

LESC 2018 INTERIM WORK PLAN SUMMARY

Row	Issues/Goals and Objectives	Action Steps	Outcomes/Results	Responsibility	Finish Date
PUBLIC SCHOOLS: TEACHING, LEARNING, AND ADMINISTRATION ISSUES					
NO TIME TO LOSE					
1	<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 academic achievement. The Programme for International Student Assessment (PISA) results from 2015 ranked the U.S. 38th out of 71 countries. Academic achievement results in New Mexico are among the lowest in the United States and improving this achievement is an important element in developing a thriving economy. During the 2017 interim, the committee completed a deep dive into common themes of successful education systems in high-performing countries.</p> <p>Goal: Determine appropriate benchmarks and next steps for New Mexico's education system in relationship to high-performing systems as identified in the National Conference of State Legislatures (NCSL) <i>No Time to Lose</i> report.</p>	<p>Issue a request for proposal for a benchmarking study.</p> <p>Collaboratively establish data points to benchmark New Mexico against high-performing systems.</p>	<p>A policy framework based on collaborative work with education stakeholders that sets the stage for a world-class education system designed to meet the unique needs of New Mexico's population and economy.</p>	<p>LESC staff</p>	<p>Ongoing</p>
SCHOOL PERSONNEL					
2	<p><u>Professional Career Opportunities and Pathways</u></p> <p>Issue: Around 30 percent of beginning teachers leave the teaching profession within the first five years. In New Mexico, the only pathway for Level 3 teachers to advance is into administration, which can take high-quality teachers out of the classroom. The three-tiered licensure system was innovative and groundbreaking in 2003; as time progresses, it is important to reimagine a career structure that provides multiple alternative professional career opportunities for educators. High-performing systems offer a multitude of professional career opportunity pathways to leadership, which includes financial motivation and advancement opportunities. As a result, these educators are provided an expanded role and will more likely stay in the education profession.</p> <p>Goal: Identify an educator career structure in New Mexico that can build upon and enhance the current licensure system.</p>	<p>Investigate career ladder models in high-performing systems to better understand how and if these could serve as a model for New Mexico.</p> <p>Identify alternative professional career opportunity pathways and the benefits of such pathways in high-performing systems.</p>	<p>Recommendations for an advanced career ladder system designed to support valuable career pathways for professional educators.</p> <p>Increased retention of teachers in the teaching profession in the state.</p>	<p>Macdonald, colleges of education, and PED</p>	<p>December 2018</p>

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SCHOOL PERSONNEL					
3	<p><u>Teacher Mentorship and Induction Programs</u></p> <p>Issue: Mentorship and induction programs vary widely in the state, and it is unclear how effective the programs are and if these programs are providing beginning teachers with the necessary skills to teach in the 21st century. Induction and mentoring 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 school district- or charter school-developed one- to three-year mentorship program. An efficient mentorship program can assist the state's teachers in achieving the appropriate skill sets for teaching as well as be used as a recruitment and retention tool for school districts and charter schools.</p> <p>Goal: Improve beginning teachers through effective mentorship and induction programs and recruit and retain teacher candidates at a higher rate.</p>	<p>Review mentorship plans required pursuant to Section 22-10A-9 NMSA 1978 and highlight several successful school district mentoring programs based on program standards, program oversight, and teacher outcomes.</p> <p>Improved understanding of what teacher mentorship and induction programs look like.</p>	<p>Improve quality and effectiveness of beginning teachers in the state.</p> <p>Identify effective school district mentoring programs and practices.</p> <p>Improved recommendations for expenditures on school district and charter school mentoring programs at the school district, charter school, and state level.</p>	Macdonald, colleges of education, school districts, charter schools, and PED	December 2018
4	<p><u>Teacher Preparation and Licensure</u></p> <p>Issue: Often, there is a lack of alignment between the needs of school districts and charter schools and the skills first-year teachers have. Among school-related factors, teachers have the greatest impact when it comes to increased student achievement. Effective teacher preparation programs need to demonstrate with evidence that the program is meeting the unique needs of the schools in the state and supporting student learning.</p> <p>Goal: Ensure beginning teachers have the skills to be successful in New Mexico's schools by meeting the needs of their students.</p>	<p>Review and analyze teacher preparation programs in the state.</p> <p>Understand how high-performing systems are preparing teachers and offer recommendations to improve the state's teacher preparation programs.</p> <p>Participate in the New Mexico Deans and Directors monthly meetings.</p> <p>Attend quarterly Professional Practices and Standards Council (PPSC) meetings.</p>	<p>Align teacher education programs with the needs of school districts and charter schools.</p> <p>Investigate and recommend ways to recruit quality teacher candidates into New Mexico's teacher preparation programs.</p>	Macdonald, colleges of education, and PED	December 2018
5	<p><u>Early Childhood Educator Workforce</u></p> <p>Issue: New Mexico struggles to recruit and retain a highly qualified early childhood education workforce, and there are inconsistencies among state agencies for educational requirements for early childhood educators. Additional barriers include the opportunity to take time off to attend classes, financial burdens, access to scholarships for higher education, and disparity in pay across systems for those seeking to enter the early childhood education workforce.</p> <p>Goal: Ensure a highly qualified early childhood educator workforce.</p>	<p>Potential policy brief and LESC hearing</p> <ul style="list-style-type: none"> Analyze the limitations of the capacity of the highly qualified early childhood education workforce; and Identify incentive programs for early childhood educators to advance credentials. <p>NCSL hearing on Building New Mexico's Early Learning System.</p>	<p>Ensure wages of the early childhood workforce match the educational requirements.</p> <p>Appropriation requests, budget recommendations, and potential committee-sponsored legislation.</p> <p>Differentiate performance among early childhood education programs.</p> <p>Increased pipeline for qualified early childhood educators.</p> <p>Identify barriers to increasing educational opportunities and providing competitive compensation.</p>	Macdonald, Rogne, CYFD, DOH, HSD, LFC, and PED	December 2018

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SCHOOL PERSONNEL					
6	<p><u>Educational Leadership</u></p> <p>Issue: New Mexico is struggling to recruit and retain high-quality school administrators, partially due to salary compaction and stringent administrator licensure requirements, including requiring administrator candidates have a minimum of six years teaching or seven years for out-of-state applicants to qualify for an administrative license. Surrounding states only require two or three years of teaching experience for a candidate to receive an administrative license. School leaders are the second greatest in-school factor positively impacting student achievement. Leadership programs in high-performing systems reflect the systems' particular philosophy about ways that schools get better, how to organize schools as learning communities for the entire faculty, and how best to distribute teacher accountability for school and student achievement. School leader preparation programs in these systems also embed these expectations into the design of their programs for aspiring leaders.</p> <p>Goal: Ensure an adequate number of quality school leaders are recruited and retained in the state.</p>	<p>Review and analyze school leader preparation programs in the state.</p> <p>Investigate why the state is struggling to recruit and retain school leaders.</p> <p>Investigate and recommend ways to recruit quality candidates into New Mexico's school leader preparation programs and ways to retain them in the state.</p>	<p>Improved pathways for educational leadership and opportunities for experienced and local administrators.</p> <p>Potential LESC-endorsed legislation.</p>	Macdonald, colleges of education, and PED	December 2018
7	<p><u>Educational Retirement Issues</u></p> <p>Issue: Educational retirement policies have an important impact on the pool of qualified teachers available to work in New Mexico classrooms. Over the past six months, the Educational Retirement Board (ERB) indicated it will pursue sustainability legislation for the 2019 legislative session, which could include proposals to increase contributions, make changes to automatic cost-of-living adjustments, or reduce benefits for future employees. In addition, ERB's return-to-work program is scheduled to sunset at the end of 2021. Many school districts remain dependent on return-to-work teachers to fill classroom vacancies. While some stakeholders have suggested loosening return-to-work requirements in an effort to increase the number of applicants, the retirement system must meet requirements set by the Internal Revenue Service (IRS) to protect its tax status.</p> <p>Goal: Committee awareness of different policy options to increase pension fund sustainability while ensuring the pension fund is meeting the recruitment and retention needs of the education system.</p>	<p>Attend meetings of the Investment and Pensions Oversight Committee.</p> <p>Identify the full array of policy options for potential solvency legislation.</p> <p>Analyze the impact proposed solvency measures would have on the recruitment and retention of qualified teachers, school district and charter school finances, and state spending on education.</p> <p>Examine the effectiveness of current return-to-work policies and best practices from other states.</p> <p>Research IRS policies on return-to-work to ensure all return-to-work proposals meet IRS requirements.</p>	<p>Ensure the state's educational retirement system is effectively assisting public schools recruit and retain high-quality teachers.</p> <p>Better understanding of the role return-to-work plays in the New Mexico education system.</p> <p>Potential LESC-endorsed legislation:</p> <ul style="list-style-type: none"> • Pension sustainability; and • Return-to-work. 	Simon and ERB	December 2018

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STUDENT SUPPORT, LANGUAGE, AND CULTURE					
8	<p><u>Student Language and Culture</u></p> <p>Issue: Language and culture impact the way in which children participate in education. New Mexico was the first state to pass a bilingual multicultural education law, passing the Bilingual Multicultural Education Act of 1973. New Mexico's diverse population necessitates an asset-based, culturally responsive approach to teaching and learning.</p> <p>Goal: Leverage the multiple and diverse perspectives within the state to promote equitable educational opportunities that support and enhance student language and culture.</p>	<p>Identify the full array of policy options to support culturally responsive teaching and learning.</p> <p>Monitor rulemaking changes to the state's bilingual multicultural education programs and the potential impact on the achievement gap in New Mexico.</p> <p>Examine the impact of the New Mexico seal of biliteracy since its implementation in 2015.</p> <p>Investigate how other states integrate ethnic studies as part of the curriculum to support student retention and engagement.</p>	<p>Develop an asset-based approach to teaching and learning that leverages language and culture as assets in the educational process.</p> <p>Close the achievement gap for New Mexico students.</p>	Macdonald	December 2018
EDUCATION FINANCE					
9	<p><u>School District Instructional Spending</u></p> <p>Issue: While most stakeholders share the desire to increase spending on instruction, school districts and charter schools are required by law and regulation to perform administrative duties and the demographic, geographic, and economic circumstances of school districts and charter schools vary on a case-by-case basis. While administrative spending is necessary, levels of administrative spending should be reviewed to ensure taxpayer dollars are being spent efficiently and unnecessary laws and regulations are eliminated.</p> <p>Goal: Ensure school districts and charter schools are effectively spending taxpayer dollars to support student learning.</p>	<p>Review best practices for school district and charter school administration and identify practices that could be eliminated and potential increased efficiencies.</p> <p>Review school district and charter school administrative spending in the context of historical spending levels and increases in fixed costs.</p> <p>Review the Public School Code and the New Mexico Administrative Code for requirements that increase administrative spending while providing little benefit for students, teachers, administrators, or policymakers.</p>	<p>Better understanding of how school districts and charter schools are spending limited resources.</p> <p>Better understanding of the role non-instructional spending plays in the education system.</p> <p>Review PED's ongoing data pilot project.</p> <p>Improve budget recommendations.</p> <p>Potential LESC-endorsed legislation.</p>	Simon, LFC, school districts, and charter schools	December 2018
10	<p><u>Public School Transportation</u></p> <p>Issue: Many school districts have expressed a lack of sufficient funding for school transportation operations. On top of a funding pool that is likely inadequate to fully support transportation, previous LESC analyses have identified funding inequities in transportation allocations to school districts and state-chartered charter schools. Little is known about the transportation funding formula and the actual cost of school transportation operations and maintenance. Contractor-owned buses are funded through the transportation formula with direct allocations, while district-owned buses are dependent on specific capital outlay appropriations and are often not funded on the statutory 12-year replacement cycle. LESC analysis has noted that with modernized school buses, the 12-year replacement cycle may no longer be the appropriate length. In the 2018 session, the Legislature began searching for new funding sources for school buses, like a bond issue for voter approval and funds from the Volkswagen lawsuit settlement. However, there is still a need to evaluate whether funding for transportation is transparent, adequate, and equitable.</p> <p>Goal: Ensure state funds for transportation are used responsibly and distributed to school districts and state-chartered charter schools equitably.</p>	<p>Rulemaking report on rule regarding the use of SUVs in lieu of school buses.</p> <p>Evaluate and describe the transportation funding formula:</p> <ul style="list-style-type: none"> Review factors like mileage and student transportation considered in the funding formula; Understand how the funding formula is calculated; and Review transportation formulas in other states and compare their systems to New Mexico. <p>Collect and analyze data on the annual costs of running a school bus, including operations, maintenance, fuel costs, and costs of replacement.</p> <p>Explore options for electric school buses, using Volkswagen settlement funds for their purchase, and the types of locales in which electric school buses are appropriate and cost-effective.</p>	<p>Improve accountability and transparency for school transportation expenditures, and identify potential areas for cost savings.</p> <p>Improve appropriations for public school transportation and ensure funding is distributed equitably.</p>	Bedeaux, LFC, and, PED	Ongoing

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PUBLIC SCHOOLS: OPPORTUNITY TO LEARN					
EARLY LITERACY AND EARLY CHILDHOOD EDUCATION					
11	<p><u>School Readiness</u></p> <p>Issue: Generally, students with adverse childhood experiences, whether the result of poverty, trauma, or other challenging circumstances, face unique difficulties and lag behind their peers academically. The most current Kindergarten Observation Tool results assessed during the first two weeks of the 2015-2016 school year indicate that 35.2 percent of the 21,552 incoming kindergarten students were not on track for success in kindergarten. Although there is evidence that quality prekindergarten combined with K-3 Plus helps close this initial achievement gap, the reading proficiency rates for third grade students on the PARCC assessment have remained below 30 percent since FY15.</p> <p>Goal: Ensure positive outcomes for every student are sustained through elementary school through high-quality early learning programs.</p>	<p>NCSL hearing on improving quality and access for students, birth through 8-years-old.</p> <p>Identify gaps in access to quality early learning programs.</p> <p>Analyze student outcomes by early childhood education program type, provider, and funding source.</p> <p>Investigate additional funding streams including the land grant and severance tax permanent funds to better understand the implications and limitations of leveraging these resources for expanded funding opportunities for early childhood education.</p>	<p>Improved system of coordinated early childhood services.</p> <p>Targeted appropriation recommendations to improve program quality.</p>	<p>Rogne, LFC, PED, and CYFD</p>	<p>December 2018</p>
SCHOOL CLIMATE, SAFETY, AND EXTENDED LEARNING OPPORTUNITIES					
12	<p><u>School Discipline, Poverty, Adverse Childhood Experiences (ACEs), and Absenteeism</u></p> <p>Issue: Student attendance and discipline are major concerns of administrators, teachers, parents, and students, with poor discipline and attendance negatively impacting student learning, often resulting in lower graduation rates. A shift from a focus on truancy to absenteeism, recognizing that absence, not the reasons behind absence, are the important issue, is reflected in the state's Every Student Succeeds Act plan. Many aspects of absenteeism and other school discipline issues arise from the effects of poverty and isolation of students, as well as other ACEs.</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>Examine the effects of poverty, ACEs, and other adverse factors on school attendance and student performance, and review potential solutions to poor attendance.</p> <p>Evaluate response to intervention (Rtl) Tier 1 school-wide behavioral systems that addresses discipline, absenteeism, and delinquency.</p> <p>Review potential programs to increase student attendance, and the costs and efficacy of parental notification of issues such as behavior, absenteeism, and grades, by text, phone, or mail systems in any school districts or charter schools that employ them.</p> <p>Evaluate the effectiveness of the parent portal to engage parents as part of the school community.</p> <p>Review pre-recession and post-recession practice in providing supports for families and communities to combat absenteeism, including guidance counselors, nurses and other student support services professionals.</p> <p>Research high-performing systems to identify an evidence-based safety net to protect students who are chronically absent or withdrawn from school entirely.</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 in school districts.</p> <p>Potential LESC-endorsed legislation.</p> <p>Establish professional development that would create trauma-informed school personnel.</p> <p>Ensure students are attending school and teachers are properly managing classrooms, allowing for less absenteeism and classroom disruption, while still supporting those students who are absent.</p> <p>Reduce inequitable classroom discipline.</p>	<p>Force, LFC, PED, and selected school districts</p>	<p>December 2018</p>

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SCHOOL CLIMATE, SAFETY, AND EXTENDED LEARNING OPPORTUNITIES					
13	<p><u>School Calendar Issues</u></p> <p>Issue: In recent years, some school districts and charter schools have chosen to adopt a four-day school week, in an effort to reduce expenses, provide teachers with more time for planning and professional development, and provide students and families with more time outside of the classroom. According to PED, 38 school districts and 22 charter schools maintain a four-day school week. Other school districts and charter schools have maintained a five-day school week, but opted for early release on a particular school day. National research notes shorter school weeks appear to have little cost-savings. While there is insufficient data to determine if these policies are impacting student performance, the 2008 American Institutes for Research school finance study recommended an <i>additional</i> 10 school days to increase student performance.</p> <p>The structure of the school calendar can lead to positive impacts on student achievement and teaching practice through professional learning communities (PLC). For instance, community schools, many of which operate year-round, were stronger when they develop a variety of structures and practices (leadership and planning committees, and PLCs that bring educators, students, and parents together as decision-makers in improving school programs.</p> <p>Goal: Better understanding of shorter school-weeks, the unique characteristics of the school districts and charter schools that are implementing such policies, and impact on student learning.</p>	<p>Review research on the adoption of four-day school weeks to better understand if fewer full-school days have an impact on student achievement.</p> <p>Review research on whether a year-round school schedule or variable calendar would be more effective than the traditional school year.</p> <p>Review research to determine if school calendars should be calculated based on instructional days or instructional hours.</p> <p>Review best practices from schools that have adopted a four-day school week and early release policies to ensure such policies are focused on what is best for students.</p> <p>Review school scheduling policies in high-performing countries.</p> <p>Investigate several schools that have implemented a PLC and identify the design and development of the PLC and report on the results and barriers of the PLC.</p>	<p>Identify school calendar structures that do not infringe on direct instruction time for students.</p> <p>Ensure New Mexico schools are setting calendars to maximize high-quality instructional time for students.</p> <p>Review statute and implementing regulations for school day and year length to determine what changes are necessary.</p> <p>Potential LESC-endorsed legislation.</p>	Force, Simon, Macdonald, PED, school districts, and charter schools	December 2018
14	<p><u>School Security</u></p> <p>Issue: Since 2014, there have been two school shootings and one at a public library committed by current or former students in New Mexico. Preventative measures currently in use by other states, as well as in New Mexico, need to be researched to determine their effectiveness. New Mexico needs to identify best practices for keeping students safe at school and preventing future acts of violence.</p> <p>Goal: Understand and identify school security best practices to improve school climate and culture. Ensure a collaborative response to school shootings in New Mexico.</p>	<p>Monitor implementation of school security systems.</p> <p>Participate in site visits to review school-level prevention, intervention, and recovery techniques.</p> <p>Research the impact of school climate on school safety.</p>	<p>Achieve a better understanding of school security best practices.</p> <p>Reduce violence in New Mexico's schools through trainings, interventions, and preventative measures.</p> <p>Leverage appropriations from Chapter 80 (HB306) and Chapter 71 (SB239) to help ensure a safe school climate.</p>	Force, Rogne, LFC, NMPSIA, PSFA, PSCOC, PSCOOTF, and PED	Ongoing

Row	Issues/Goals and Objectives	Action Steps	Outcomes/Results	Responsibility	Finish Date
SCHOOL CHOICE					
15	<p><u>Authorization/Accountability/Governance</u></p> <p>Issue: Charter school growth, despite issues with authorizer oversight and charter school performance continues to be of concern. Charter schools, on average, perform worse than traditional public schools. Oversight by authorizing school districts, the Public Education Commission (PEC), and PED could still be improved, as could governance of individual schools, particularly with regard to selection of qualified board members, considering conflicts of interest that arose for some governing board members in 2017. Finally, it remains unclear how performance targets are being implemented or overseen, although PEC has been working with Public Impact Corp to develop new performance frameworks. Further, PED has promulgated new training requirements for charter school governing board members.</p> <p>Goals: Better administration and governance and high-quality, transparent oversight that improves charter schools and leads to more high-performing charter schools.</p>	<p>Compile best practices for charter contract structure, governance, and potential sanctions from other jurisdictions, focusing on ensuring high-quality school choice options.</p> <p>Work with stakeholders like the National Alliance of Public Charter Schools and the National Association of Charter School Authorizers, as well as state- and locally chartered charter schools on legislation for 2019 session.</p> <p>Review new PEC and APS performance frameworks, designed with Public Impact and National Association of Charter Schools, respectively.</p> <p>Review possible policy solutions for expansion and replication of high-performing charter schools.</p> <p>Attend hearings on the authorization and renewal of charter schools, and the amendment of charter contracts.</p>	<p>Develop a definition of "SAM schools" that includes an equitable accountability structure in order to provide these schools effective support.</p> <p>Improve charter school student achievement through implementation and enforcement of performance targets, including potential new performance frameworks and targets from PEC.</p> <p>Identify high-performing charter schools, and offer them incentives such as expedited authorization and renewal. Identify low-performing charter schools, and create efficient closure procedures for these schools.</p> <p>Potential LESC-endorsed legislation.</p>	Force, PED, and PEC	December 2018
16	<p><u>Virtual Charter Schools</u></p> <p>Issue: Virtual charter school performance in New Mexico continues to be poor, and New Mexico law still leaves unaddressed the topic of virtual charter schools, which comprises elements such as funding, statewide or local capacity, oversight, accountability, overall performance, academic achievement, management, and relationships with traditional brick and mortar public schools. The relationship between virtual charter schools and certain charter management organizations continues to be of concern, as oftentimes, management organizations have such a high level of influence over the day-to-day operations of client schools, they may be violating statutory prohibitions on who may manage a charter school. Virtual charter schools were the focus of a joint LESC/LFC program evaluation last interim, revealing a number of issues associated with the administration of virtual charter schools in the state. Student outcomes at virtual charter schools tend to lag behind their traditional peers</p> <p>Goal: Develop effective legislation for this largely unaddressed topic of public education in New Mexico. Ensure all schools, including virtual charter schools, are serving students well. Ensure virtual charter school funding is adequate and appropriate, given different operational costs from traditional schools.</p>	<p>Review, survey, and compare actions and legislation related to virtual education in other jurisdictions.</p> <p>Staff LESC work group on virtual charter schools.</p> <p>Work with stakeholders like the National Alliance of Public Charter Schools on legislation for 2019 session to support high-performing charter schools while improving and maintaining overall charter school quality.</p>	<p>Potential LESC-endorsed legislation on virtual education.</p> <p>Statutory framework for virtual education and charter schools that adequately addresses enrollment, funding, and accountability.</p> <p>Determine whether the best use of virtual education is through standalone schools or blended learning models.</p> <p>Funding for virtual charter schools aligned to their unique cost structures.</p>	Force, Simon, Herz, Terrazas, LFC, and PED	November 2018

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FACILITIES AND CAPITAL OUTLAY					
17	<p><u>Public School Facility Maintenance</u></p> <p>Issue: Since FY05, the Public School Capital Outlay Council (PSCOC), school districts, and charter schools have invested approximately \$5.8 billion in public schools drastically improving building conditions; however, it is unclear if schools are maintaining facilities to protect these investments. The statewide average facility maintenance assessment report (FMAR) is still below the satisfactory threshold of 70 percent. Further, restrictive licensing requirements for maintenance workers prevent public schools from hiring the staff they need.</p> <p>Goal: Continue to work toward effective maintenance by incentivizing best practices to protect the investment by PSCOC, school districts, and charter schools and by easing restrictions for maintenance workers.</p>	<p>Analyze metrics in the facility assessment database (FAD) for accuracy and ensure the FMAR is representative of high-quality public school facility maintenance.</p> <p>Identify existing obstacles to public schools implementing effective maintenance programs and work with Public School Facilities Authority (PSFA) staff to develop solutions, such as a student maintenance assistant program leading to an industry-recognized certificate or credential.</p>	<p>Improved use of FMAR by school districts and charter schools.</p> <p>Improved facility maintenance resulting in the extended life of public school buildings and supporting the investments made by PSCOC, school districts, and charter schools.</p>	Rogne, LESC, and PSFA	December 2018
18	<p><u>Public School Facility Conditions</u></p> <p>Issue: As facility conditions have improved, PSCOC has funded fewer standards-based projects that replace entire schools and moved toward funding smaller, systems-based projects. Criteria for standards- and systems-based funding needs to target the schools with the greatest need, but also incentivize schools to address systems needs before facility replacement.</p> <p>Goal: Ensure the standards- and systems-based funding processes are streamlined to best serve school facility needs.</p>	<p>Analyze impact of changes to FAD methodology to the weighted New Mexico condition index (wNMCI) and facility condition index (FCI) school rankings.</p> <p>Work with PSCOC to develop criteria for each funding pool.</p>	<p>Improved school facility conditions and cost-effectiveness of standards- and systems-based awards.</p>	Rogne, PSFA, PSCOC, and LFC	December 2018
19	<p><u>Charter School Facilities</u></p> <p>Issue: Charter schools face unique facility issues because they generally have limited access to local school district property tax and general obligation bond revenues for school facilities. As a result, PSCOC lease assistance funding awards are the primary source of facility funding for charter schools. Lease assistance is a discretionary program, but in the last four years has increased by 6.6 percent while funding for every other PSCOC program has remained flat or decreased and charter schools are increasingly submitting leases that include costs that are not reimbursable from the fund.</p> <p>Goal: Continue to work toward affordable access to public school facilities that comply with the Charter Schools Act, the Public School Capital Outlay Act, the Public School Lease Purchase Act, and other statutes.</p>	<p>Review charter school leases to ensure they comply with statute and do not include costs that should not be submitted to PSCOC.</p> <p>Review funding models in other states.</p> <p>Work with other entities such as the New Mexico Coalition for Charter Schools and Albuquerque Public Schools (APS) to identify solutions for improvement.</p>	<p>Identify existing obstacles to charter schools to secure public facilities and potential revenue sources to address those challenges.</p>	Rogne, Force, LESC, LFC, PSFA, and PED	December 2018

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PUBLIC SCHOOLS: EDUCATION PIPELINE AND OUTCOMES					
ASSESSMENT AND ACCOUNTABILITY					
20	<p><u>School Grades and Student Growth</u></p> <p>Issue: New Mexico stakeholders recognize the need for a system that can identify and support low-performing schools, but very few stakeholders agree on how these schools should be identified. Currently, school grades are based heavily on student performance on the PARCC exam, which factors into student proficiency and academic 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 is also support for including other indicators of student success, like additional learning opportunities for students, family and community engagement, and social and emotional learning.</p> <p>Goal: Identify valid, reliable, and valuable metrics that can be used to identify and learn from high-performing schools and support low-performing schools.</p>	<p>Continue organizing and attending meetings of the school grades work group. Periodically update LESC on action of the work group.</p> <p>Involve and learn from national experts and apply their knowledge to New Mexico's school grading system.</p> <p>Study school accountability systems in other states, including school climate, school accountability dashboards, and performance- and competency-based assessments.</p> <p>Consider the disparity of learning outcomes based on socioeconomic factors, and learn from high-performing schools with challenging circumstances.</p> <p>Collect and analyze data on best practices and innovative programming that improves student learning and school grades.</p>	<p>Use metrics that are valid, reliable, and useful to identify low- and high-performing schools. A useful school accountability system should empower PED, LESC, and other stakeholders to:</p> <ul style="list-style-type: none"> Learn and study best practices from high-performing schools for use in other schools; and Identify deficiencies in low-performing schools and provide support based on specific needs to help those schools improve student outcomes. 	Bedeaux, Hand, Herz, Terrazas, and school grades work group	Ongoing
COLLEGE AND CAREER READINESS					
21	<p><u>High School Competency and Graduation</u></p> <p>Issue: While New Mexico's high school graduation rate has slightly increased to 71.1 percent in FY17, it is still the second lowest in the country. Almost 40 percent of New Mexico college freshmen must take remedial coursework, suggesting high schools are graduating students who are not truly college- and career-ready, despite more rigorous high school graduation requirements and assessments intended to promote college- and career-readiness.</p> <p>Goal: Ensure vertical alignment of high school content, standards, and graduation with expectations of college- and career-readiness so graduates can be successful in college or the workforce.</p>	<p>Evaluate high school graduation requirements compared with college entrance requirements.</p> <p>Determine which high school graduation requirements act as a barrier to student achievement.</p> <p>Assess the impact of requirements such as the requirement to take at least one dual credit, distance learning, Advanced Placement, or honors course to graduate from high school.</p> <p>Analyze graduation rates to determine what worked and why to leverage further improvements.</p> <p>Identify high-quality, rigorous pathways for performance-based assessments and portfolios.</p> <p>Investigate the alignment between high school exit requirements and introductory college competencies including the need for, and effectiveness of, remedial education upon college entrance.</p>	<p>Develop recommendations for improving New Mexico's high school graduation rate and improving graduates' college- and career-readiness.</p> <p>Make recommendations to improve high school graduation requirements.</p> <p>Identify consistent standards for high school exit and college entrance.</p> <p>Establish meaningful conversations between secondary and postsecondary institutions for a systematic approach.</p>	Bedeaux, McCorquodale, LESC, PED, school districts, and charter schools	December 2018

Row	Issues/Goals and Objectives	Action Steps	Outcomes/Results	Responsibility	Finish Date
CAREER AND TECHNICAL EDUCATION					
22	<p><u>Career Technical Education and Apprenticeship Pathways</u></p> <p>Issue: The United States' primary focus on college readiness often neglects career readiness. Preparing students for the workplace or continued education is increasingly urgent, as two-thirds of jobs created by 2022 will require some form of postsecondary education whether it is an industry recognized credential or a bachelor's degree. By 2024, New Mexico will have almost 673 thousand jobs available that require less than a bachelor's degree but will require some form of training or certification, but education is traditionally pushing students toward a postsecondary degree.</p> <p>Goal: Create co-equal pathways for applied and academic learning to create skilled candidates to fill available jobs that will improve economic conditions in New Mexico.</p>	<p>Develop career pathways that connect local industry and postsecondary education with high school career technical education (CTE) to offer students a recognized industry credential or bachelor's degree.</p> <p>Facilitate relationships and conversations between stakeholders through research on best practices.</p> <p>Research actions steps and outcomes by other states with strong CTE systems to implement co-equal pathways for applied and academic learning.</p> <p>Continue to research and develop high-quality CTE programs.</p>	<p>Establish meaningful partnerships between local industry, postsecondary education and high school CTE programs to identify skills gaps and opportunities for improvement.</p> <p>Identify career pathways for students aligned with local industry needs.</p> <p>Create policies that connect local industry with secondary and postsecondary partners.</p>	Bedeaux, McCorquodale, LESC, HED, PED, and Local Industry	Ongoing
21st CENTURY SKILLS					
23	<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. PED recently adopted the New Mexico STEM-Ready Standards, which resemble the Next Generation Science Standards. The 2018 Legislature appropriated funds for the implementation of the new standards, but the new standards will be taught in the 2018-2019 school year without new instructional materials or an assessment aligned to the new standards.</p> <p>Goal: Ensure progress toward policy priorities that ensure kindergarten through 12th grade STEM education is rigorous, comprehensive, and systemic to better prepare students for a successful college and career trajectory for a 21st century workforce.</p>	<p>Track and report on the implementation of the NM STEM-Ready standards.</p> <p>Develop a needs assessment for instructional materials and a statewide assessment aligned with the new standards.</p> <p>Develop policy strategies to ensure STEM curriculum continues to become more rigorous and expands to include fields like computer science.</p> <p>Identify replicable local examples of community-built connections between STEM education, CTE, and the local workforce.</p>	Create new and maintain existing pathways from STEM education to career technical education (CTE) and the STEM workforce in New Mexico.	Bedeaux, PED, HED, and local STEM Industry	Ongoing

SECONDARY ISSUES

Row #	Issues/Goals and Objectives	Action Steps	Outcome/Results	Joint Project	Finish Date
1	Monitor rulemakings at the state and federal levels that impact public education.	Compose and present administrative rulemaking updates to the committee, to be included in the monthly Director's Report.	<p>Ensure the correct implementation of legislation by facilitating legislative clarification to agencies.</p> <p>Ensure required information is being properly posted to the Sunshine Portal, and inform agencies if they seem to be unaware of still-recent requirements of HB58 (2017) in this regard.</p> <p>Foster awareness of regulatory action from USDE that may affect public education in the state.</p>	Force and LESC staff	Ongoing
2	<p>Continue to review statutory report requirements and make recommendations for eliminating, restructuring, or combining unnecessary reports. Build on Martin/Thornburg report to focus on some reporting that could be eliminated or consolidated. Ensure that necessary reports are informed by reliable and verifiable data.</p> <p>Check in with PED on progress and status of pilot project to reduce unnecessary and duplicative reporting from schools and local school districts.</p> <p>HM34, Education Employee Paperwork Reduction requests PED undertake study of feasibility of reduction of paperwork, and the effect of unfunded mandates on schools.</p>	<p>Activity reports.</p> <p>Memos, briefs, and other reports to LESC.</p>	<p>Eliminate, restructure, or combine various annual reports.</p> <p>Improve quality and usefulness of reports to the Legislature.</p> <p>Ensure data collection required by state reflects modern education policy.</p> <p>Potential LESC-endorsed legislation.</p>	LESC staff, PED, and school districts, and charter schools	December 2018
3	Attend hearings of the Public Schools Insurance Authority, Educational Retirement Board, Public Education Commission, Interagency Benefits Advisory Committee (IBAC), 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, Early Learner Funders Group, FosterEd, Hispanic Education Advisory Council, Indian Education Advisory Council, and others.	<p>Work with staff of these entities to identify emerging issues for New Mexico education.</p> <p>Report board action and recommendations from these entities to LESC members.</p>	<p>Improved responsiveness to potential policy issues.</p> <p>Committee awareness of the operations of these boards and commissions.</p>	All LESC staff	Ongoing
4	Monitor federal education appropriations. The federal administration has proposed significant reduction to education appropriations which, if adopted, would have a disproportionate impact on New Mexico's public schools. While these recommendations were not included in the federal FY18 omnibus spending bill, the administration and congressional leadership have been discussing measures to reduce spending on domestic programs, leading to significant uncertainty.	Utilize resources from the National Conference of State Legislatures to better understand the impact federal appropriations have on state educational systems.	<p>Improve budget recommendation.</p> <p>Increase committee awareness of federal actions on public education.</p>	Simon and LESC staff	Ongoing

SECONDARY ISSUES

Row #	Issues/Goals and Objectives	Action Steps	Outcome/Results	Joint Project	Finish Date
5	Continue to monitor lottery tuition payments and revenues into the lottery tuition fund and identify 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.	Bedeaux, McCorquodale, and LESC staff	Ongoing
6	Monitor PED lawsuits. This spring, a decision is expected in multiple lawsuit relating to the adequacy and equity of public school funding in New Mexico. Additionally, the state remains involved in lawsuits over teacher evaluations and the Zuni capital outlay lawsuit remains before the court. Staff will continue to monitor the status of these lawsuits and how much has been spent defending the state.	Analyze the court's decision in the sufficiency lawsuits and determine how the decision impacts the state budget. Determine if the court's decision will be appealed and monitor the status of any appeal.	Committee awareness of the status of these lawsuits and potential impact on the state budget.	Simon, Rogne, and LESC staff	Ongoing
7	Monitor "below-the-line" appropriations. Continue to evaluate the effectiveness of targeted PED appropriations to ensure these programs are positively impacting student performance targeting the achievement gap.	Determine how "below-the-line" money is being spent and if it is being used effectively. Report measures of "below-the-line" effectiveness in joint LESC/LFC quarterly public school accountability reports.	Improve budget recommendations.	LESC, LFC, and PED	Ongoing
8	Monitor HED and PED's recently proposed dual credit program changes, ensuring they improve the quality and rigor of dual credit courses with a focus on ensuring students earn meaningful college credits that will not potentially negatively impact federal student financial aid.	Activity reports. Memos, briefs, and other reports to LESC.	Determine the impact of dual credit and early college high schools on student academic achievement and the development of college- and career-ready students. Ensure proposed dual credit rule change balances increased quality and rigor with access.	Bedeaux, McCorquodale, PED, and HED	Ongoing
9	Monitor implementation of PED's ESSA state plan and school turnaround efforts. Under the state's ESSA plan, chronically low-performing schools are identified as being in need of comprehensive support and improvement (CSI), targeted support and improvement (TSI), or more rigorous interventions (MRI). PED uses tools like NM DASH, the school turnaround program at NMSU, and the next generation teacher preparation appropriation to improve teaching in underperforming schools. PED has also suggested increasing instructional time and improving teacher salary and professional development in low-performing schools.	Monitor progress toward implementing school turnaround efforts, including, <ul style="list-style-type: none"> • the use of federal revenue; • English language proficiency rates as an accountability measure; and • support of low-performing CSI, TSI, and MRI schools with direct services. 	Better understand the qualifications for intervention, the intervention process itself, and best practices for improving school performance. Identify strategies to best support TSI, CSI, and MRI schools to ensure they better serve students and can do so independently without sustained intervention.	Bedeaux, Macdonald, Rogne, PED, school districts, and charter schools	Ongoing
10	Continue researching authentic student assessment models. Stakeholders have expressed discontent with standardized testing, stating assessments often fail to accurately assess the skills students are expected to carry to college or careers. Some school districts have begun discussing ways in which to hold schools accountable for development of the "whole child." Authentic assessments can account for a student's acquisition of important career skills like problem solving and critical thinking. Innovative and authentic assessments require a difficult balance between individual student needs and objective validity.	Activity reports. Memos, briefs, and other reports to LESC. Continue staff work in SJM1 (2017) innovative assessment work group meetings. Research options for innovative and authentic student assessment that account for whole-child development, including the use of performance-based assessments, competency-based assessments, or student graduate portfolios.	Implement a statewide assessment model that best assesses student academic achievement, accounts for the various aspects of student development, and maintains objective validity.	Bedeaux, Hand, NM Learning Alliance, and Mission Graduate	Ongoing

