

Possible Criteria for Evaluating Select FY15 Public Education Initiatives
PRELIMINARY

Initiative	FY13 Recurring Approp.	FY13 Reversion (in thousands) %	FY14 Recurring Approp.	FY15 Recurring Approp.	Purpose	Targeted	Funds Direct Services	Minimizes Overhead & Non-Instructional Expenses	Issues with Timeliness of Distribution	PED Ability to Effectively Administer/Known Issues	Capacity to Achieve Results/Effectiveness
Early Reading Initiative	\$8,500.0	\$102.5 1.2%	\$11,500.0	\$14,500.0	Funds intervention for early literacy, including ongoing professional development, a uniform K-3 literacy assessment, interventionists, and instructional materials.	NO - Awards made between FY13 and FY15 does not consider the economic or proficiency status of students at each applicant school district or charter school. PED awarded FY13 funds on a competitive basis to a limited number of applicants. Awards for FY14 and FY15 were made based on student membership of school districts and charter schools that submitted an early literacy plan.	For FY14 almost half of the appropriation funded reading coaches, interventionists and other intervention strategies. The remaining balance funded assessments and professional development. A majority of FY15 funding will be distributed to school districts and charter schools to support interventionists.	See Funds Direct Services.	For FY13, the department allocated \$2.1 million of the appropriation at the end of the school year. Since FY13, timeliness of awards has improved. PED indicates FY15 awards were made two months earlier than FY14 awards. A portion of FY15 funds has been reserved for instructional materials awards - it is unclear if these awards have been made as of August 24, 2014.	In FY13, PED allocated funds to districts based on a competitive process that did not consider the proficiency of students, or at-risk status of students enrolled in the district, or charter school. All districts that submitted an early literacy plan received funding in FY14 and FY15. In FY14, PED took credit for funding distributed through the state equalization guarantee distribution; however, credit the department took for formula funding was miscalculated. Additionally, proficiency gains in FY13 from Reads to Lead school districts reported by PED were inflated because an unweighted average proficiency was used. See Capacity to Achieve Results/Effectiveness.	To date, the appropriation does not appear to be having a significant effect on student outcomes at all school districts and charter schools receiving funding. PED indicates participating schools/districts improved their 3rd grade proficiency scores by almost 8 percentage points; however, the actual improvement was 3 percentage points, or 0.1 percentage point higher than the statewide average gain of 2.9 percentage points. This raises questions about the cost-effectiveness of the appropriation, especially when considering the student achievement gains experienced by students participating in K-3 Plus and prekindergarten.
Teacher and School Leader Programs and Supports for Training, Preparation, Recruitment, and Retention	New for FY15	N/A	New for FY15	\$7,230.1	Funds appropriated for: 1) teacher and school leader preparation programs; and 2) supports for teacher and school administrator training, preparation, recruitment, and retention. Despite the requirement that PED use the funds for both the above purposes, it used the entire appropriation for an incentive pilot pay program.	The request for application issued by PED indicates the new evaluation system (NMTEACH) must be used to identify teachers and school leaders for awards.	NO	NO. Funding will be used for an incentive pay pilot.	PED released a request for application on June 13, 2014 with an application deadline of 5 p.m. on August 15th.	PED has allocated the entire appropriation for an incentive pay pilot program despite language in the GAA of 2014 requiring the department to use the appropriation for teacher and school leader preparation programs AND supports for teacher and school administrator training, preparation, recruitment, and retention.	Research on incentive/merit pay programs varies. However, some incentive pay programs have shown to be effective. The ability of the pilot programs to improve student achievement will largely be based on the individual criteria selected by school districts or charter schools and approved by PED.
NMTEACH Evaluation System	Nonrecurring funding appropriated in FY12 extended through FY13.	Unknown	Nonrecurring appropriation of \$3.4 million.	\$5,000.0	Funds maintenance and support for online evaluation system (Teachscape), state-developed end of course examinations and provision of EOCs online, trainings, webinars and ongoing professional development, and ongoing support to school districts.	NO	NO	NO	Recurring funding is new for FY15. It does not appear PED will allocate funds directly to school districts or charter schools. The department will continue to provide training to educators throughout the year.	Issues related to data quality have been noted during the first year of implementation - many ratings issued by the department had to be reissued. Some of the data quality issues arose at the school district/charter school level, while PED was also responsible for some of the issues. As FY14 was the first year of teacher/administrator ratings it is expected there would be some issues that needed to be addressed. Most concerning is the fact that FY14 teacher ratings do not include student test scores from the 2013-2014 school year. This means the system PED established bases 50 percent of an educator's rating on student growth data from the previous three school years.	For the system to be effective, it needs to accurately identify highly effective teachers and struggling teachers. Additionally, professional development offered to those struggling teachers needs to be targeted to improve their effectiveness. School districts and charter schools report the observation protocol is high quality and aligned with quality teaching practices. Annual evaluations are required as part of the three-tiered licensure system; therefore, if the evaluation system is identifying underperforming teachers/administrators that are not having the expected impact on student performance, after providing sufficient supports, the system may result in the removal of ineffective educators from the classroom and building management. Concerns have been noted in FY14 that several educators receiving awards for their outstanding teaching have been rated as minimally effective or ineffective.
Next Generation School Leader Preparation (NMLead)	New for FY15	N/A	New for FY15	\$2,991.8	Funding will be awarded on a competitive basis to institutes of higher education (IHEs), school districts, charter schools, and their partners to establish new, innovative school leader preparation programs in the state. Priority is given to applications that partner with "approved partners".	NO	Funds a school principal leadership program(s).	NO	PED issued a request for information (RFI) for "approved partners" on April 29, 2014 with applications due May 13, 2014. PED released a request for application (RFA) on May 20, 2014 with an application deadline of 5 p.m. on July 28, 2014 for institutions of higher education seeking to establish a qualifying program. It is unclear when PED will announce awards.	This is a new initiative for FY15. The department has a significant number of funded vacant FTE, raising questions about the department's ability to effectively administer new initiatives while maintaining quality administration of existing initiatives.	An evidence-based proposal may have the capacity to improve student outcomes in the future; however, it is unclear what type of program proposals PED will receive. NMSU and UNM have voiced interest in developing school principal leadership programs different than those currently implemented.

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Next Generation School Teacher Preparation (NMPrep)	New for FY15	N/A	New for FY15	\$1,645.5	Funding will be awarded on a competitive basis to Institutes of Higher Education (IHEs), school districts, charter schools and their partners to establish new, innovative teacher preparation programs in the state. Priority is given to applications that partner with "approved partners".	NO	NO. Funds creation of a new college of education teacher preparation program.	NO	PED issued a request for information for "approved partners" on April 29, 2014 with applications due May 13, 2014. PED released a request for application (RFA) on May 21, 2014 with an application deadline of 5 p.m. on July 28, 2014 for institutions of higher education seeking to establish a qualifying program. It is unclear when PED will announce awards.	This is a new initiative for FY15. The department has a significant number of funded vacant FTE, raising questions about the department's ability to effectively administer new initiatives while maintaining quality administration of existing initiatives.	An evidence-based proposal may have the capacity to improve student outcomes in the future. It is unclear what type of program proposals PED will receive or what the program standards PED plans to require.
College Preparation, Career Readiness, and Dropout Prevention	New for FY15; however, the appropriation combines a number of existing appropriations into one discretionary, flexible pot of money for PED to allocate based on department priorities. In FY13, \$309.4 thousand was allocated for college and career readiness assessments.	Unknown Unknown	\$1,500.0	\$2,901.0	Funding will be used to establish additional workforce readiness programs and early college high schools, continued implementation of an early warning system to address dropout prevention, for career technical student organizations, advanced placement, provision of the PSAT to all 10th grade students, and for high school college counselors.	NO	Award for early college high schools (\$348.2 thousand) and workforce readiness programs (\$428.6 thousand) will directly serve students when developed - however, awards fund development of new programs. Additionally, funds used for PSAT and high school college counselors also support students. Some funding allocated to advanced placement will be used as test-fee waivers for low-income students. Other funding supports professional development and extracurricular activities.	Funding for advanced placement is primarily for non-instructional expenses - training and professional development for teachers and counselors and development of AP courses and materials. Funding for the early warning system supports development of a data dashboard and professional development.	Awards for early college high schools and workforce readiness programs have already been made. The award for career technical student organizations was made to Eastern New Mexico State University.	New for FY15 are the high school college counselor and career technical student organization initiatives. The department has a significant number of funded vacant FTE, raising questions about the department's ability to effectively administer new initiatives while maintaining quality administration of existing initiatives.	Aligned workforce readiness programs may be effective in preparing students for the workforce and result in higher paying jobs in the short term. While evidence indicates effectiveness, it is unclear if awardees are implementing evidence-based programs. Early College High Schools have been shown to positively impact student outcomes, particularly for low-income students. It is unknown what the effect of the early warning system will be on student achievement. FY15 marks the second year of the initiative; however, it is unclear what has been done to date. College and career readiness assessments can be a good indicator of high school achievement, including achievement success and shortcomings needing additional attention. If used correctly, an advanced warning system should lead to improved graduation rate and college and career readiness. A short-cycle assessment aligned with state standards has the ability to improve classroom performance, allowing teachers to quickly identify students' strengths and weakness. Teachers must know how to appropriately use short-cycle assessments and make data-driven instructional decisions.
Interventions and Supports for Students, Struggling Schools, and Parents	New for FY15; however, the appropriation combines a number of existing appropriations into one discretionary, flexible pot of money for PED to allocate based on department priorities. In FY13, \$6 million was appropriated for short-cycle assessments and interventions in low-performing schools.	\$1,649.4 27.5%	New for FY15; however, the appropriation combines a number of existing appropriations into one discretionary, flexible pot of money for PED to allocate based on department priorities. In FY13, \$6 million was appropriated for short-cycle assessments and interventions in low-performing schools.	\$10,471.1	Funds professional development for low performing students, continued participation in the University of Virginia School Turnaround Specialist Program, short-cycle assessments for fourth through 10th grade students.	Targeted to serve low performing schools. In previous years, PED did not adhere to language in the GAA targeting funds to D and F schools; however, this language has been removed for FY15.	Generally these are not dollars used in the classroom; they are providing support for teachers and district administrators in the form of professional development. In FY13 the department allocated some funds to school districts based on a competitive grant for instructional materials, interventionists, and other direct support uses. However, it does not appear that funds will significantly support direct services in FY15 except for the short-cycle assessments.	Generally funds professional development.	School districts participating in the 11th UVA cohort have already been selected. However, it does not appear funding will be allocated directly to school districts or charter schools.	In the past, PED did not comply with language in the GAA. Prescriptive language has been removed for FY15. PED will use funds primarily to support ongoing professional development efforts.	The UVA-STSP appears to be evidence-based; however it is unclear if other statewide professional development opportunities offered by PED are evidence-based. Results have been mixed for schools participating in the UVA-STSP program. PED has not provided any information that would allow analysis of the effectiveness of appropriations used for ongoing professional development efforts.
Parent Portal	New for FY15	N/A	New for FY15	\$1,196.7	Funds online access to student information by parents in an online platform at approximately \$1,500 per school.	NO	NO	NO	PED indicated they will be providing access to school districts and charter schools wanting a parent portal. It is unclear what the timeline for implementation is.	This is a new initiative for FY15. The department has a significant number of funded vacant FTE, raising questions about the department's ability to effectively administer new initiatives while maintaining quality administration of existing initiatives.	A number of school district currently have parent portals. It is unclear what effect they have on student outcomes.

Source: LFC