

Bitesize

 School districts and charter schools received \$10 million in private donations in FY16.

Charter schools received 27 percent of total donations, while school districts received 73 percent. Dream Diné charter school received donations equal to 44 percent of program cost, the largest percentage of any charter school. Magdalena Schools received donations equal to 17.7 percent, the highest share for a school district.

 Information from the statewide financial system known as SHARE indicates the Public Education Department has spent almost \$2 million of funds intended for a merit pay program on contracts unrelated to the initiative. The department used the money for department information technology and services related to the online-learning portal IDEAL-NM.

 Sandia Vista Elementary School in the Rio Rancho Public Schools has been named a 2017 Green Ribbon School by the U.S. Department of Education for using a variety of student-involved strategies to reduce its environmental impact. The school reduced its water use by 11 percent between the 2013-2014 and 2014-2015 school years and its grounds are 100 percent landscaped for drought tolerance.



inform ED

a publication of the Legislative Education Study Committee

Senator Mimi Stewart, Chair / Representative Stephanie Garcia Richard, Vice Chair / Rachel S. Gudgel, Director / August 2017

From the Chairwoman

No Judgment

Whether or not the district judge rules in the active lawsuit against the state that New Mexico has failed to meet a constitutional requirement to provide a sufficient public education for all children, it is clear our schools are failing many.

Fewer than a third of New Mexico students test as proficient in reading and math but the results are even worse for low-income students. More than half of New Mexico public school students are in low-income schools and 16 percent are still learning English, the two biggest factors in predicting whether a child is at risk of failing. These students are as talented and smart as any in our state but need a boost.

One national review concludes the share of the New Mexico public education pie going to low-income school districts has dropped over the last 25 years, and another estimates New Mexico underfunds public education by hundreds of millions of dollars a year. Research shows funding must be combined with smart spending to make a difference in student performance and smart spending makes the most difference for at-risk students. New Mexico likely underfunds education for all students but it undoubtedly shorts its most vulnerable.

We know we can help at-risk students succeed – a recent Legislative Finance Committee report found prekindergarten combined with the K-3 Plus extended school year program can close the achievement gap – but not all New Mexico's at-risk children have access to these services. Two of the state's largest districts – Santa Fe and Albuquerque – received no Reads To Lead funds this year and reduced K-3 Plus funds.

The state simply is not giving its schools and its teachers the tools and resources they need, especially for the many high-needs students in the classroom. The executive has done little to expand services to high-risk students, emphasizing instead more testing, high standards, and the oft-rejected plan to hold back third graders who struggle with reading.

It's hard to predict what will happen with the lawsuit, what appeals might follow, or how the executive and the Legislature will respond if ordered to spend more on schools. It is much easier to predict what will happen, with or without a ruling, if we do nothing.

Senator Mimi Stewart

Top Teacher Education Selective, Demanding

Comparing some aspects of high-quality teacher preparation programs to medical school, a lead researcher of an international study on education says strong programs are selective and intensive and include collaborative, ongoing professional development.

Linda Darling-Hammond, the president of the Learning Policy Institute and Stanford University education professor, led a team that looked at teacher recruitment, selection, and compensation as part of a National Conference of State Legislatures study of school systems in seven jurisdictions in Australia, Singapore, Finland, and Canada.

She is scheduled to present her team's findings to the committee at 9 a.m. August 30.

The NCSL report on the study, *No Time To Lose: How To Build a World-Class Education System State by State*, concludes the common elements of the best education systems are children who come to school ready to learn with extra supports for those who struggle, access to highly effective, well-trained teachers, rigorous career and technical education for students

who prefer applied education, and an aligned and comprehensive system.

In a presentation to NCSL last month, Darling-Hammond said successful education programs are selective and emphasize research as part of their academics and require a demonstrated commitment to children.

In Singapore, candidates are screened and then assessed with a process that includes an interview and hands-on exercises. If they make it through the selection, they are placed in a school to see how they do with children before starting a classroom education.

Education student classes include content-specific training for both elementary and secondary teachers with a strong emphasis on the "21st century skills" of problem-solving, critical thinking, and emotional intelligence.

Darling-Hammond noted that many of the systems use U.S. approaches, including the national board certification process, as models. But while those approaches are "islands of excellence" in the decentralized U.S.

continued on back

Improvements Need Economic Focus

Countries with successful education systems don't talk about education reform, they talk about economic success, the president of the National Center on Education and the Economy told the committee in July.

Marc Tucker, former director of the organization that created the national board teacher certification standards and author of a book on how to implement the common elements of high-performing education systems, said the countries with the best education systems recognized the importance of educational attainment to high-wages and productivity.

Until the mid-1970s, the United States led the world in its education system, had steady growth in educational attainment and productivity, and had one of the most equitable distributions of income in the world.

Top Teacher Ed Programs Intensive

continued from front

education system, the approaches are used on a national level in the countries studied.

Post-graduate practices in other countries include intensive continuing education programs that support growth and leadership development.

While teachers in other countries spend an average of 19 hours a week with students, U.S. teachers spend 27 hours in the classroom.

In Singapore, professional development includes small-group research, professional learning communities, the sharing of findings and lesson plans through demonstrations to other teachers, and professional contests.

Darling-Hammond said countries with successful education systems also

But since then, educational attainment leveled out, productivity growth slowed, and incomes became the least equitable among industrialized nations, with the average household income changing little for the poorest Americans but jumping more than 10-fold for the top 5 percent.

Tucker, whose book *Surpassing Shanghai* spurred the national Conference of State Legislatures international study of the most successful education systems, said communication and transportation costs dramatically dropped in the 1970s, making it possible to manufacture products anywhere in the world. Companies that wanted to survive took their factories to low-wage countries.

Starting in the 1980s, U.S. companies also started "outsourcing" professional

services as well to countries that had equally educated workforces with lower wages.

However, he said, more recently for every job lost to outsourcing, 10 have been lost to automation, leading to a "vast extinction of low-skill, low-wage routine work."

"This country is still involved in the outsourcing controversy. That's all over," he said.

Countries that want to compete in the global economy can either lower wages or increase skills, he said, and the United States seems undecided about which approach to take.

Low-skill wages, once 100 times those in China are now just four times the China pay level, but at the same time U.S. spending on education has increased by 250 percent in the last 20 years, from \$6,440 to \$13,210 per student.

Education reform has also included lowering class size, introducing competition through charter schools and vouchers, adding technology to the classroom, and creating test-based accountability for teachers.

Nevertheless, U.S. students have failed to improve scores on international assessments, while other countries have passed them by.

The United States has received very little return on its investment in education, he said, partly because it has focused on education reform while other countries have focused on creating world-class workers.

financially support education students, with Finland and Singapore paying for everything.

While these countries make it affordable for students to become highly qualified, teachers in the United States often enter a low-paying profession with substantial debt, she said.

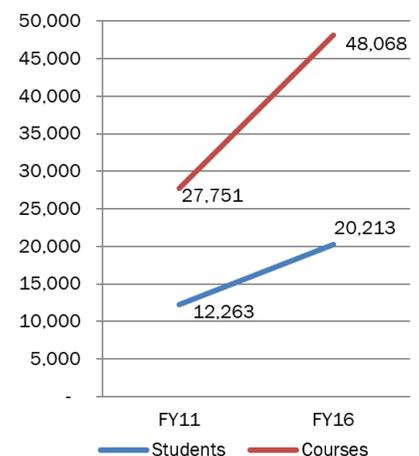
She said teachers in these countries earn pay equal to others with college degrees and, because the systems are centralized, pay is consistent among schools.

Dual Credit Students Taking More Classes

The number of high school students enrolled in college-level courses grew by about two-thirds between FY11 and FY16 but the number of courses those students are enrolled in nearly doubled, according to the Dual Credit Council of the Higher Education and Public Education departments.

Students in early college high schools represent 7 percent of all high students enrolled in dual credit classes but are taking 15 percent of the courses.

Early college high school students typically enroll in four dual-credit courses a year compared with the one course typical of traditional high school students.



informed

August 2017

Published monthly in the interim by:
Legislative Education Study Committee
325 Don Gaspar, Suite 200
Santa Fe, NM 87501
(505) 986-4591 www.nmlegis.gov/lesc

Marit Rogne, Staff Editor | Helen Gaussoin, Editor