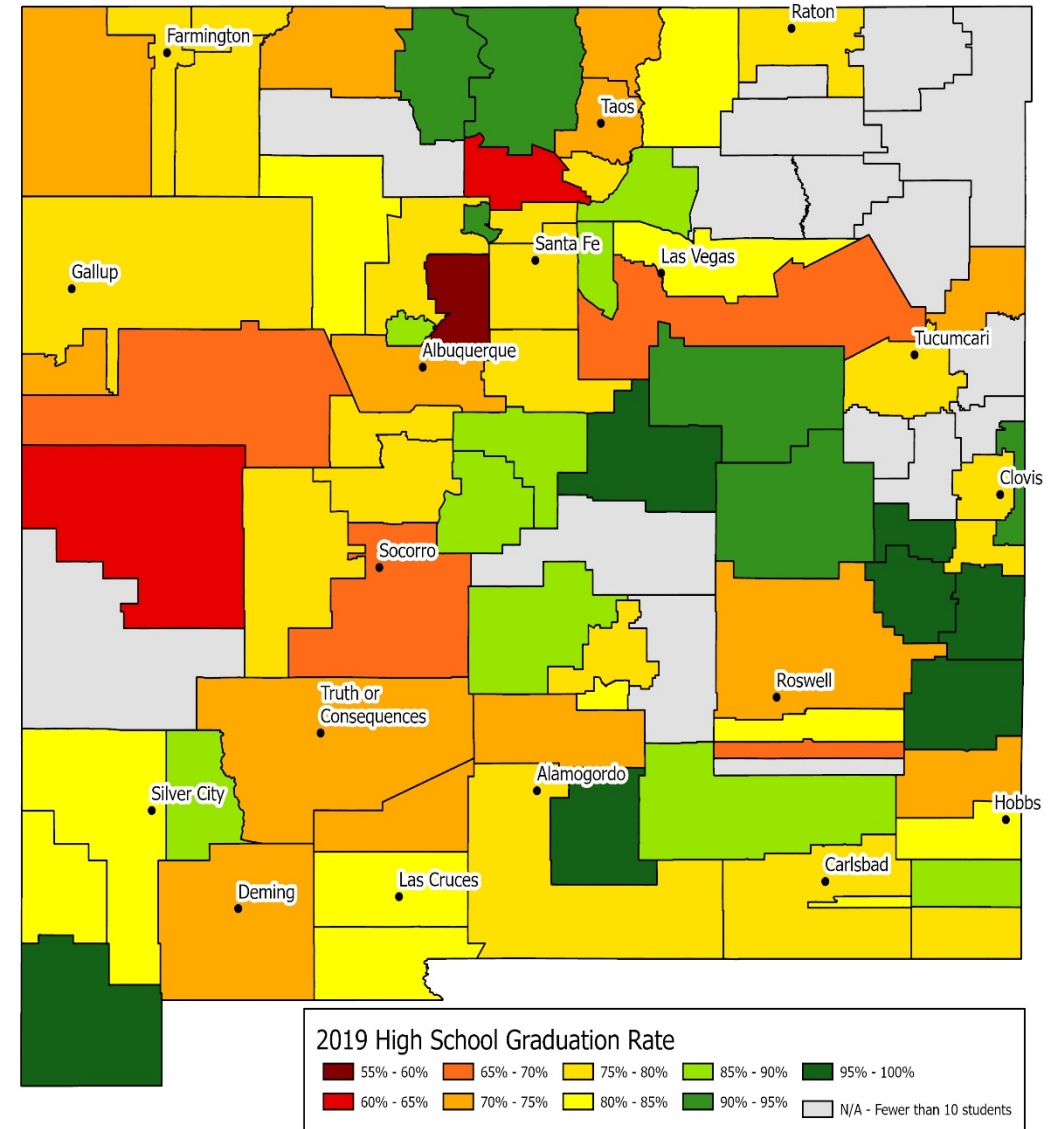
New Mexico Performance Outcomes

- Graduation rates have improved
 - Nearly 10 percentage point increase for Native American students
- HED/PED no longer reporting on college remediation rates
 - Replacing with postsecondary pathway completion



Targeting Resources

- PED can use data to focus efforts in high need districts.
- New Mexico schools would need to graduate 2,600 more students to reach national graduation rate.



Source: PED Files and LFC Analysis



What Works in Public Education: Targeting Resources to Evidence-Based Practices.



LFC education budget recommendations are:

- informed by national and state research, and
- developed in conversation with the LESC and educational stakeholders.



Reform Framework Informs Funding, FY20-FY21



- **High Quality Teaching and School Leadership**
 - Significant salary increases; funding for recruiting, induction programs, mentorship and ongoing evidence-based professional development
- **Extended Learning Opportunities**
 - Increased funding for services to students learning English or from low-income families; K5 Plus, longer regular school year, afterschool and enrichment programs
- **Responsive and Appropriate Curriculum**
 - Culturally and linguistically responsive curriculum and instructional material development, interim standards-based assessments, flexibility for instructional materials
- **Effective Oversight and Accountability**
 - Performance-based budgets, PED and regional supports have expanded capacity for oversight and assistance



High Quality Teaching & School Leadership

- Upgraded Three Tiered Salary Minimum Salaries
- Significant salary increases
- Funding for recruiting, induction programs, mentorship and ongoing evidence-based professional development
- Teacher College Affordability Financial Aid and Loan Repayment Reforms and Funding
- Expanded Principals Pursuing Excellence professional development

Next Steps to Consider

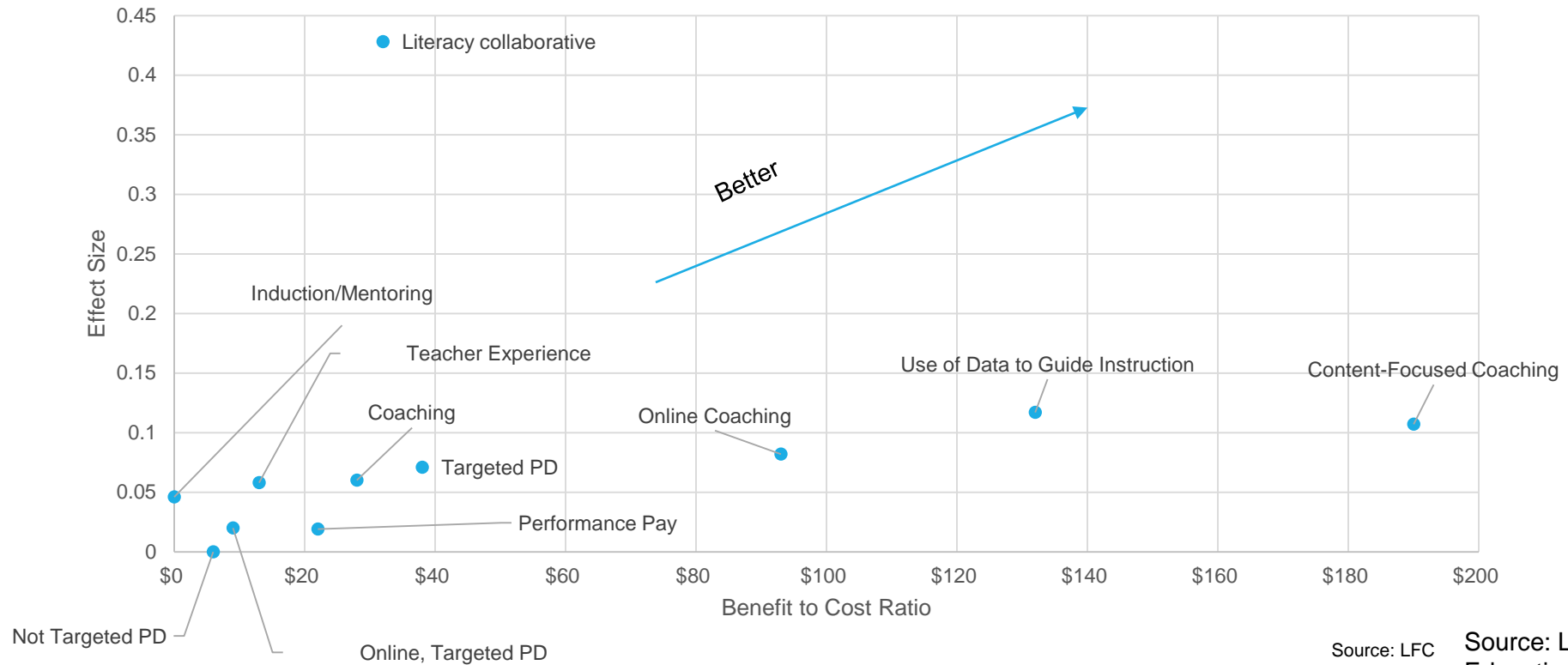
- Effective implementation of reforms, develop and monitor leading performance indicators
- Compensation and other strategies to reduce shortage areas for teachers in high poverty schools, bilingual and special education programs.
- Additional work on teacher preparation reforms and expand mentorship programs.



Cost-Benefit Analysis: Examining What Works

Summary of Teacher Quality Interventions.

Teacher Quality Interventions



Source: LFC

Source: LFC (2019) Results First: Education Initiatives. p.15



Extended Learning Opportunities, Focused on At-Risk Students

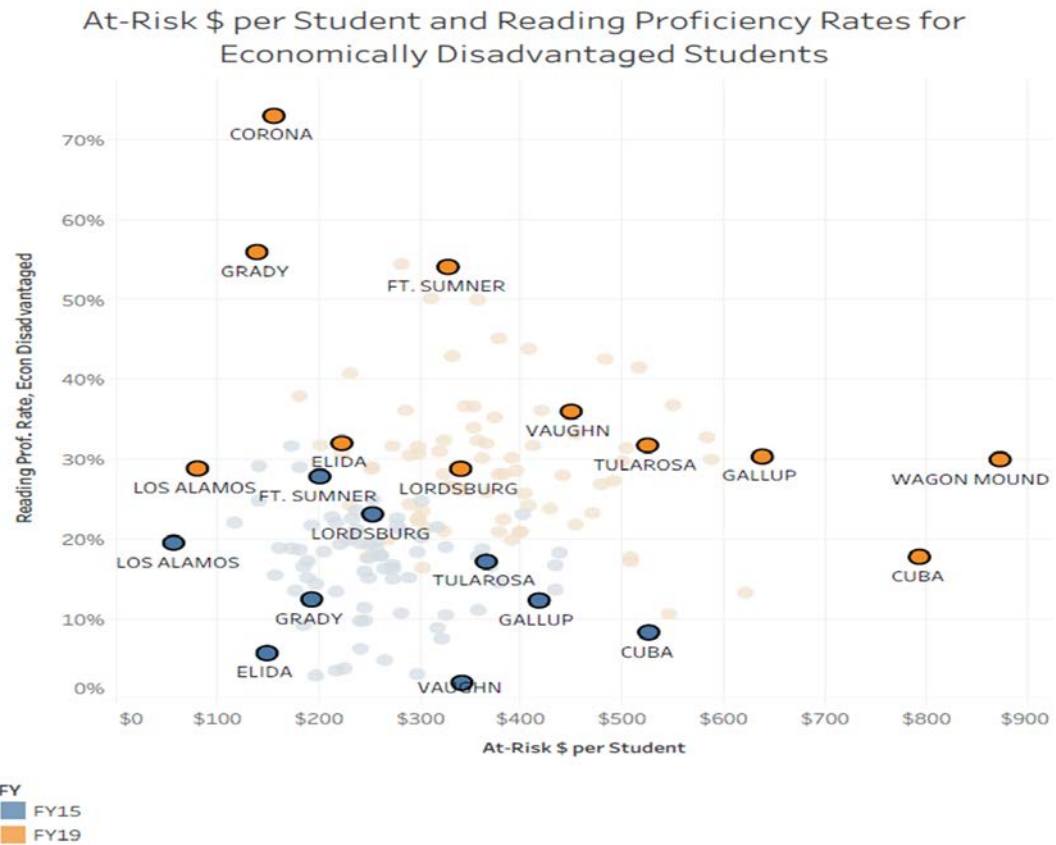
- At-risk index and funding increased to about \$350 million, with new guidance on how schools should use the funding and tracking spending. Funds can support social workers, counselors; evidence-based interventions such as tutoring, afterschool programming, community schools among others.
- Expanded funding for more students to receive bilingual programs (LEAs served less however).
- Extended learning opportunities expanded
 - Expanded PreK – additional funding for 3 year olds, continued expansion of full day programs. About 80 percent of four year olds funded for some type of publicly funded services – not all of equal quality
 - Extending learning program – provides additional ten days of instruction, afterschool/enrichment services; teacher professional development. When combined with K5 Plus and At-Risk funding would provide robust funding stream for Community Schools models
 - K5 Plus – Provided funding for every student in every high poverty school. Low LEA take up rates; COVID creates additional implementation challenges and \$40 million in funding pulled back.
- Evidence-based early literacy program funding and professional development

Next Steps to Consider

- Implementation of interventions and developing a set of leading indicators for performance monitoring
- Expanding extended learning programs statewide or to some agreed target, including community schools



Change in At-Risk Funding and Outcomes



Responsive and Appropriate Curriculum

- Expanded instructional materials funding and provided more flexible use
- Specific funding for cultural and linguistically responsive curriculum development and dissemination, including working with Indian Affairs Dept and tribal governments
- Modified standards-based assessments

Next Steps to Consider

- Effective implementation of reforms, develop and monitor leading performance indicators
- PED and LEAs domain primarily, compliance with legislative Acts, practice-based strategies, coordination with communities, dissemination of curriculum and other materials, and use of existing resources to support effective implementation



Effective Oversight and Accountability

- Performance-based budgeting at LEA level
- At-risk funding accounting and reporting
- PED Implementation of new school and LEA shared supports accountability system – NM Vistas. www.newmexicoschools.com
- PED expanding use of regional supports

Next Steps to Consider

- Effective implementation of reforms, develop and monitor leading performance indicators



Legislating for Results Framework: AGA Performance Report Cards

Public Schools

Budget: \$3,198,572.9 FTE: N/A

	FY18 Actual	FY19 Actual	FY20 Target	FY20 Actual	Rating
Fourth grade reading proficiency	29.1%	30%	30%	Not reported	R
Fourth grade math proficiency	25.6%	27%	30%	Not reported	R
Eighth grade reading proficiency	29%	31%	30%	Not reported	R
Eighth grade math proficiency	20.8%	20%	30%	Not reported	R
Four-year high school graduation	73.9%	74.9%	75%	N/A	Y
Chronic absenteeism	New	New	<10%	Not reported	R
Large school district budget for instruction	73%	Not reported	75%	Not reported	R
Program Rating	Y	Y			R

*Measure is classified as explanatory and does not have a target.

- AGA report cards hold state entities accountable to their set performance targets.
- AGA report cards inform policymakers and stakeholders about performance levels and improvements.
- Available performance data becomes a driver of state budget and policy discussions.



PED Dashboard: NM Vistas

New Mexico

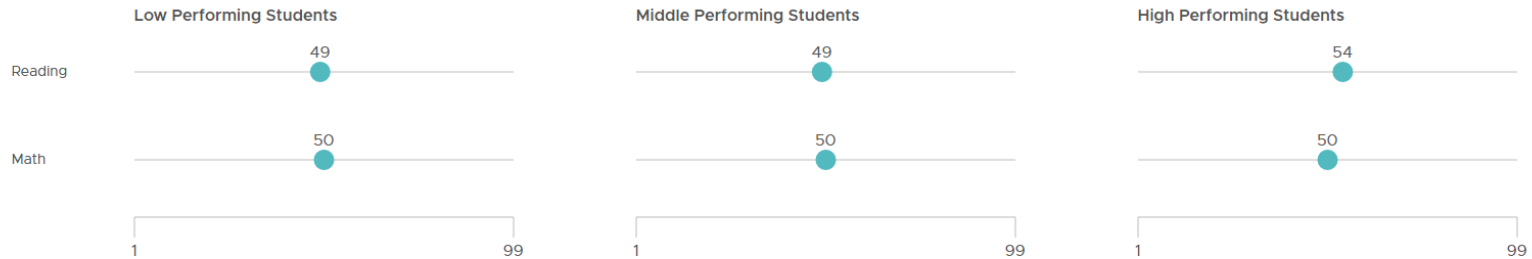
About the State **Academic performance** - Learning Environment - Accountability System

Overall student improvement

This container shows the breakdown for both reading and math subjects, for each of the three groups of growth levels.

● Below 25: Less than a year of improvement ● 25-74: Expected improvement ● 75 and up: More than a year of improvement

Students are measured on their progress year-over-year. The values have been grouped into the three categories of less than a year, expected, and more than a year.



What does this mean?

Each student's previous test scores are used to predict how well they can be expected to perform this year on state tests. Low performing students are those who previously performed below average on the state reading or math test. This measure shows how much progress students who are low performers have made in reading or math as compared to other low performing students.

What does this mean?

Each student's previous test scores are used to predict how well they can be expected to perform this year on state tests. Middle performing students are those who previously performed about average on the state reading or math test. This measure shows how much progress students who are middle performers have made in reading or math as compared to other middle performing students.

What does this mean?

Each student's previous test scores are used to predict how well they can be expected to perform this year on state tests. High performing students are those who previously performed well on the state reading or math test. This measure shows how much progress students who are high performers have made in reading or math as compared to other high performing students.



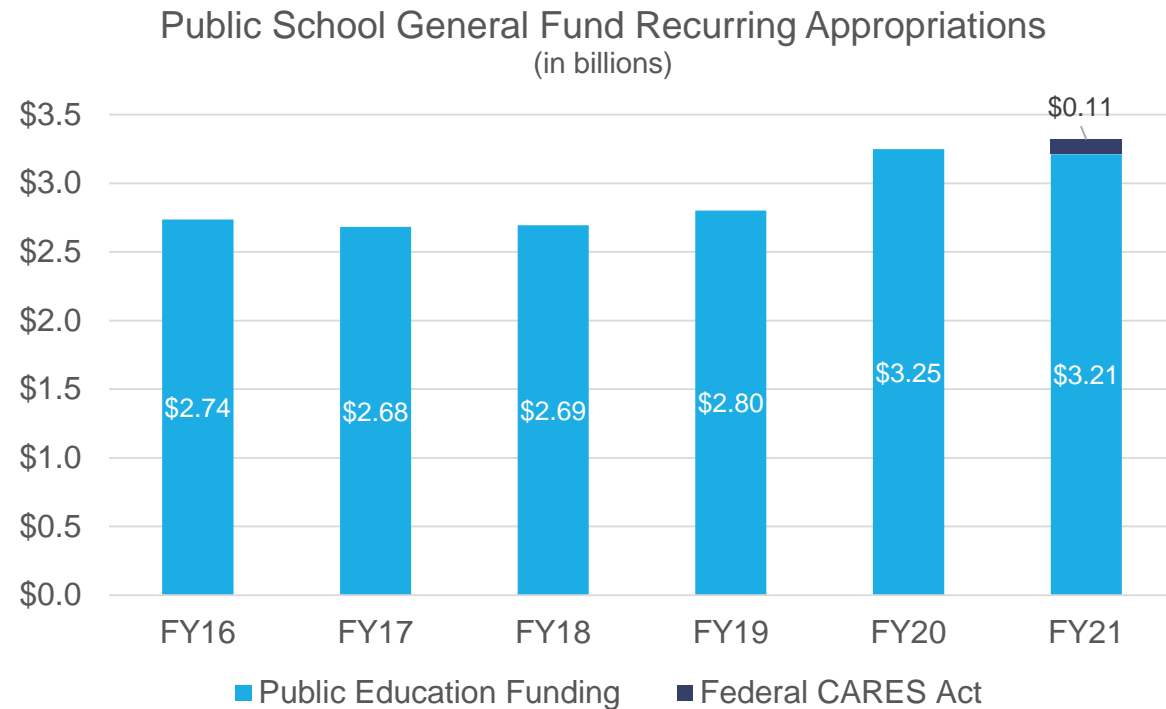
Possible Leading Indicators for an NMEdStat

- Money in the classroom; money budgeted for at-risk supports
- Teacher/Principal Spring-Fall Turnover
- Teacher Prep enrollment and students on track to graduate
- Improvement due to PED led professional development
- Classrooms with Fully Certified and Qualified Teachers
- Student Attendance per 9 weeks
- LEAs implementing whole school/district Extended Learning Programs (ELTP, K5 Plus, Community Schools)
- Interim Short Cycle student achievement results (Fall, Winter)
- High School students on track for on-time degree completion



Significant State Actions

- Funding has remained steady through three economic downturns and increased since the 2019 ruling
- Implementation of key reforms is mixed or not reported timely



Appendix: Significant State Actions

Court Finding and Plaintiff Platform

Provide at-risk students 25% - 50% more funding

Provide culturally responsive curriculum and materials and evidenced-based ELL programs

Increase instructional material funding and oversight

Legislative Action

Increased at-risk index from 0.106 to 0.30 (\$188 million R)

BMEP SEG appropriation (\$7 million R), PED appropriation (\$4.6 million R), development (\$9 million NR)

Instructional materials SEG appropriation (\$30 million R, \$26.5 million NR)

PED Action

New at-risk reporting requirements, new performance measure on at-risk expenditures

TBD, No FY19 BMEP report

New instructional material reporting requirements, continued adoption cycle reviews

School Action

Spent at-risk funding on salary increases

Fewer BMEP units generated

Budgeted \$16.9 million for textbooks



Significant State Actions

Court Finding and Plaintiff Platform

Implement Indian Education Act

Provide access to K-3 Plus programs

Provide access to extended learning time programs (ELTP)

Legislative Action

Indian Education Fund (\$5.3 million R), PED appropriation (\$1 million R) Student needs assessment

K-5 Plus SEG appropriation (\$44 - \$79 million R or 22% - 39% coverage)

ELTP SEG appropriation (\$71 - \$106 million R or 43% - 65% coverage)

PED Action

TBD, Provided FY19 TES report

Hosted K-5 Plus/ELTP conference, required assurances for FY21

Hosted K-5 Plus/ELTP conference, required assurances for FY21

School Action

Indigenous curriculum development

FY20 participation: 10.7%
FY21 projected participation: 3%

FY20 participation: 25.8%
FY21 projected participation: 26.4%



Significant State Actions

Court Finding and Plaintiff Platform

Improve teacher pay

Improve teacher quality

Provide access to support staff

Legislative Action

New salary minimums (\$40 million R)
Additional compensation (\$77 million R)
Scholarships and loan repayment

Mentorship and PD SEG appropriation (\$11 million R)
PED appropriation (\$2.9 million R), residency pilot

Additional compensation (\$38 million R)

PED Action

New budget approval requirements

Revised teacher evaluation system, professional development conferences, funded alternative licensure programs

New budget approval requirements

School Action

16% budgeted increase for instruction expenses

Reduced teacher vacancies 13%

10% - 24% budgeted increases for operations, student support, and administrative expenses



Significant State Actions

Court Finding and Plaintiff Platform

Provide access to prekindergarten

Provide access to reading programs

Increase funding for transportation and technology

Legislative Action

Increased appropriations (\$36.1 million), new ECECD

Early literacy appropriations (\$9.7 million R)

Transportation funding (\$10.4 million), IT systems (\$6 million)

PED Action

Increased provider reimbursement rate

Online literacy trainings and professional development

CARES funding for digital divide (\$1 million), LMS (\$3.5 million)

School Action

FY19: 9,757 children
FY20: 10,885 children

TBD

CARES funding for digital divide (\$43.7 million)



Significant State Actions

Court Finding and Plaintiff Platform

Address formula inefficiencies

Increase accountability and PED oversight

Provide special education staff and services

Legislative Action

Phased changes to T&E, TCI, size adjustment, and rural population units

Assessments (\$1.3 million R, \$2 million NR), PED Opbud (\$3 million R), regional accountability (\$1 million R)

Staffing differential bill (died), special education convening (\$750 thousand NR)

PED Action

TBD, Report due in 2021

Changed assessment (Cognia/SAT), replaced grading system with dashboard (NM Vistas)

Developed MLSS policies

School Action

TBD

TBD

TBD





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For More Information

- <http://www.nmlegis.gov/lcs/lfc/lfcdefault.aspx>
 - Session Publications – Budgets
 - Performance Report Cards
 - Program Evaluations

Charles Sallee, Deputy Director
Charles.Sallee@nmlegis.gov
325 Don Gaspar – Suite 101
Santa Fe, NM 87501
505-986-4550