

**LESC 2017 INTERIM WORK PLAN SUMMARY**

<b>PRIMARY ISSUES</b>					
<b>Row #</b>	<b>Issues/Goals and Objectives</b>	<b>Output</b>	<b>Outcome/Results</b>	<b>Responsibility</b>	<b>Finish Date</b>
<b>NO TIME TO LOSE</b>					
<b>1</b>	<p><u>Building a World-class Education System</u></p> <p>Issue: The United States lags behind many other advanced industrial nations and some less-developed nations in education. Programme for International Student Assessment (PISA) results from 2015 ranked the U.S. 38th out of 71 countries. A group convened by the National Conference of State Legislatures (NCSL) found countries with the most effective education systems have four common themes: children come to school ready to learn, a world-class teaching profession supports a world-class instructional system; significant focus on rigorous career and technical education; and individual reforms are connected and aligned as part of a clearly planned and carefully designed comprehensive system.</p> <p>Goal: Study the components of world-class education systems and how they relate to New Mexico policies.</p>	<p>Activity Reports.</p> <p>Memos, briefs, and other reports to LESC.</p> <p>LESC hearings, including NCSL presentations on <i>No Time to Lose</i>.</p>	<p>Development of a policy framework for creating a world-class education system in New Mexico.</p>	<p>LESC staff</p>	<p>Ongoing</p>
<b>CHARTER SCHOOLS</b>					
<b>2</b>	<p><u>Virtual Charter Schools</u></p> <p>Issue: Despite an increasing number of virtual charter schools and multiple virtual programs and online course offerings, New Mexico has left unaddressed the topic of virtual charter schools, which comprises elements such as funding, state-wide or local capacity, oversight, accountability, overall performance, academic achievement, management, and relationships with traditional brick and mortar public schools.</p> <p>Goal: Develop effective legislation for this largely unaddressed topic of public education in New Mexico.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p> <p>Surveys and comparisons of actions and legislation of other jurisdictions.</p> <p>Joint program evaluation with LFC.</p> <p>Coordination with program evaluators on virtual charter schools.</p>	<p>Development of statutory framework for virtual education and charter schools.</p> <p>Align funding for virtual charter schools to their unique cost structures.</p> <p>Potential LESC-endorsed legislation.</p>	<p>Force, Rogne, Simon, LFC, and PED</p>	<p>December 2017</p>

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3	<p><u>Authorization/Accountability/Governance</u></p> <p>Issue: Charter school growth, despite lingering issues with authorizer oversight and charter school performance, is still a concern. Performance contracts were implemented to ensure greater oversight by authorizers and greater transparency of the process. However, oversight by authorizing school districts, PEC, and PED could still be improved, as could governance of individual schools, particularly with regard to selection of qualified board members. Finally, it is unclear how performance targets are being implemented or overseen, but some evidence suggests charter school students lag behind their traditional school peers in academic achievement.</p> <p>Goals: Ensure New Mexico invests in high-quality school choice options that close achievement gaps, and implement policies to strengthen authorizer oversight. Develop a more transparent and objective means of selecting governance board members to help improve accountability and avoid conflicts of interest among board members.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p> <p>Compilation of best practices for charter contract structure, governance, and potential sanctions from other jurisdictions, with focus on ensuring high-quality school choice options.</p>	<p>Improved authorizer oversight of charter schools, including closure of low-performing schools.</p> <p>Improved charter school student achievement through implementation and enforcement of performance targets.</p> <p>Establish comprehensive governance structure for charter schools that is equitable and comparable to the governance of local school districts.</p> <p>Potential LESC-endorsed legislation.</p>	<p>Force, Rogne, PED, and PEC</p>	<p>December 2017</p>

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<b>CAPITAL OUTLAY</b>					
4	<p><u>Charter School Facilities</u></p> <p>Issue: Despite declining supplemental severance tax bond revenue, lease assistance funding has grown from \$2.8 million in FY05, the first year of lease assistance awards, to an estimated \$15.9 million in FY17. This reduces available revenues in the Public School Capital Outlay Fund for programs related to the core mission of the Public School Capital Outlay Act. In addition, there have been unforeseen issues over compliance with Subsection D of Section 22-8B-4.2 NMSA 1978, commonly referred to as the “public building deadline,” which requires a new charter school or a charter school seeking renewal to be housed in a public school facility or a PED-approved lease purchase agreement.</p> <p>Goal: Continue to work toward affordable access to public facilities for charter schools that comply with the Charter Schools Act, the Public School Capital Outlay Act, the Public School Lease Purchase Act, and other statutes. Determine explicit responsibility for oversight of lease agreements and enforcement to protect state investments in public facilities.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p> <p>Compilation of recommendations addressing charter school facility issues.</p>	<p>Identify existing obstacles to charter schools securing public facilities and potential revenue sources to address those challenges.</p> <p>Potential LESC-endorsed legislation.</p>	Rogne, LESC, LFC, PSFA, and PED	December 2017

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5	<p><u>Capital Outlay Funding Formula</u></p> <p>Issue: The current standards-based public school capital outlay program was developed to include cost-sharing based on a funding formula that recognizes the differing ability of school districts to raise funds for capital outlay projects. The Public School Capital Oversight Task Force (PSCOOTF), in partnership with the University of New Mexico’s Bureau of Business &amp; Economic Research, has studied the capital outlay funding formula and there is concern the per-student property tax valuation may not be the best measure of a district’s “ability to pay” and that the formula does not account for differences in the per-student facility construction and maintenance costs.</p> <p>Goal: Update the state and local match funding formula to more effectively use limited state resources and provide predictability long-term planning.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC and PSCOOTF.</p>	<p>Proposal for implementing an updated state and local match in the capital outlay funding formula.</p> <p>Potential PSCOOTF and LESC-endorsed legislation.</p>	<p>Rogne, LESC, PSFA, and LFC</p>	<p>December 2017</p>
6	<p><u>Systems-Based Funding</u></p> <p>Issue: Since FY03, the state of New Mexico has invested over \$2.4 billion in public school facilities statewide. As a result of improved facility conditions and decreased funding, the Public School Capital Outlay Council (PSCOC) is shifting emphasis to a systems-based funding model, with the first round of award applications due May 26.</p> <p>Goal: Protect state investments by increasing the life expectancy for existing facilities through improved maintenance.</p>	<p>Activity reports.</p>	<p>Improved school facility maintenance and cost-effectiveness of systems-based awards.</p> <p>Better understanding of how to incentivize maintenance of traditional district and charter schools.</p>	<p>Rogne, PSFA, and LFC</p>	<p>December 2017</p>

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<b>SUPPORTS FOR AT-RISK AND STRUGGLING STUDENTS</b>					
7	<p><u>Truancy, Discipline, and Delinquency</u></p> <p>Issue: Student behavior and discipline are major concerns of administrators, teachers, parents, and students. Teaching and learning in a safe environment is an important priority, especially for students to remain on task without unnecessary disruptions to the learning process. Some struggles of our disadvantaged, frequently transferring students may be similar to some of the challenges faced by refugee and immigrant families in other countries. A comparison may be useful.</p> <p>Goal: Ensure state law conforms to the requirements of federal law and that at-risk students have equal access to educational opportunities in a safe environment.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p> <p>Examine changes resulting from enactment of Chapter 53 (supports for transferring students) and Chapter 64 (points of contact for certain students).</p> <p>Evaluation of response to intervention (RtI) Tier 1 school-wide behavioral systems that addresses discipline, truancy and delinquency, and including new safeguards for students in uncertain home situations.</p>	<p>Understand and improve the use of school-wide behavioral systems in Tier 1 core instruction by school districts and charter schools.</p> <p>Update on progress of PED's early warning system.</p>	<p>McCorquodale, Force, LFC, PED, and selected school districts</p>	<p>December 2017</p>
8	<p><u>Native American Education</u></p> <p>Issue: Native American students comprise approximately 11 percent of public school students in the state, but are among the lowest performing students. Appropriations have been allocated to close the achievement gap for Native American students; however, it is unclear if those allocations are making the intended impact based on current initiatives funded by PED.</p> <p>Goal: Improved spending for Indian education appropriations and better student achievement outcomes.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p>	<p>Better understanding of how Indian education appropriations are spent and improved student achievement.</p> <p>Improved budget recommendations.</p>	<p>Macdonald and PED</p>	<p>December 2017</p>

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9	<p><u>Targeting the Achievement Gap</u></p> <p>Issue: Generally, students living in poverty, culturally and linguistically diverse students, English learners, students with disabilities, and highly mobile students underperform when compared to their more-affluent and native English speaking peers, resulting in a persistent statewide and national achievement gap. Although the public school funding formula provides a framework to equitably distribute financial resources to school districts and charter schools, resource distribution within a school district is not governed by statute.</p> <p>Goal: Evaluate funding formula allocations, including at-risk and special education program units, to identify specific services implemented, including extra-curricular activities, to improve the academic success of students in Tier 1 core instruction, Tier 2 strategic interventions including effective implementation of IEPs. Identify best practices for school district budgeting that targets funding to students most in need. Additionally, understand how community resources are incorporated into helping close the achievement gap.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p> <p>Compile relevant data that is required by ESSA accountability measures: English language proficiency level, how the state funds at-risk students, and how local education agencies are using those funds to target Title I eligible students.</p>	<p>Decide if programs that currently exist for at-risk students should be expanded, combined, or eliminated based on performance.</p> <p>Determine if school districts and charter schools are implementing response to intervention in a consistent and appropriate manner, especially for Tier 1 core instruction and Tier 2 strategic interventions.</p> <p>Identify best practices for Tier 1 and Tier 2 instruction for at-risk students that ensure the efficient use of funding for student success.</p> <p>Better understand the school district budgeting process and best practices for the equitable distribution of formula funding.</p> <p>Analysis of the extent to which the equitable distribution of resources helps to close the achievement gap.</p>	<p>McCorquodale, Macdonald, Simon, LFC, PED, and school districts</p>	<p>December 2017</p>

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<b>EARLY LEARNING</b>					
10	<p><u>Race to the Top</u></p> <p>Issue: Elements of a world-class educational system include school readiness and extra support to struggling students so that all have the opportunity to achieve high standards. National efforts for early learning include federal Race to the Top funding that helped New Mexico develop the FOCUS-tiered quality rating system, the early childhood integrated data system, the kindergarten observation tool (KOT), and investment zones for early childhood care needs. However, funding will be exhausted in the 2017-2018 school year and the state needs to determine how it will sustain the efforts set in place.</p> <p>Goal: Ensure Race to the Top investments in New Mexico are producing positive outcomes that increase school readiness for at-risk students and determine how to sustain these programs.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p>	<p>Determine the most cost-effective manner to sustain these programs.</p> <p>Identify effective programs, investigate strengths, and share evidence-based practices that produce positive outcomes and that are cost effective.</p> <p>Determine the status of the early childhood integrated data system.</p> <p>Understand how ESSA Title I and Title II funding could help support sustainability for these programs.</p>	<p>McCorquodale, LFC, PED, and CYFD</p>	<p>December 2017</p>
11	<p><u>School Readiness</u></p> <p>Issue: Children from poverty and children with culturally and linguistic diverse backgrounds often enter kindergarten unprepared and lag behind their more affluent peers who are proficient in English. Identifying students who need intervention earlier in primary grades as well as implementing effective interventions will create a pathway for academic success and ensure closing the achievement gap before students enter kindergarten.</p> <p>Goal: Ensure New Mexico has a comprehensive early learning strategy so students enter kindergarten ready to learn, including identifying funding needs and potential recurring funding streams for early childhood programs.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p>	<p>Determine the quality of early childhood education programs and analyze if students from those programs are entering kindergarten with the appropriate skills to succeed.</p> <p>Improved appropriations targeted to ensure school readiness.</p>	<p>McCorquodale, LFC, CYFD, and PED</p>	<p>December 2017</p>

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<b>EDUCATOR QUALITY, PREPARATION, RECRUITMENT, AND RETENTION</b>					
12	<p><u>Teacher Pipeline</u></p> <p>Issue: In New Mexico and nationwide, the number of candidates enrolled in teacher preparation programs is declining; however, states are seeing an increase in the number of candidates entering the teaching profession through alternative routes. Persistent teacher shortages are the result of both declines to entrants to teaching and high rates of teacher attrition, especially in low-income and rural schools. This turnover is costly, weakens school improvement efforts, and decreases student achievement.</p> <p>Goal: Develop an effective teacher pipeline that recruits and retains enough high-quality candidates who are representative of our state's diversity as well as ensure beginning teachers receive the professional development and mentorship needed to become high-quality teachers.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p>	<p>Better understanding of teacher pipeline initiatives and increased student achievement and graduation rates for New Mexico's students.</p> <p>Improved recommendations for colleges of education in their efforts to recruit teacher candidates, including evaluation and recommendations to produce teacher candidates in high-demand areas.</p>	Macdonald, colleges of education, and PED	December 2017
13	<p><u>Teacher Compensation</u></p> <p>Issue: Issues surrounding the teacher pipeline cannot be fully addressed without examining compensation levels for those who enter the profession. Teacher salaries affect quality and quantity of teacher preparation candidates, and relatively generous healthcare and retirement benefits may not be as attractive as higher salaries to potential teacher preparation candidates. Further, research indicates teachers are more likely to leave the profession when they work in school districts with lower wages, exacerbating teacher pipeline challenges.</p> <p>Goal: Identify strategies schools can employ for increasing teacher compensation to attract high-quality candidates to teacher preparation programs and retain high-quality teachers after they enter the profession.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p>	<p>Better compensation of teachers to increase the number of candidates expressing an interest in teacher preparation programs.</p> <p>Understand the role that pension and healthcare benefits play in the teacher compensation system and explore how these benefits might be used to attract new teachers to the profession.</p>	Simon and Macdonald	December 2017



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14	<p><u>Teacher Mentoring and Induction Programs</u></p> <p>Issue: Induction and mentorship of new teachers has been identified nationally as a critical part of teacher retention, increased student achievement, and enhanced school culture. All beginning teachers in New Mexico are required to complete a one- to three-year mentorship program provided by the school district or charter school. However, mentoring and induction programs vary widely across the state, and it is unclear how effective mentoring and induction programs across the state are and if these programs are having the desired outcome of providing our teachers with the necessary skills to become effective teachers.</p> <p>Goal: Highlight several effective school district mentoring programs that could serve as best practice models for other school districts.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p>	<p>Assurance of effective beginning teachers in the state.</p> <p>Identification of effective school district mentoring programs and practices.</p> <p>Improved recommendations for expenditures on school district and charter school mentoring programs at the district, charter, and state level.</p>	<p>Macdonald, colleges of education, PED, and selected school districts</p>	<p>December 2017</p>

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<b>ACCOUNTABILITY</b>					
15	<p><u>School Grades and Student Growth</u></p> <p>Issue: Various stakeholders have differing opinions on the factors that should be considered when measuring school accountability. The current school grading system relies heavily on student standardized testing results to measure proficiency and growth. LESC analyses of school grades reveal a relationship between school grades and socioeconomic factors. Student growth can effectively measure student achievement in both high- and low-performing students and schools, but some of the best models are also the most complicated, which leads to resistance. There may also be value in including other indicators that contribute to student success, like college- and career-readiness and outcomes, additional learning opportunities for students, family and community engagement, and student engagement and socio-emotional growth.</p> <p>Goal: Understand the current school grading system and its validity; understand potential school grading system alternatives; and identify best practices for schools, school districts, and PED.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p> <p>Work group report detailing findings and recommendations for potential improvements for schools and the school grading system to LESC.</p>	<p>Collect and analyze data on best practices and innovative programming that improves student learning and school grades.</p> <p>Collect and analyze education stakeholder data and other input regarding school grades.</p> <p>Consider the disparity of learning and teaching resources throughout the state.</p>	Terrazas, Herz, Hand, and Macdonald	Ongoing (December 2018)

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<b>FISCAL ISSUES</b>					
16	<p><u>School District and Charter School Cash Balances</u></p> <p>Issue: School districts and charter schools require cash reserves for a variety of different reasons necessary for the operation of their academic programs but in the past six years, cash balances have grown significantly and some school districts and charter schools have built significant cash balances that could potentially better serve students through increased spending on academic programs.</p> <p>Goal: Study the issues surrounding school districts' and charter schools' cash balances and report to the Legislature on different methodologies for determining reasonable and appropriate cash balances for school districts and charter schools, including issues related to the timing of state equalization guarantee (SEG) distributions.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p> <p>Joint subcommittee hearing with LFC.</p>	<p>Understand the uses of school district and charter school cash balances and the role they play in the delivery of a school's academic program.</p> <p>Examine the timing of SEG payments and how SEG distributions affect cash balances.</p> <p>Explore how bond rating agencies view school district cash balances and the potential consequences of lower cash balance levels for school districts' credit ratings.</p>	Simon and LFC	December 2017
17	<p><u>Revenue for Public Education</u></p> <p>Issue: New Mexico's heavy reliance on oil and gas for general fund often leads to budget vulnerability. This volatile revenue source makes significant investments in public education more difficult, and school districts and charter schools may be more likely to save in years with increased revenue, rather than investing in their academic program to account for potential future vulnerability.</p> <p>Goal: Examine how sudden fluctuations in the revenue available for appropriation to public schools impacts public education in New Mexico and how alternative revenue sources could offer more consistent resources for public schools.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p> <p>Joint subcommittee hearing with LFC.</p>	<p>Examine alternatives for raising consistent revenue for the education of New Mexico's students.</p> <p>Explore the impact of inconsistent revenue streams on New Mexico's students.</p> <p>Potential LESC-endorsed legislation.</p>	Simon, LFC, and PED	December 2017

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18	<p><u>Funding Formula Issues</u></p> <p>Issue: The public school funding formula provides a framework for the equitable distribution of school funding, but some components may create incentives for school districts and charter schools to alter their educational program in an effort to generate additional formula funding. In addition, some funding formula components may be implemented in a manner that is not consistent with legislative intent. Careful consideration of how the funding formula directs dollars to school districts and charter schools and the extent to which school districts, charter schools, and PED are utilizing the funding formula are necessary for ensuring equitable access to formula funding for all New Mexico’s students.</p> <p>Goal: Examine the incentives created by the public school funding formula and determine the extent to which “formula chasing” impacts the equitable distribution of public school funding.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p> <p>Joint subcommittee hearing with LFC.</p>	<p>Examine the components of the public school funding formula to ensure each component is being implemented with fidelity.</p> <p>Explore the potential for “formula chasing” and consider what practices the Legislature wishes to incentivize through the funding formula.</p> <p>Potential LESC-endorsed legislation.</p>	Simon and LFC	December 2017
19	<p><u>“Below-the-Line” Appropriations and Spending</u></p> <p>Issue: In recent years, the Legislature has authorized larger appropriations for “below-the-line” initiatives compared with historical levels and a significant percentage is not governed by statute. To date, legislative staff has received limited information on the effectiveness of some “below-the-line” appropriations.</p> <p>Goal: Ensure “below-the-line” appropriations are positively impacting student performance.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p> <p>Joint subcommittee hearing with LFC.</p> <p>Report measures of “below-the-line” effectiveness in joint LESC/LFC quarterly public school accountability reports.</p>	<p>Determine how “below-the-line” money is being spent and if it is being used effectively.</p> <p>Examine how “below-the-line” initiatives are targeted to improve student achievement and close the achievement gap.</p> <p>Improved budget recommendations.</p>	LESC, LFC, and PED	Ongoing

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<b>COLLEGE AND CAREER READY/CAREER TECHNICAL EDUCATION</b>					
20	<p><u>Dual Credit</u></p> <p>Issue: New Mexico's dual credit program provides high school students cost-effective access to college courses that may increase the likelihood that a high school student enrolls in college will graduate; however, concerns exist about the quality and rigor of dual credit courses, the type of courses high school students are able to enroll in and the quality of advisement, and potential negative impacts on federal financial aid for students that do not take courses that count toward postsecondary graduation requirements. HED and PED recently proposed rule change intended to address some of these concerns, though proposed rules may have been too stringent, eliminating access to dual credit courses for many students.</p> <p>Goal: Improve the quality and rigor of dual credit courses with a focus on ensuring students earn meaningful dual credits that will not potentially negatively impact federal student financial aid.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p>	<p>Determine the impact of dual credit and early college high schools on student academic achievement and the development of college- and career-ready students.</p> <p>Ensure proposed dual credit rule change balances increased quality and rigor with access.</p>	Rogne, PED, and HED	Ongoing
21	<p><u>Science, Technology, Engineering and Math (STEM)</u></p> <p>Issue: STEM based knowledge and skills are increasingly being recognized as a central component of innovation, economic growth, and employment. New Mexico does not have sufficient access to high-quality programming to fulfill the growing need in STEM fields.</p> <p>Goal: Ensure progress toward policy priorities that are central to broadening participation in kindergarten through 12th grade in STEM education to better prepare our students for a successful college and career trajectory for a 21st technology workforce.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p>	<p>Determine a needs assessment of the following: adopting rigorous kindergarten through 12th grade STEM curriculum including an emphasis on early grades; Career &amp; Technical Education (CTE) and STEM teacher preparation, certification and retention; and how a STEM program can enhance applied learning in CTE programs.</p> <p>Develop short-, mid-, and long-term strategies for developing policy targeted with a view for a STEM curriculum, including computer science that is coherent and sustainable.</p>	McCorquodale, PED, HED, and Local STEM Industry	Ongoing

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**MISCELLANEOUS**

22	<p><u>Every Student Succeeds Act</u></p> <p>Issue: Many of the elements in the New Mexico ESSA state plan were previously implemented via the elementary and secondary education act (ESEA) flexibility waiver the department submitted in 2012 without significant stakeholder collaboration. For example, the inclusion of student achievement data in annual teacher evaluations, school accountability, higher standards, and assessment aligned to those standards. ESSA, however, allowed the state to set performance goals and accountability standards with more flexibility than the requirements of the federal waiver. This means the state had the opportunity to reevaluate such policies without the stringent mandates from the federal government.</p> <p>Goal: Ensure New Mexico's ESSA state plan improves student achievement and determine how closely the plan aligns with stakeholder feedback. Report on pertinent federal updates, regulatory shifts and guidance to LESC, as well as information on transition to the full implementation of ESSA.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p>	<p>Ensure New Mexico is leveraging ESSA to improve student outcomes.</p> <p>Keep members informed and updated on the transition to the full implementation of ESSA.</p>	<p>Macdonald, McCorquodale, Rogne, and PED</p>	<p>Ongoing</p>
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**SECONDARY ISSUES**

<b>Row #</b>	<b>Issues/Goals and Objectives</b>	<b>Output</b>	<b>Outcome/Results</b>	<b>Joint Project</b>	<b>Finish Date</b>
23	Monitor rulemakings at the state and federal levels that impact public education.	Activity reports.  Administrative rulemaking updates to be included in the monthly Director's Report.	Ensure the correct implementation of legislation by facilitating legislative clarification to agencies.  Awareness of regulatory action from USDE that may affect public education in the state.	Force and LESC staff	Ongoing
24	Continue to review statutory report requirements and make recommendations for eliminating, restructuring, or combining unnecessary reports. Build on Thornburg report to focus on some reporting that could be eliminated or consolidated. Ensure that necessary reports are informed by reliable and verifiable data.	Activity reports.  Memos, briefs, and other reports to LESC.	Eliminate, restructure, or combine various annual reports.  Improve quality and usefulness of reports to the Legislature.  Ensure data collection required by state reflects modern education policy.  Potential LESC-endorsed legislation.	Force, Macdonald, Evaluators, PED, and school districts and charter schools	December 2017
25	Attend hearings of the Public Schools Insurance Authority, Educational Retirement Board, Public Education Commission, Board of Finance, State Investment Council, Colleges of Education Deans and Directors (NMACTE), New Mexico Coalition for Charter Schools, Public School Capital Outlay Council, Public School Capital Outlay Oversight Task Force, New Mexico Business Roundtable, Early Learning Advisory Council, FosterEd, Hispanic Education Advisory Council, Indian Education Advisory Council, and others.	Activity reports.  Memos, briefs, and other reports to LESC.	Improved responsiveness to potential policy issues.  Committee awareness of the operations of these boards and commissions.	All LESC staff	Ongoing
26	Monitor federal education appropriations. With the change in administration at the federal level, there has been uncertainty around changes to the federal role in public education and proposed changes to federal appropriations that would reduce federal resources made available for public education in New Mexico. In addition, the administration has proposed new resources, some that are directed to public charter schools and others that could be directed to private schools.	Activity reports.  Memos, briefs, and other reports to LESC.	Improve budget recommendation.  Committee awareness of federal actions on public education.  Coordination with the National Conference of State Legislatures.	Simon and LESC staff	Ongoing

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<b>27</b>	Monitor special education maintenance of effort. New Mexico remains in discussions with the federal government regarding prior year shortfalls in special education funding. Although PED notified the Legislature in February 2016 that it had reached a “settlement in principle” with USDE, a settlement has not been finalized to date.	Activity reports. Memos, briefs, and other reports to LESC.	Committee awareness of the status of settlement talks and the potential impact on the state budget.	McCorquodale, Simon, and LESC staff	Ongoing
<b>28</b>	Monitor PED Lawsuits. The State of New Mexico remains involved in several education-related lawsuits, including the Zuni capital outlay lawsuit, two lawsuits relating to the sufficiency of public school funding, and two lawsuits over teacher evaluations. The LESC will continue to monitor the status of these lawsuits and how much has been spent defending the state.	Activity reports. Memos, briefs, and other reports to LESC.	Committee awareness of the status of these lawsuits and the potential impact on the state budget.	Simon, Rogne, and LESC staff	Ongoing
<b>29</b>	Staff SJM 1 work group in developing recommendations for a new student assessment policy aligned with the alternative assessment models allowed by ESSA.	Activity reports. Monitor and staff work group meetings as needed.	Identify an effective assessment model that best assesses the academic achievement of New Mexico students and an effective means of piloting the project that is cost effective and will render a positive outcome.	LESC staff, PED, New Mexico Learning Alliance, and stakeholders	Ongoing
<b>30</b>	Continue to monitor lottery tuition payments and revenues into the lottery tuition fund while identifying strategies to improve solvency of the fund while supporting student access to affordable postsecondary education.	Activity reports. Memos, briefs, and other reports to LESC.	Determine an effective means to sustain New Mexico’s lottery scholarship for future generations.	LESC staff	Ongoing