

LESC 2022 Staff Work Plan

Primary Issues

Analyst(s): Hoxie

Topic: Effective School Principal Preparation and Support

Research Problem: Principals are the second most important in school factor for student achievement. Research indicates school-level leadership is the number one factor in teacher retention. In New Mexico, teacher turnover and low student achievement are both well documented challenges. It is essential to study principal supports in order to ensure school leadership is being fostered in New Mexico.

Historical/Literature Review:

- What does national research on principal preparation, support, and retention note are important metrics for principal preparation programs?
- What are national best practices around cultivating a principal pipeline?
- What keeps principals in schools?

In-State Review:

- What is New Mexico's principal turnover rate?
- What principal preparation programs exist in New Mexico?
- What are the standards for principal preparation programs in New Mexico?
- What did the principal evaluation team find in relation to principal preparation and support? What were their recommendations?
- Where do principals come from in New Mexico? (within the school, outside)

Data Required:

- Principal turnover
- Principal demographics
- PED principal retention supports
- Principal professional development offered by PED

Expected Outcome of Research: Complete and present a comprehensive report to the LESC on the state of principal preparation and supports in New Mexico. Partner with school districts, the public education department, institutes of higher education, community education leaders to provide recommendations to better principal preparation and support in New Mexico.

Analyst(s): Hoxie

Topic: Effective Educator Preparation

Research Problem: A growing body of research continues to verify that the quality of principals and teachers significantly affect student outcomes and the *Martinez* and *Yazzie* consolidated lawsuit findings agreed that effective leaders and instructors matter. Preparation can improve educator quality through ensuring education students are day-one ready to meet the unique needs of New Mexico's culturally and linguistically diverse students. School leaders report new teachers are not receiving preparation that trains them to address actual teacher duties. Successful school systems in top performing countries prepare teachers in prestigious research universities that are more selective and rigorous, and typically have longer student teaching experiences than those in the United States. Further study in this area is needed to identify how current preparation offerings in New Mexico align with best practices and how the state can improve leader and teacher preparation to ensure educators are prepared to respond to the state's diverse student body.

Historical/Literature Review:

- Study best practices for teacher preparation in high-performing systems nationally and internationally.
- Examine how educator preparation programs across the nation define quality.

In-State Review:

- What teacher preparation schools in New Mexico have the highest retention rates? What factors do they believe contribute to high retention?
- What schools in NM have the highest graduates in high need areas (STEM, Elementary, and Special Education)?
- Does research allow for any nuance in the Alternative Licensure vs. Traditional Licensure educators?

Data Required:

- State-wide comparison of how teachers are being prepared in different regional locations of the state.
- Number of teacher candidates currently in preparation programs

<ul style="list-style-type: none"> • Examine how states influence educator preparation through regulation and law, including reviewing licensure requirements. • Study best practices for preparing teachers who are culturally and linguistically responsive to meet the diverse needs of students in the state such as Native American students, English language learners, students with disabilities, and low-income students. 	<ul style="list-style-type: none"> • What tracking currently exists for students exiting teacher certification programs? What should exist? • How are teacher preparation programs in New Mexico supporting future educators in bilingual instruction? • How do teacher preparation programs prepare students for working in different contexts in New Mexico? 	<p>by program type, demographics, and geographic area of the state</p> <ul style="list-style-type: none"> • Number of teacher candidates hired in New Mexico
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Expected Outcome of Research: Present a report similar to the Education and Administration Reporting System to committee members showing the current reality of teacher preparation programs in New Mexico. This will include data points about alternatively licensed teacher candidates, teacher candidates in high need areas, and include recommendations for supporting teacher preparation.

Analyst(s): Hoxie

Topic: Educator Retention

Research Problem: In New Mexico, teacher demand outpaces the number of teachers prepared each year and oftentimes the teachers who are prepared are not certified to teach in high-need areas such as science, math, technology, bilingual, special education, and early childhood, many areas that were identified as gaps in the state's education system in the *Martinez-Yazzie* lawsuit. Well-trained staff are essential to ensuring all students have access to a high-quality education. Additionally, both nationally and in New Mexico the teacher workforce does not reflect the diversity of public school students. Studies show students from diverse backgrounds perform better on standardized tests, have improved attendance, and are suspended less frequently when they have at least one same-race teacher. While the Legislature has worked to increase teacher salaries as a retention mechanism, beyond salary increases it is unclear what recruitment and retention methods are most impactful for closing teacher shortages in New Mexico, diversifying the workforce, and insuring a well-trained teaching staff.

<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> • What are national and international best practices for teacher retention? • How are dossier processes used in other states/internationally if at all? • What are recruitment strategies for teachers in high performing schools? • For states implementing residency programs, how have they insured residents are in rural parts of the state? • Who are the individuals who remain in teaching compared to those who leave? (Characteristics, supports, teaching location, etc.) 	<p>In-State Review:</p> <ul style="list-style-type: none"> • Work with PED to determine what data they currently have that will be helpful in assessing the needs and gaps of the workforce such as: class loads, licensure trends, substitute placements, and others. • Work with school districts to determine how the dossier process impacts teacher retention • Work with PED to determine how many teachers are lost between Level One and Level Two licensure processes • Work with superintendent's association to examine an alternative assessment for teachers • Survey principals to analyze where teachers are being recruited from in particular areas of the state 	<p>Data Required:</p> <ul style="list-style-type: none"> • Tracking teachers who moved from Level One to Level Two • Tracking number of Board Certified teachers and mapping where they teach • Feedback given to dossier applicants
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Expected Outcome of Research: LESC Staff will present a brief on the current reality of teacher retention in New Mexico and strategies currently implemented to increase retention. Additionally, staff will make recommendations on best practices that New Mexico could implement to increase teacher retention.

LESC staff will work with school district superintendents and charter school leaders to research and potentially propose an alternative assessment for teachers pursuing initial licensure.

Analyst(s): Hathaway

College and Career Readiness: High School Graduation Requirements

Research Problem: Today's world of work and education requires students to have more than skill and competency in academic subjects to succeed. Higher-order abilities, such as critical thinking and the application of knowledge to solve real-work problems, are crucial. New Mexico has not updated its graduation requirements in over a decade, making it worthwhile to assess if current graduation requirements continue to serve students and ensure they are prepared for any postsecondary experience they may choose after high school. Further, as part of the *Martinez* and *Yazzie* consolidated lawsuit, the court ruled the New Mexico Constitution requires the state to provide every student with the opportunity to receive an education that adequately prepares them to be college and career ready. The court also ruled the state is failing to meet this obligation, citing low graduation rates, insufficient proficiency in reading and math, and high rates of college remediation. Graduating college and career ready is paramount for students to be successful. New Mexico last studied and comprehensively changed its graduation requirements in 2007 with these requirements becoming effective for students beginning high school in the 2009-2010 school year. Studying if the requirements developed at that time, including course requirements, content knowledge expectations, and competency requirements, continue to be relevant for today's students is crucial to ensure the success of New Mexico's students in a rapidly changing economy and workplace. Amending statute to reflect knowledge gained and amend graduation requirements for students may be helpful to ensure New Mexico effectively and equitably serves middle and high school students to become college and career ready.

Historical/Literature Review:

- Historical review of New Mexico's graduation requirements in statute over the past decade.
- Study best practices in graduation requirements both nationally and internationally; determine applicability to New Mexico.
- Assess graduation requirements regionally and compare with New Mexico.

In-State Review:

- Study competencies of students and workers needed with relevant stakeholders including higher education institutions, employers, and the Public Education Department (PED).
- Review current course requirements, content knowledge expectations, assessment practices, and competency requirements and determine how these align with best practices.
- Review existing statute requirements for students in both middle and high school grades.

Data Required:

- Graduation rates over time (PED).
- Graduation requirements in statute over time.
- Numbers of students pursuing different pathways after high school (ex: four-year college, two-year college, workforce) (Department of Workforce Solutions, PED).

Expected Outcome of Research: LESG will redesign and rewrite high school graduation requirements for the state of New Mexico, developing proposed legislation to amend the Public School Code. LESG will also gain an understanding of the competencies, skills, and coursework needed in middle and high school to ensure students graduate college and career ready.

Analyst(s): Hathaway

College and Career Readiness: Creating and Offering High-Quality CTE in New Mexico

Research Problem: The current design of middle and high school in New Mexico fails to engage many students and adequately prepare them for college or the workforce, as evidenced by the state's low graduation rate and high college remediation rates. College and career pathways that equitably serve all students and include rigorous career and technical education (CTE) programs coequal with traditional academic pathways may offer more comprehensive college and career pathways for today's

students. The National Conference of State Legislatures’ report, *No Time to Lose*, notes countries with high performing education systems have strong systems of CTE that are “well-funded, academically challenging and aligned with real workforce needs.” Although most New Mexico high schools offer one or more CTE courses, many existing programs are siloed and few contain all the elements identified by researchers as essential to effective CTE. The National Center on College and Career (ConnectED), for instance, recommends all CTE programs include rigorous academics, real-world technical skills, opportunities for work-based learning, and personalized student supports. College and career pathways, including CTE programs, have become a focus of state lawmakers. In the 2019 legislative session, the Legislature enacted a seven-year CTE pilot project, known as Next Gen CTE (Section 22-1-12 NMSA 1978). This year the Legislature appropriated \$3 million to the CTE fund. Studying New Mexico’s secondary education model, including graduation requirements and existing CTE programs, and comparing it to successful systems in other states will enable LESC staff to make recommendations for improving college and career pathways.

<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> • Monitor Perkins V legislation and comprehensive local needs assessment process to understand how state and federal funding streams can be braided. • Monitor Next Gen CTE fund and uses of state funding for CTE programs. • Compare existing CTE programs in New Mexico with international and national best practices. 	<p>In-State Review:</p> <ul style="list-style-type: none"> • Track PED’s ongoing comprehensive local needs assessment to understand how Perkins funding will be allocated in FY23. • Track PED awards of Next Gen CTE funds. • Track PED awards of Perkins funds. • Track effective strategies to address offering CTE programs including the recruitment of CTE teachers. • Work with other LESC staff to develop cost estimates for expanding college and career pathway programs statewide. • Consult with ConnectED, the Learning Policy Institute, and other organizations as identified about strategies to improve college and career pathways in New Mexico. 	<p>Data Required:</p> <ul style="list-style-type: none"> • List of all existing CTE programs in NM, including information about the programs such as opportunities for work-based learning (PED). • State-level information on the impact of CTE on student outcomes (PED). • Data on the cost of offering various college and career pathways including CTE, dual credit, and early college high schools (PED, HED).
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Expected Outcome of Research: LESC staff will study national and international best practices for systems of college and career pathways and make recommendations to improve CTE, high school redesign, dual credit, and inclusion of related best practices in high school in New Mexico. LESC staff will also assess the Next Gen CTE pilot project to determine how funds and the pilot project are being used and if there are any opportunities to improve the pilot project.

Analyst(s): Hathaway
College and Career Readiness: Dual Credit

Research Problem: Dual credit—a collaboration between high schools and postsecondary institutions that allows high school students to enroll in college or career-technical education courses and receive postsecondary credit—is widely participated in by New Mexico students. In the 2020–2021 school year, there were 16,587 unique student enrollments in dual credit courses, meaning this many students took at least one dual credit course in the 2020–2021. Many take more than one course, however, with New Mexico students taking a combined total of 44,402 dual credit courses in the 2020–2021 school year.

While dual credit enrollment is popular among high school students, funding for dual credit is complex and shared between high schools and colleges. State law encourages colleges to waive tuition for dual credit. Administrative rule from the Public Education Department goes further and requires the waiving of tuition. Colleges across New Mexico report they forego more than \$8 million in tuition revenues each year as a result. Two-year colleges are particularly affected, giving up more than \$6.3 million in revenue from waived dual credit tuition. In addition to tuition waiver considerations, there are also questions about educational outcomes for students that take dual credit courses. Research shows students who take dual credit courses graduate high school at a higher rate than students who do not. Dual credit is also often pitched as an

opportunity for students to gain valuable higher education course credits before they leave high school. Further, dual credit has been shown to increase the likelihood of success in subsequent college work by giving students exposure to a college environment prior to high school graduation. Despite these benefits, dual credit programming varies widely across New Mexico, with quality and accessibility of courses dependent on geography, the specific higher education institution available to students, and varying support from school counselors and others that can help students leverage dual credit options. Research about how dual credit enrollment affects student experiences in college is also mixed. In 2019, the University of Texas (UT) completed a study of the efficacy of dual credit programs in Texas. The UT study showed students are paying about the same for their bachelor's degree, regardless of whether or not they had dual credit course work. The study showed no measurable impact on student debt levels unless students began college with 60 or more dual credit hours.

<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> • Do other states have specialized funding for dual credit? • Are there research-based best practices for dual credit funding? • How can dual credit courses be designed to ensure high impact outcomes on student learning? 	<p>In-State Review:</p> <ul style="list-style-type: none"> • Identify the cost of offering dual credit to students in New Mexico and what the financial contributions of each entity involved in dual credit (public education, higher education, and students/families) is contributing • Determine the drivers of high-quality dual credit and benchmark offerings to New Mexico students with best practices • Assess the types of dual credit courses being taken by New Mexico students • Assess transfer and applicability of dual credit courses; are students taking courses that easily transfer to various institutions and help with gaining needed credit prior to entering either a two- or four-year institution? 	<p>Data Required:</p> <ul style="list-style-type: none"> • Five- to 10-year history of dual credit course enrollments by count and type of course • Five- to 10-year history of cost of offering dual credit including tuition waiver costs, student/family contributions, and SEG funding
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Expected Outcome of Research: LESC staff will work to identify how widely dual credit is used across New Mexico, learn more about the types of courses high school students take, determine the cost of offering dual credit to high school students, and make recommendations to the LESC about how dual credit funding may be adjusted to best serve students and the education system.

Analyst(s): Estupiñan

Seal of Bilingualism – Biliteracy

Research Problem: Since its inception in 2016, 4,152 students have earned the Seal of Bilingualism-Biliteracy, with 3,764 having earned the Seal in Spanish. Despite the state's growing success in building a qualified pool of fluent bilingual graduates, it appears the Seal is not being comprehensively aligned with pathways that encourage students to pursue a career in teaching. In the second half of 2021, there were 98 vacancies for bilingual education throughout the state. Yet, in the 2020-21 school year, 1,003 students earned the Seal in Spanish, Chinese, Filipino, French, German, Italian, Keres, Latin, Navajo, Tagalong, Vietnamese, and Zuni. While the increase in student enrollment in coursework that is aligned with the Seal is encouraging, the state's vision for the Seal remains unclear as it appears to be underutilized in addressing New Mexico's chronic shortage of bilingual educators.

<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> • Research the criteria and standards for earning the Seal. • Study how schools align the Seal with AP language courses. 	<p>In-State Review:</p> <ul style="list-style-type: none"> • Conduct visits to teacher prep programs to better understand the process of earning TESOL and bilingual endorsements. • Meet with district staff to assess whether/how districts align coursework for the Seal with academic and career pathways. 	<p>Data Required:</p> <ul style="list-style-type: none"> • Number of students who have earned the Seal by language and district/charter.
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<ul style="list-style-type: none"> Review the criteria and standards teacher candidates have to meet before being TESOL and bilingual endorsed and whether those standards could potentially be aligned with Seal/AP coursework. 	<ul style="list-style-type: none"> Correspond with relevant stakeholders, including PED, charter schools, and school districts on best practices for recruiting students to participate and how to best align the Seal with academic and career pathways. 	<ul style="list-style-type: none"> How many current postsecondary students in teacher prep programs earned the Seal in high school? How many current teachers native to New Mexico earned the Seal while in high school?
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Expected Outcome of Research: LESC staff will gain an understanding of the criteria and standards that are weighed when awarding the Seal to students, with an additional focus on identifying ways to improve the alignment of the Seal with academic and career pathways, with a focus on those that encourage a career in teaching.

Analyst(s): Estupiñan

Indian Education Programming

Research Problem: Since the enactment of the Indian Education Act in 2003 and the subsequent creation of the Indian education fund, the legislature has invested in numerous programs and initiatives intended to improve educational opportunities for Native American students. Despite those initial investments, the court’s decision in the *Martinez-Yazzie* sufficiency lawsuit highlighted continued insufficiencies in Native American student’s access to a high-quality education that is culturally and linguistically relevant. In response, the legislature has appropriated additional resources to schools serving Native American students, including approximately \$15 million for the Indian education fund in FY23. Additionally, those schools now have access to impact aid funds. Despite these new investments in expanding access to culturally and linguistically relevant programs and initiatives, it remains unclear what academic programming expenditures have supported, how effective implementation has been, and if statutory requirements are being met.

Historical/Literature Review:

- How have grants from the Indian education fund been used in the past?
- What barriers do tribes, pueblos, and nations experience when applying for and utilizing funds from the Indian education fund?
- How have funds from the Indigenous Education Initiative Grant program been used in the past and have any programs and initiatives proven sufficiently successful for local, regional, or statewide scaling?

In-State Review:

- Conduct visits to recipients of the Indian education fund.
- Meet with school district staff and other local stakeholders regarding how grants are being used in their communities.
- Correspond with PED in understanding how they assess grant applications from school districts, tribes, pueblos, and nations for the Indian education fund and the Indigenous Education Initiative Grant. .
- Correspond with PED in understanding how they assess the success of education programs funded through the Indian education fund while balancing the need for respecting tribal sovereignty.

Data Required:

- Funding and expenditure data for recipients of the Indian education fund and the Indigenous Education Initiative Grant program.

Expected Outcome of Research: LESC staff will gain an understanding of the unique needs of students in tribes, pueblos, and nations, the purpose and vision of programs and initiatives that have been implemented in response, and the impact they have had on student outcomes and statutory obligations in the Indian Education Act.

Analyst(s): Estupiñan

Bilingual and Multicultural Education Programs

Research Problem: While there is significant research showing that bilingual and multicultural education can improve student outcomes, many students in New Mexico do not have access to high-quality bilingual and multicultural programming that is both culturally and linguistically relevant. Those who are enrolled in existing programs are often not provided with immersive and substantive instruction even as research shows one of the most effective methods of language development consists of three-hour programming each day. While the legislature has invested in sustaining bilingual and multicultural education programs, student enrollment has fallen from 52,365 in FY16 to 46,606 in FY20. Additionally, the number of schools, charters, and districts offering such programs has also fallen in that same time period.

Historical/Literature Review:

- What are the best practices associated with bilingual and multicultural education programs (BMEP) in improving outcomes among Hispanic and Native American students?
- Why are fewer students, schools, and districts participating in BMEPs?
- What are the fiscal, academic, and logistical barriers in increasing student access and participation in BMEPs?
- Are the state's teacher preparation programs graduating enough students that are prepared to receive a bilingual licensure endorsement and to adequately support and grow bilingual and multicultural education programs?
- What barriers do teacher prep candidates experience when attempting to earn a TESOL or bilingual endorsement?

In-State Review:

- Work with PED and other stakeholders to examine varying models of delivering bilingual and multicultural education programs.
- Work with PED/HED to determine how many graduates of the state's teacher preparation programs with TESOL and bilingual endorsements are going into the field and where they are being hired.
- Work with PED/HED to assess the primary obstacles that teacher preparation candidates experience in completing relevant coursework for TESOL and bilingual endorsements as well as successfully completing the 'Prueba de Español.'
- Collaborate with local educators and administrators in assessing whether some schools and districts are dissuading students from participation in a BMEP.

Data Required:

- Student enrollment by language, school, and school district.
- Postsecondary data on the number of graduates from each teacher preparation program.
- Information on how many teacher candidates earn a TESOL or bilingual endorsement and whether they also earned a Seal of Biliteracy in high school if they're native to New Mexico.
- Number of teacher prep candidates who began TESOL and bilingual endorsement coursework but who ultimately did not complete those requirements.

Expected Outcome of Research: LESC staff will identify best practices for implementing bilingual and multicultural education programs, assess the key factors driving declines in student enrollment in those programs, and identify potential methods for increasing student, school, and district participation in bilingual and multicultural education programs.

Analyst(s): Estupiñan

Services for Students with Disabilities

Research Problem: Students with disabilities were highlighted in the *Martinez-Yazzie* sufficiency lawsuit as one of four student groups who have historically been deprived of a sufficient education. Amid the ongoing pandemic, some of these students have not received adequate access to services required in their IEPs, even as some school districts found the wider availability of virtual learning expanded access to some disability services, including speech therapy and social work. In response, the legislature created a Special Education Ombud office that is now tasked with providing individual and systemic advocacy to students with disabilities but it is unclear what metrics will be used in assessing the success of that office in delivering services to students and families.

<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> • How has the pandemic impacted student access to services and have any districts experienced success in delivering particular services? • How have other states applied systems of accountability in the use of special education funds at the local level? • How have other states ensured students are receiving adequate screenings and services? • How does the Special Education Ombud train volunteers on various state and federal statutes and what trainings are provided to volunteers in providing bilingual services? 	<p>In-State Review:</p> <ul style="list-style-type: none"> • Review PED monitoring and reporting requirements for holding school districts and charter schools accountable for providing high-quality programs for students with disabilities. • Review sampling of school district budgets to ascertain how districts and charter schools are using funds to support students with disabilities. • Meet with local special education directors to understand the various types of state level support and ways schools ensure quality and appropriateness of services for students with disabilities. • Meet with the Special Education Ombud to better understand their work, the various types of concerns reported from parents and students, and the specific training that is required of local volunteers. 	<p>Data Required:</p> <ul style="list-style-type: none"> • Relevant data from the Office of the State Special Education Ombudsman related to grievances/concerns reported by families. • Local fiscal data for special education programs.
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Expected Outcome of Research: LESC staff will gain an understanding of how the pandemic has impacted access to disability services, how districts are held accountable for investing in complying with state and federal special education statutes and regulations, and how the newly created Special Education Ombudsman will be held accountable for providing culturally and linguistically responsive individual and systemic advocacy services.

Analyst(s): Estupiñan

Bilingual and Multicultural Education Programs for those with Disabilities

Research Problem: Bilingual and multicultural education programs and services for those with disabilities are often seen as two entirely separate policy areas, thereby marginalizing many English learners in New Mexico who lack access to bilingual services while receiving services from special education programs. When English learners are identified as having a disability, research shows that schools often give precedence to addressing their disability with less effort in addressing their linguistic barrier. Additionally, policies allowing restraint and seclusion of students with severe behavioral challenges continue to be enforced throughout the state, with students of color being disproportionately represented among those who these policies are applied to.

<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> • Which models of instruction are most effective when serving English learners with disabilities? • How have districts historically served English learners with disabilities? • How many districts have local provisions guaranteeing parent’s access to interpreters during IEP meetings? • Are existing bilingual services for students with disabilities primarily intended to achieve fluency in both languages or to reinforce existing instruction in English? 	<p>In-State Review:</p> <ul style="list-style-type: none"> • Collaborate with PED and other stakeholders in assessing how districts have historically served English learners with disabilities and the relevant guidance PED has historically issued to school districts. • Collaborate with local stakeholders in identifying the most common and effective models of instruction for English learners who have been diagnosed as having a disability. • Collaborate with the Special Education Ombud in assessing how the office will assist English Learners in accessing screenings or relevant special education services. 	<p>Data Required:</p> <ul style="list-style-type: none"> • Number of English learners who have also been identified as needing special education services. • Number of teachers who are certified to teach both special education and bilingual students. • The most common disabilities identified in English learners. • Models of instruction of districts that offer bilingual and
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<ul style="list-style-type: none"> • Which states, districts, and universities have designed and implemented effective models of serving English learners with disabilities? • With most existing research focusing on the experiences of Hispanic students with disabilities, how must models of instruction be adjusted to serve Native American students? 		<p>multicultural education programs for those with disabilities.</p>
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Expected Outcome of Research: LESC staff will gain an understanding of the unique challenges English learners experience when accessing special education services, how districts currently serve those students, and how other states have designed and implemented best practices for serving English learners with disabilities.

Analyst(s): Estupiñan

Governance

Research Problem: Efforts to enhance the availability and quality of professional development often center teachers and other school staff with direct responsibilities in school buildings. Thereby failing to recognize the critical roles that school board members play in devising policy, reviewing the budget, establishing their district’s vision, and employing the local superintendent. Currently, school board members are only required to complete 5 hours of training each year, with few mechanisms for holding members accountable for failing to complete those minimum standards. As the legislature continues to invest significant resources in public education, it is unclear whether school board members are receiving sufficient training that is relevant to their roles and responsive to the unique challenges in their communities.

<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> • What training does statute currently require school board members undergo? • Are there content areas that statute requires school board members receive training in? • What training opportunities do school board members currently have and is its content relevant to communities of interest? • How does NM compare to other states in its training requirements? • Do other states have accountability systems in place for those who do not complete training? • How do school board members perceive the training they currently receive and do they believe they need specific training in critical topics, including capital outlay and budgeting? 	<p>In-State Review:</p> <ul style="list-style-type: none"> • Work with PED to assess the various training opportunities available to school board members with a focus on identifying the primary policy areas those trainings focus on. • Collaborate with the New Mexico School Boards Association in assessing their available training opportunities for relevancy and evaluating board member satisfaction with its breadth and quality. • Work with PED and other stakeholders in assessing the basic skills and knowledge that each school board member should have and how that content could be standardized and delivered to all members. 	<p>Data Required:</p> <ul style="list-style-type: none"> • Number of training hours completed by each school board member over the last four years. • Hours completed in budgeting, ethics, and bilingual education and how those training hours compare to those in other areas. • Training requirements in other states, including the number of hours required for completion and whether training in particular content areas is also required.
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Expected Outcome of Research: LESC staff will assess the availability of training for school board members, identify the most effective training opportunities available, determine how often school board members are utilizing that training, whether they are receiving training that is relevant for their local communities, and whether there are opportunities to improve those training requirements.

Analyst(s): Estupiñan

Native American Language and Culture (520 Certificate)

Research Problem: The Native American language and culture certificate (520 certificate) is critical in supporting bilingual and multicultural education programs in tribes, pueblos, and nations throughout the state. Much of the cultural and linguistic knowledge these certificate holders provide to students cannot be learned from a postsecondary teacher preparation program, and therefore the certificate ensures students have greater opportunities to receive a culturally and linguistically relevant education. Yet, even as the number of individuals holding the certificate has grown, it is unclear how effective the certificate has been in sustaining high-quality and tribally-based bilingual and multicultural education programs. Further, it is unclear whether all certificate holders are receiving rigorous, consistent, and high-quality professional development and whether recent legislation increasing the compensation of these certificate holders will impact enrollment in local teacher preparation pathways.

Historical/Literature Review:

- How have holders of the certificate historically been recruited and utilized in school districts?
- Are certified teachers incentivized to attain the certificate, or is the certificate appealing largely to those without a postsecondary education?
- How does professional development for 520 certificates differ from what is offered to certified teachers?
- How does staff turnover for 520 certificates differ from certified teachers?
- Are there caps in place for the number of 520 certificates that can be issued statewide or in local communities?

In-State Review:

- Collaborate with PED and school districts in composing a comprehensive overview of the criteria and standards each tribe, pueblo, and nation applies when evaluating candidates for competence and linguistic proficiency.
- Work with school districts in assessing how the certificate has impacted their ability to maintain a bilingual and multicultural education program.
- Collaborate with tribes, pueblos, and nations in assessing how they determine a candidates' competence and fluency in the local language and how they compose the standards and criteria they apply in making those determinations.

Data Required:

- Number of 520 certificate holders by district and language,
- Overview of teaching duties for those holding a certificate.
- Number of students enrolled in courses taught by a 520 certificate holder as well as the languages they are learning.
- Student outcomes in classrooms taught by a 520 certificate holder as compared to one taught by a certified teacher.
- Professional development hour completion among 520 certificate holders as compared to certified teachers in the same district/school.

Expected Outcome of Research: LESC staff will assess how the 520 certificate has historically been utilized, how training, turnover, and student outcomes differ between 520 certificates and certified teachers, and how recently enacted salary parity will impact staff shortages and teacher preparation pathways in tribes, pueblos, and nations.

Analyst(s): Duffy

Evaluation of Programs Extending Time for Academics and Learning

Research Problem: During the 2022 legislative session, the NM Legislature appropriated \$344 million, which represents approximately 9 percent of the overall education budget, for the implementation of K-5 Plus, Extended Learning Time Programs, the Equivalent Instructional Hours Pilot, K-12 Plus, K-12 Plus & Extended Learning Time planning grants, and tribal and rural community-based extend learning programs. Although research generally shows programs extending time for academics and learning can be effective in closing achievement gaps, New Mexico has not yet assessed these programs in the context of implementation utilizing statutory changes enacted during the 2021 legislative session.

Throughout the 2020-2021 and 2021-2022 school year, districts and charter schools advocated for greater flexibility and local control to develop pilot programs that extend learning time or to implement the statutory requirements of K-5 Plus and Extended Learning Time. Currently, districts and charter schools are evaluated solely on student performance data. Until New Mexico develops a uniform set of standards for assessing programs extending time for academics and learning it will be difficult to assess the efficacy of locally designed programs.

<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> • Overview of goals for extended learning time as outlined in statute, PED guidance and by districts and charter schools. • Research best practices by state and internationally • Compilation and assessment of best practices. • Assessment of how goals guiding national best practices align with goals outlined in New Mexico. • Research on number of hours in a day considered most beneficial. 	<p>In-State Review:</p> <ul style="list-style-type: none"> • Review practices currently utilized in New Mexico schools to implement programs that extend learning time including number of LEAs participating, programs utilized, and overview of practices utilized. • Review what LEAs consider instructional time. • What have districts submitted to PED as proposals to implement in the 2022-2023 school year and how do those proposals align with goals? <ul style="list-style-type: none"> ▪ Identify barriers to implementation ▪ Why is so much money going unspent? • Meet with PED and meet with a selection of districts (doing ELTP and doing well; doing ELTP and not doing so well) • Do practices utilized align with articulated goals? • Overview of current participation and how programs that extend learning time are currently assessed in New Mexico. <ul style="list-style-type: none"> ○ Effective approaches to ELTP based on local reporting of progress • Review approved ELTP and K-5 Plus Budgets and Plans • Where are the gaps between goals, national best practices and the reality of what is currently implemented? 	<p>Data Required:</p> <ul style="list-style-type: none"> • Define terms used to create a self-assessment rubric to align articulated goals with national best practices. • Develop a draft rubric and scoring system that can be used with all schools in New Mexico to assess the quality of programs that extend learning time. • Finalize rubric through feedback from PED and LEAs
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Expected Outcome of Research: LESC will evaluate programs extending time for academics and learning in New Mexico and supply the state, as well as districts and charter schools, a self-assessment rubric to evaluate programs extending time for academics and learning through program components and implementation. LESC will articulate goals shared by stakeholders across the state for programs extending time for academics and learning.

Analyst: Duffy

Calendar Reform

Research Problem: The 2008 American Institutes for Research (AIR) study of New Mexico’s public school funding formula noted an extended school year would increase the opportunity for a student to gain mastery of grade-level skills and knowledge. AIR recommended adding an additional five days to the school calendar for all students

in New Mexico. At the time, 66 percent of public school districts and charter schools on a five-day schedule provided 180 instructional days. New Mexico schools have gone backwards in instructional days offered; in the 2020-2021 school year, that average number of instructional days provided by school districts and charter schools on a five-day calendar was 177, with one school district only requiring 163 instructional days. During the 2021 Legislative Session, SB40 attempted to implement calendar reform by way of mandated extended learning time programs in FY22, however, that provision was amended out prior to the legislation's passage. If New Mexico is going to close the achievement gap that was a focus on the consolidated Martinez-Yazzie lawsuit, it is important to better understand if potential calendar reforms could lead to better student outcomes.

<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> • Study best practices around school calendar length. • Examine other states' approaches to school year length. • What are the barriers to school calendar reform? How are those barriers being addressed? • What research, beyond the AIR study, supports the extension of the school calendar? Are there factors beyond additional instructional time that contribute to better academic outcomes? • How are students social and emotional learning impacted, if at all, by an extended school calendar? 	<p>In-State Review:</p> <ul style="list-style-type: none"> • Analyze high performing school district and charter schools compared to instructional time offered. • Meet with districts offering the AIR study recommend instructional time to understand outcomes, if any, they see aligned with the additional time. • Meet with PED to better understand barriers and potential solutions to state wide school calendar reform. • Meet with National Center on Education and the Economy, Learning Policy Institute, and others to learn about findings related to extended school calendars. 	<p>Data Required:</p> <ul style="list-style-type: none"> • Comparison of instructional days offered and academic achievement results across public school districts and charter schools in New Mexico. • Dataset on instructional time required in states with high performing education systems.
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Expected Outcome of Research: LESC staff will present a hearing to the committee that contains a brief with recommendations for the LESC to determine whether or not calendar reform legislation is appropriate to introduce in the 2023 legislative session.

Analyst: Duffy

Supports for Communities and Families – Pillars of School Readiness

Research Problem: Despite significant investment in early childhood education, not all students are day one ready for kindergarten. The achievement gap between students from low-income backgrounds and their more affluent peers remains largely consistent throughout a student's academic career. Although New Mexico has an expansive early childhood education and care system, there is an opportunity to develop a shared definition of school readiness that will help inform early childhood education strategies, approaches, and evaluations. A shared definition could lead to greater consistency across the early child care system and improve school readiness outcomes for New Mexico's youngest learners.

<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> • How does having a definition of school readiness impact a state's or country's elementary school academic achievement? • What does research and best practice say about the pillars of school readiness (17 state project)? • What does it take to support a "ready family" for school readiness? What resources do states that are doing this well provide? 	<p>In-State Review:</p> <ul style="list-style-type: none"> • Attend "school readiness" working group meetings with the Early Childhood Education and Care Department (ECECD), LFC, and PED • What are the pillars of school readiness ECECD and PED are already focusing on in their prekindergarten programs? Why are these the pillars? • How does New Mexico's early childcare system align with the "Ready Family" and "Ready Community" pillars of school readiness? • Review ECECD proposal of school readiness pillars • <i>Review of Kindergarten Observation Tool</i> 	<p>Data Required:</p> <ul style="list-style-type: none"> • Survey what is school readiness • State-wide comparison of how prekindergarten programs prepare students for kindergarten. • Kindergarten Observation Tool data to determine areas of alignment and misalignment with school readiness pillars. • Understand existing supports for communities and families
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<ul style="list-style-type: none"> • Review of school readiness as defined by state and internationally • Review of federal Improving Head Start for School Readiness Act of 2007 • Examine other states' approaches to defining and supporting school readiness. • Review of Tennessee study and other studies that highlight components that demonstrate positive or negative impacts on students in early childhood. 	<ul style="list-style-type: none"> ○ <i>Observe administration of Kindergarten Assessment Tool (KOT) are teachers using the tool to fidelity? How does PED/ECECD know tool is used to fidelity? How is the tool used? What is the training required for teachers and teacher assistants on the KOT?</i> • Meet experts in the field of school readiness to understand next steps for New Mexico. • District and charter school definitions of school readiness • How do we assess trauma and support students and families with ACEs • Effects of Covid "Mega ACE" on school readiness and early childhood? ○ Preventative measures & post-incident services <ul style="list-style-type: none"> ▪ Access and implementation in schools and communities ▪ Do we have a current needs analysis for the state? Or by district? ▪ Visit community schools with full wrap-around services 	
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Expected Outcome of Research: LESC staff will review school readiness pillars, work alongside other agencies to propose a school readiness definition, and potentially work towards LESC endorsed legislation related to school readiness. Facilitate a teacher panel on use of KOT tool.

Analyst: Duffy

Early Literacy and Numeracy

Research Problem Student reading proficiency rates on the state's standards-based assessment have stagnated, remaining below 30 percent since FY15. In addition, on New Mexico's standards-based assessment in FY19, economically disadvantaged third graders performed 24 percentage points below non-economically disadvantaged third graders in achieving reading proficiency. Third grade reading proficiency is of particular concern because third grade is when students switch from learning to read to reading to learn, and third grade students who cannot read on grade level are more likely to drop out of high school. The scale of the achievement gap between at-risk students and their peers was a focus of the plaintiff's in the consolidated Martinez-Yazzie lawsuit.

<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> • What are best practices for teaching reading and other early literacy skills to kindergarten through second grade students? <ul style="list-style-type: none"> ○ Look at efficacy of programs by pedagogical approach to literacy and numeracy instruction. 	<p>In-State Review:</p> <ul style="list-style-type: none"> • Review of legislation, rule, PED guidance and teacher preparation for early numeracy and literacy. • Review and visit numeracy and literacy programs proven to be effective. • What professional development is offered for early numeracy? 	<p>Data Required:</p> <ul style="list-style-type: none"> • How does PED provide support to teachers and school leader to align their literacy and numeracy instruction approach to evidence-based best practice. • Obtain Istation assessment student data from PED, along with an
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<ul style="list-style-type: none"> • What is New Mexico doing to ensure kindergarten through second grade teachers are educated in the science of teaching reading? • What role do assessments play in early literacy? What types of assessments are most meaningful for responding to data? 	<ul style="list-style-type: none"> • Review work of Structured Literacy Working Group, participate if still active. • Meet with public school districts and charters. schools who are outperforming state averages to understand their approaches to early literacy. • Review statute and rules in place around early literacy and identify gaps in best practices and teacher education. <ul style="list-style-type: none"> ○ Implementation of all components of SB 398 (Structured Literacy bill) <ul style="list-style-type: none"> ▪ District literacy plans ▪ Report on dyslexia screening ▪ SL training and implementation ▪ Voyager Sopris <i>LETRS</i> implementation study update 	<p>understanding of how this benchmark assessment aligns with the new third through eighth grade standards-based assessment.</p> <ul style="list-style-type: none"> • Compile student achievement data from PED showing public school districts and charter schools who are successfully supporting students who are English language learners, Native American, or from low-income backgrounds.
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Expected Outcome of Research: LESC staff will study the achievement gap in reading and math proficiency in kindergarten through third grade students and identify best practices and make recommendations to the Legislature regarding evidence-based solutions.

Analyst(s): Joseph J. Garcia

Capital-Outlay – Transportation Funding Formula

Research Problem: New Mexico’s transportation funding formula is fragmented and complicated. Statute provides for a formula to allocate transportation funding to school districts and state-chartered charter schools, but PED has broad discretion in setting the factors used to make those allocations. PED has defined several site characteristics, which factor into the calculation of school district and state-chartered charter school transportation allocations, including students eligible for transportation, students transported, special education students, and number of buses in operation, gross area of the school district, population density, total miles traveled, and number of days in the school year. However, while these factors reflect data collected by the department, not all factors are considered when PED calculates allocations; PED uses separate formulas for large school districts, small school districts, and state-chartered charter schools. In 2012, LESC created a public school transportation subcommittee to address these issues. However, nine years later, the state has only implemented a few of the subcommittee’s recommendations. New Mexico’s transportation funding formula is due for a systematic study, and potentially a redesign, to create a new statutory formula that provides sufficient and reliable year-over-year funding for all school districts and state-chartered charter schools. Evaluate what impact HB57/aHEC will improve transportation for those schools in need.

<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> • Do other states have specialized formulas for transportation, or consider transportation as an element of operational funding? • Are there research-based best practices for public school transportation funding? 	<p>In-State Review:</p> <ul style="list-style-type: none"> • Identify the factors that determine the cost of operating a school district or charter school transportation program. • Determine the drivers of school transportation allocations – to what extent do current formula factors contribute to a school district’s funding under the current system. • Annual appropriations • Emergency transportation fund 	<p>Data Required:</p> <ul style="list-style-type: none"> • Five- to 10-year history of school transportation revenues and expenditures, including expenditures from operational funding to determine current deficiencies. • Five- to 10-year history of factors used to calculate transportation allocations.
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<ul style="list-style-type: none"> • How can public school transportation formulas be designed to account for the cost of new technologies like alternative energy or safety enhancements? • Contractor owned buses • School district owned buses • 2021 NHTSA Report: Education on Proper Use of Seat Belts on Schools Buses 	<ul style="list-style-type: none"> • School bus safety – SB156 School Bus Seatbelts – Senator Soules • Schools bus driver safety and retention • Is air conditioning considered a safety feature in NM and how is funding organized for retrofitting and or new buses • Are 2 point lap belts needed or NHTSA recommended 3 point/shoulder belts • What are the other safety benefits that come along with making seatbelts mandatory, i.e. better behavior, less driver distractions 	<ul style="list-style-type: none"> • Five to 10-year history of bus accidents, safety measures, and support training for drivers and students.
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Expected Outcome of Research: LESC staff will work with the committee to develop recommended statutory changes and options to make the public school transportation formula responsive to the transportation needs of school districts and charter schools.

Analyst(s): Garcia

School Employee Benefits – Education Retirement

Research Problem: Chapter 20 (House Bill 73) changed New Mexico’s education retirement return to work provisions. Now a retiree can lay out for 90 days, then return to work for up to 36 months, collecting their retirement benefits the entire time. This change along with the new minimum salaries for teachers could result in changes in when teachers retire, impacting the need for teachers.

LESC staff will work with ERB, school districts, charter schools, and other stakeholders to understand the implications.

<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> • What changes have been made to ERB’s plan in the past and what impact have those changes had on the solvency of the fund? 	<p>In-State Review:</p> <ul style="list-style-type: none"> • How would a change in ERB’s return-to-work provisions impact teacher retention in the state? • How does the increase of staff salaries impact retirement solvency? 	<p>Data Required:</p> <ul style="list-style-type: none"> • ERB data • Data from school districts and charter schools
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Expected Outcome of Research: Following a review of the ERB’s plan, the committee will be able to make a recommendation to the legislature regarding contribution rates, retirement plan design, and if the return-to-work program should be extended, modified, or allowed to expire.

Analyst(s): Garcia

School Employee Benefits – Healthcare

Research Problem: Learning about how premiums are determined and the difference in premiums paid by public education employees, state government employees, and self insured districts.

<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> • National and state trends related to healthcare policy in terms of the various approaches to treatment 	<p>In-State Review:</p> <ul style="list-style-type: none"> • Does federal funding impact health benefits? 	<p>Data Required:</p> <ul style="list-style-type: none"> • Availability and difference in providers and premiums between urban and rural communities
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	<ul style="list-style-type: none"> • Examine differences between Albuquerque Public Schools benefits and access to providers compared to rural school districts and their higher premiums and access to providers. • Policy changes in the last ten years regarding mental health. • What treatments and providers are excluded and included for plans? • NMPSIA premiums vs state government premiums. 	<ul style="list-style-type: none"> • Benefits for NM state employees compared to public school employees.
<p>Expected Outcome of Research: Following a review of healthcare premiums, the committee will have information to determine if public school employee premiums should be changed to be in line with state government employees.</p>		
<p>Analyst(s): Garcia, Hathaway, Estupiñan Federal Education Funding</p>		
<p>Research Problem: How are federal funds being distributed and used? How are the COVID relief funds being used? How do the funds impact school programs? To be studied in coordination with other analyst – 21st Century Schools and English Language Learners</p>		
<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> • Elementary and Secondary Education Act – FAQ – Impact of COVID19 on 2021-2022 Accountability Systems Required under the ESEA of 1965 • NMPED 2019-2020 – Student, School and Family Support Bureau Guide • OESE USGOV – Title I: Improving The Academic Achievement of the Disadvantaged • OESE – Title II: Preparing, Training, and Recruiting High Quality Educators • OESE – Title III: Language Instruction for ELL and Immigrant Students • OESE – Title IV: 21st Century Schools • OESE – Title VI: Indian, Native Hawaiian, and Alaskan Native Education • OESE – Title VII: Impact Aid 	<p>In-State Review:</p> <ul style="list-style-type: none"> • Engage in preliminary review of funding status especially CARES Act/ESSER to inform committee on school district use of support and how much is unspent – detailed brief • To delineate the connection and use of both federal and state funds and how they are organized for distribution and set up to support the special populations in NM and specifically how they are impacted by the Martinez-Yazzie case. • Evaluate the different ESEA/ESSA Title Programs and how they are implemented and constructively used to support the diverse student population of NM. Examine why two schools do not receive Title I funds • Examine the expanding role of state and federal institutions and their impact on local control of schools • The need to evaluate which ESEA/ESSA Title Programs are most prevalent in which districts and how they are beneficial to the populations they are intended for. • How do local schools districts view greater state and federal funding and the potential for greater federal and state oversight in the use of federal funding • Study the learning loss that has occurred over the past two years. 	<p>Data Required:</p> <ul style="list-style-type: none"> • How much federal funding will be given to NM from what programs and the limitations on use? • How much of federal funds is being allocated by the state to local districts • What plans do local districts have to implement funds and how will they study the effectiveness of such funds. • Interview and or develop a survey to evaluate local control and the role of state and federal funds with school districts.
<p>Expected Outcome of Research: Work with PED to support their efforts to properly implement the surpluses in funding from the federal packages provided and informing the committee on the progress of such collaborative support in utilizing resources to their best use for NM diverse students. Provide committee with detailed report on use of funds at the local level evaluating the potential need for oversight based on unspent funds</p>		

<p>Analyst(s): Garcia, Hoxie</p> <p>Education Human Resource Law</p>		
<p>Research Problem: New Mexico is estimated to have a teacher shortage of roughly 1000 educators, with this in mind what are the important issues impacting job satisfaction.</p>		
<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> Examine the history of policy changes at the state and federal levels that has required more administrative duties over teaching. Evaluate state legislation that is working to remove paperwork load on teachers. Study the history of politics undermining the vocation of teaching and schooling. 	<p>In-State Review:</p> <ul style="list-style-type: none"> Collaborate with PED to assess school climate for teachers at a variety of schools, i.e. Native American, Latino, rural and or urban schools What policies, laws, and other rules impact teacher morale What is needed to provide opportunities for teachers to have more time for collaboration and community 	<p>Data Required:</p> <ul style="list-style-type: none"> Analysis of laws and rules impacting the teaching profession
<p>Expected Outcome of Research: Develop information for the committee to address concerns regarding teacher morale and what best practices can be implemented.</p>		
<p>Analyst(s): Vacant</p> <p>Charter School Outcomes and Performance</p>		
<p>Research Problem: While a handful of charter schools make the top ten list of highest performing schools in the state for math, reading, or science, the majority of the 98 have extremely low proficiency rates in these subjects. For example, out of 93 charter schools with available end of year proficiency data in reading from 2019, 72 schools had reading proficiency rates below 50 percent—11 schools had proficiency rates in reading that were below 10 percent. Across the board, math proficiency rates for charter schools were even lower in 2019: only three out of 90 charter schools with available math proficiency data from 2019 had proficiency rates above 50 percent. A core component of the Charter School Act is to “improve student performance.” How do New Mexico charter schools match this vision?</p>		
<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> Research other states/cities/regions that have high academic performance of charter schools (ex. New Orleans, possibly Milwaukee). 	<p>In-State Review:</p> <ul style="list-style-type: none"> Identify outcomes from CREDO’s 2019 report Charter School Performance in New Mexico. Identify top performing charter schools using credible assessment data from 2022 (NM-MSSA) Determine how and why these schools are successful: teaching (retention); professional development; curriculum; mission/vision; leadership; school climate; community involvement. Does the current reality of New Mexico charter schools match the Charter School Act? Should there be student outcome measures that charter schools must meet to stay in operation? 	<p>Data Required:</p> <ul style="list-style-type: none"> 2019 proficiency data (math, reading, science—divided by assessment). Spring 2022 assessment data (divided by assessment). Interim data: if possible, from individual schools for spring 2020 and 2021. Interim data: July 2022 for school year 2021-2022 (use with scrutiny as various assessments are being used). Current charter framework (as related to student performance). Archival charter renewals and performance outcomes.

Expected Outcome of Research: Identify top academic performers of charter schools in state and share ‘best practices’ of charter schools as related to high academic performance—what are these schools doing to achieve such results? Is it possible to transfer some of these methods and best practices to other charter schools and traditional public schools? Start a conversation with members about how charter schools can produce better academic student outcomes.

Analyst(s): Vacant

Mechanisms for Sharing Innovative and Different Methods

Research Problem: One of the foundational ideas of the early charter school and larger school choice movement was to allow charter schools a larger amount of autonomy in exchange for innovative ways to help improve the public school system. New Mexico’s Charter School Act states that a purpose of charter schools is to “encourage different and innovative teaching methods.” What are some of these innovative ways of teaching and operating and are they serving students as measured by student outcomes? Have charter schools become models of change and reform throughout the public school system? Are there systems for sharing information and best practices across schools and districts?

Historical/Literature Review:

- What were some of the original ideas and purposes of establishing charter schools?
- Examples other states (or cities) in which there are mechanisms in place for charter schools and traditional public schools to learn from each other.

In-State Review:

- Read/review statute for original language and purpose/duties and responsibilities of charter schools.
- Are there charter schools currently that share best practices? If so, how are they doing so?

Data Required:

- Qualitative and quantitative: student outcome data (performance measures) AND student/parent surveys ([PED NM Vistas](#)).
- School visits

Expected Outcome of Research: Recommend ways in which schools can share best practices with each other and share information and highlight innovative programs and practices of charter schools with members and the public through brief or bullets.

Analyst(s): Vacant

Charter School Authorization, Reauthorization, and Oversight

Research Problem: How are NM charter schools held accountable? Are current authorization and oversight processes serving students of New Mexico in terms of student outcomes?

Historical/Literature Review:

- What do accountability systems look like in other states/cities/regions?
- Identify best authorization and reauthorization practices in other places.

In-State Review:

- Study current application and authorization processes.
- Review past applications.
- Review reauthorization applications, PED analysis of applications, and final results.
- Research responsibilities and duties of authorizers in statute and administrative code.

Data Required:

- Applications (found on PED website).
- Applications for locally-chartered schools.
- Statute and rules regarding authorizer responsibilities and duties

<p>Expected Outcome of Research: Identify gaps/areas of accountability and recommend ways in which the current system of accountability can be bolstered to improve student outcomes, including duties of authorizers that impose more supervision for low-performing schools.</p>		
<p>Analyst(s): Garcia</p> <p>Assessments and Student Outcome Data</p>		
<p>Research Problem: In the past 10 years, the state has administered three different summative assessments: The New Mexico Standards Based Assessment (NMSBA), the Partnership for Assessment of Readiness for College and Careers (PARCC), and most recently the Transition Assessment for Math and English Language Arts (TAMELA). This year, students will take a new assessment called the New Mexico Measures of Student Success and Achievement (NM-MSSA). In addition, PED is requiring schools to submit interim assessment data (BOY, MOY, EOY). Is the new summative assessment, NM-MSSA, a quality assessment and how will it measure student proficiency? Can summative and interim student data show a different picture of student outcomes in New Mexico?</p>		
<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> • Research best practices for summative assessments, including pros and cons various types (computer-adaptive, computer-based, paper-based, grade-level standards, grade-independent). • Research other states, like Alaska, Florida, Oklahoma, that are administering statewide interim assessments. 	<p>In-State Review:</p> <ul style="list-style-type: none"> • Research NM-MSSA (Cognia) and why this summative assessment was chosen (contract, cost, goal, and expected outcomes). • Research Istation and why this summative assessment was chosen (contract and cost). • Compare and contrast interim assessments that are recommended/required by PED for SY 21-22: MAP (NWEA); i-Ready (Curriculum Associates); STAR (Renaissance Learning); iMSSA (Cognia) <i>PED's selected interim assessment</i>—free for districts and charter schools to use; Inspect (Illuminate); ISIP (I station). 	<p>Data Required:</p> <ul style="list-style-type: none"> • Spring 2022 summative assessment data (NM-MSSA). • Conversations with PED staff (Lynn Vazquez) on decision to use NM-MSSA and contract with Cognia. • Sample questions from test for grade levels. • Interim data: not necessarily reliable as schools could use any of the recommended interims for school year 2021-22.
<p>Expected Outcome of Research: 1) Identify summative and interim assessment best practices. 2) Report to members: which summative and interim assessments New Mexico uses. Offer ways in which New Mexico could assess its students in ways that show more holistic pictures of what its students can do. [end result: brief or bullets at hearing]</p>		
<p>Analyst(s): Gaussoin</p> <p>Mental Wellness Spaces</p>		
<p>Research Problem: House Memorial 43 requests the LESC, in collaboration with PED, to organize a task force to develop a plan for mental wellness spaces in public schools. According to the Centers for Disease Control and Prevention (CDC), children who are mentally healthy have improved quality of life; can function well at home, in school, and in their communities; and are better able to cope with challenges. Poor mental health, however, is a growing problem for adolescents nationwide. The CDC found that more than one in three high school students experienced persistent feelings of sadness or hopelessness in 2019—a 40 percent increase since 2009. In the same report, approximately one in six youths reported making a suicide plan in the past year—a 44 percent increase since 2009.</p>		

<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> • Review national data on wellness spaces: Is there science-based research on their efficacy—are they a best practice? • Gather information on schools and districts like, Orange County, California, that are piloting school-based “WellSpace” centers as well as other places around country 	<p>In-State Review:</p> <ul style="list-style-type: none"> • Talk to representatives and sponsors, Herndon and Trujillo, to understand vision and context of HM 43. • Participate and collaborate in the HM 43 study group. • Research schools in state that have already developed wellness spaces (Eldorado High School, ABQ and Whittier Elementary, ABQ: <i>site visits</i>). • Research community centers and non-schools that have created wellness spaces. 	<p>Data Required:</p> <ul style="list-style-type: none"> • HM 43 and conversations with Herndon and Trujillo • Information from schools that have already implemented wellness spaces: any data from schools that show positive outcomes.
<p>Expected Outcome of Research: Report to members on already existing spaces (process of creation, funding, implementation), recommend further steps for creating wellness spaces for individual schools if they are supported by evidence as a best practice.</p>		
<p>Analyst(s): Garcia Ongoing Issues – Public Education Department Budget as connected to federal funding</p>		
<p>Research Problem: With significant federal funding in New Mexico, how are school districts using the funds?</p>		
<p>Historical/Literature Review:</p> <ul style="list-style-type: none"> • 2021/22 PED Budget Workbook and Budget Files • History of inequitable and inadequate funding history examining the (2018) Contested Education dissertation and other peer-reviewed studies about the historical challenges that affect public education budgets. 	<p>In-State Review:</p> <ul style="list-style-type: none"> • Examine the use of funds at the local level. 	<p>Data Required:</p> <ul style="list-style-type: none"> • Local school district use of federal funds
<p>Expected Outcome of Research: The outcomes of state funding and how they impact students, specifically in terms of the lag in learning that resulted from the Pandemic and what programs and efforts are implement and how effective they are in terms of state funding. What other programs will or are being developed to offset the challenges brought on by histories of poverty, neglect that have been exacerbated by the pandemic.</p>		



LESC 2022 Staff Work Plan

Ongoing Issues

Ongoing Issues				
	Issues and Goals	Action Steps	Outcome/Results	Responsibility
1	Attend meetings of the following state boards, agencies, and councils: <ul style="list-style-type: none"> • Public School Insurance Authority; • Educational Retirement Board; • Public Education Commission; • Interagency Benefits Advisory Committee; • Colleges of Education Deans and Directors; • New Mexico Coalition for Charter Schools; • Public School Capital Outlay Council; • Public School Capital Outlay Oversight Task Force; • Early Learning Advisory Council; • Early Learning Funders Group; • Hispanic Education Advisory Council; • Indian Education Advisory Council; • Children’s Cabinet; • Early Childhood Education and Care Department; • Coalition for Community Schools; and • Other groups. 	<ul style="list-style-type: none"> • Work with staff from organizations to identify emerging issues in New Mexico Education. • Report relevant action to LESC. 	<ul style="list-style-type: none"> • Improve LESC’s responsiveness to ongoing policy issues in New Mexico. • Inform the committee of the operations of statewide boards and commissions. 	LESC Staff
2	Monitor the expansion of New Mexico’s broadband infrastructure, including the implementation of the Connect New Mexico Act and federal broadband funding from the Emergency Broadband Benefit, the Emergency Connectivity Fund, and the Emergency Infrastructure Fund.	<ul style="list-style-type: none"> • Monitor school districts’ and families’ uptake of new federal funding programs. • Attend meetings of Connect New Mexico Council if the council is fully assembled in 2021. • Monitor state grants for broadband funding. 	<ul style="list-style-type: none"> • Understand the evolving role of the Public School Facilities Authority and Public School Capital Outlay Council in meeting students’ needs. 	LESC Staff
3	Monitor PED implementation of the new educator evaluation system and administrator evaluation system	<ul style="list-style-type: none"> • Attend teacher evaluation trainings PED administrators for schools districts to implement new system. 	<ul style="list-style-type: none"> • Keep LESC updated on how PED is implementing the system and how it will interact with licensure advancement. 	Hoxie

4	Monitor PED implementation of Year 1 of the new Teacher Residency program	<ul style="list-style-type: none"> Review PED's RFA for teacher residency programs to see if they align with HB13 requirements. Aggregate data from site visits, surveys of participants, and applications to track how funding is used each year. Attempt to measure impact on preparation and retention rates. 	<ul style="list-style-type: none"> Update the committee on the progress of teacher residencies funded following best practices. Monitor the geographic location of teacher residents Keep the committee updated on outcomes from program participants. 	Hoxie
5	Track prekindergarten access and quality, including Head Start, for 3- and 4-year-olds in New Mexico.	<ul style="list-style-type: none"> Meet with ECECD and PED to better understand the process for prekindergarten awards and collaboration with Head Start Providers Meet with non-profits working in early childhood education, such as the Early Childhood Funders Group, Growing Up New Mexico, and the University of New Mexico's Cradle to Career Policy institute to better understand their work on prekindergarten access 	<ul style="list-style-type: none"> Analyze growth of prekindergarten slots for 3- and 4-year olds over the last decade Understand prekindergarten assessment data from ECECD and PED to analyze student achievement Create a tracker of the most successful prekindergarten programs across the state, including data on bilingual programs, to help legislators better understand the prekindergarten landscape in New Mexico 	Duffy
6	<p>Monitor "below the line spending" and "public education reform fund spending" on issues related to early childhood education, literacy and programs extending learning time:</p> <ul style="list-style-type: none"> Breakfast for Elementary Students New Mexico Grown Fruits and Vegetables Early Literacy and Reading Support Equivalent Time Pilot Project K-12 Pilot 	<ul style="list-style-type: none"> Work with staff from organizations to identify emerging issues in New Mexico Education. Report relevant action to LESC. 	<ul style="list-style-type: none"> Improve LESC's responsiveness to ongoing policy issues in New Mexico. Inform the committee of the operations of statewide boards and commissions. 	Duffy
7	<p>Monitor uptake of home visiting program models</p> <ul style="list-style-type: none"> Partners for A Healthy Baby (prenatal to age 3) Parents as Teachers (prenatal to age 5) Nurse-Family Partnerships (prenatal to age 2) First Born (prenatal to age 3) 	<ul style="list-style-type: none"> Review New Mexico's various home visiting models to better understand how they are meeting the diverse needs of families and local communities Meet with ECECD and other stakeholders to better understand the access families in New Mexico have to home visiting programs. 	<ul style="list-style-type: none"> Provide Legislative Education Study Committee members with background knowledge of home visiting programs across New Mexico 	Duffy
8	Monitor suspension and expulsion rates of prekindergarten students	<ul style="list-style-type: none"> Review reported data on rates of expulsion and suspension in New Mexico's early child care settings 	<ul style="list-style-type: none"> In light of conversations about approaches to school discipline, provide legislators with data on early childhood school discipline practices in the state 	Duffy

		<ul style="list-style-type: none"> • Meet with Yale's Zigler Center and other national experts to better understand research regarding preschool suspension and expulsions 		
9	Monitor prekindergarten programs focusing on culturally and linguistically relevant instructional practices	<ul style="list-style-type: none"> • Meet with ECECD to better understand the departments approach to culturally and linguistically relevant instructional practices in New Mexico's early childhood system. • Meet with public school leaders and childcare providers who are implementing culturally responsive instructional practices in their programs 	<ul style="list-style-type: none"> • Provide legislators with information on the implementation of culturally and linguistically relevant early childhood instructional practices across the state. 	Duffy
10	Study the higher education funding formula as it relates to dual credit and teacher preparation programs.	<ul style="list-style-type: none"> • Study New Mexico's higher education funding formula. • Assess how dual credit and teacher preparation programs are funded and at what amounts. 	<ul style="list-style-type: none"> • Understand how dual credit and teacher preparation programs are funded at the state's higher education institutions and potential recommendations on eligibility of dual credit and teacher preparation programs for I&G funding. 	Hathaway
11	Monitor which schools are receiving Family Income Index awards and how funds are being used (FY22 and FY23).	<ul style="list-style-type: none"> • Request data from PED (how 108 schools used funds in FY22). Obtain list of awardee schools for FY23 from PED website and request from PED how funds were used in FY23. 	Status report to members in bullet format to inform how funds were distributed and utilized.	Vacant
12	Monitor ongoing school sufficiency lawsuit and any subsequent implementation of plans to address the concerns identified, including PED's Strategic Plan.	<ul style="list-style-type: none"> • Monitor proceedings in the case and inform LESC members of developments. • Review all plans proposed in response to court's findings. 	<ul style="list-style-type: none"> • Improved committee awareness of ongoing litigation and the development of plans to address issues raised. 	LESC staff
13	Monitor which schools and districts have created or are in the process of creating outdoor classrooms. Monitor PED's progress in utilizing \$500 thousand allocated in GAA.	<ul style="list-style-type: none"> • Reach out to school districts and charters to see if they are planning or already have outdoor classrooms. 	Activity reports on progress.	Vacant
14	Monitor PED's special programs. The Legislature provides significant dollars to PED to implement special programs - sometimes called "below-the-line programs." When providing funding to public schools outside the public school funding formula the department should have a clear,	<ul style="list-style-type: none"> • Work with PED to develop performance metrics to evaluate the effectiveness of "below-the-line" programs. • Request information from PED regarding contracts and expenditures 	<ul style="list-style-type: none"> • Improved committee budget recommendations. 	LESC staff

	measurable goal that it wishes to achieve with the allocated funding and PED should allocate those funds only for programming intended by the Legislature.	from funds appropriated to “below-the-line” programs.		
15	Monitor ECECD Four Year Finance Plan and Strategic Plan.	<ul style="list-style-type: none"> Review approaches taken across the country to rapid increases in early childhood education funding. Review early childhood programs, which programs are aligned with strong academic outcomes. 	<ul style="list-style-type: none"> Compile data on high quality childcare and prekindergarten centers through the state. Compile data on how ECECD has spent federal relief funding and the increased state funding. Create heat maps of early childhood education and care services by program across the state. 	Duffy
16	Study early childhood workforce.	<ul style="list-style-type: none"> Meet with stakeholders regarding early childhood workers’ compensation. Meet with education providers to understand early childhood pathways. Meet with five star rated centers to understand the workforce challenges. 	<ul style="list-style-type: none"> Compile a gap analysis of current practices. Make recommendations to LESC regarding possible solutions. 	Duffy
17	Fine Arts <ul style="list-style-type: none"> Understand how fine arts support social-emotional development How are fine arts being utilized in districts and charters to support SEL? Understand what access to programs looks like across the state 	<ul style="list-style-type: none"> Work with PED to understand how much of the allocated funding is actually going to art programs Review research on how fine arts support social emotional wellbeing and school readiness 	<ul style="list-style-type: none"> Make a recommendation to committee on potential changes to fine arts funding Articulate value of fine arts education 	Duffy
18	Poverty and At-risk Index Factor How we measure poverty and provide targeted supports	<ul style="list-style-type: none"> Review of at-risk index and innovative measures of assessing poverty and providing targeted supports 	<ul style="list-style-type: none"> Create a definition for at-risk Make a recommendation to committee on potential changes to at-risk funding 	All LESC Analysts
19	ACEs <ul style="list-style-type: none"> How to understand ACEs in relation to public policy 	<ul style="list-style-type: none"> Review national research Track state supports and programs for ACEs 	<ul style="list-style-type: none"> Make a recommendation to the committee for proposed statutory changes or state support measures to support ACEs 	Duffy

	<p>Monitor state and federal rulemakings for impacts on public education.</p>	<ul style="list-style-type: none"> • Compose and present administrative rulemakings to LESC. • Communicate with PED and other agency staff to facilitate legislative clarity. 	<ul style="list-style-type: none"> • Ensure implementation of legislation complies with law and legislative intent. • Keep the committee and other stakeholders informed of regulatory action that affects public education. • Ensure agencies' processes remain public and transparent, including public hearings and public postings on the Sunshine Portal. 	<p>LESC staff</p>
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