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Public Education Reform Fund Update

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Presentation Overview

1. Summary of PERF Statute Changes
2. Timeline
3. Funding Overview
4. Update of Each Appropriation's Evaluation Plan
5. GRO update
6. Lessons Learned

Summary of PERF Changes

- Laws 2025, Chapter 72 (Senate Bill 201) **modified the public education reform fund (PERF)** to make the fund a **targeted multiyear investment fund** for education initiatives, similar to the government results and opportunity fund.
- The new law **requires PERF-funded initiatives to be evaluated** for impacts on student and/or teacher outcomes.
  - Emphasis on causal evaluation when possible.
  - PED develops evaluation plans.
  - PED has engaged with an independent evaluation firm, WestEd, to complete these evaluations
- Evaluation plans must include the **goals and expected outcomes** of the program, the **specific actors and activities** associated with the program, and a description of **how the program will be evaluated**. LESC, LFC, and DFA act as an **advisory body** for the evaluation of these appropriations.

Timeline of Evaluation Plans

March 11, 2026
- GAA (HB2) signed into law. Funding not available until July 1.

July 1, 2026
- Initial evaluation plan due from PED to LESC, LFC, and DFA.

September 1, 2026
- Revised plan from PED due, if necessary.

November 1, 2026
- First evaluation update due from PED

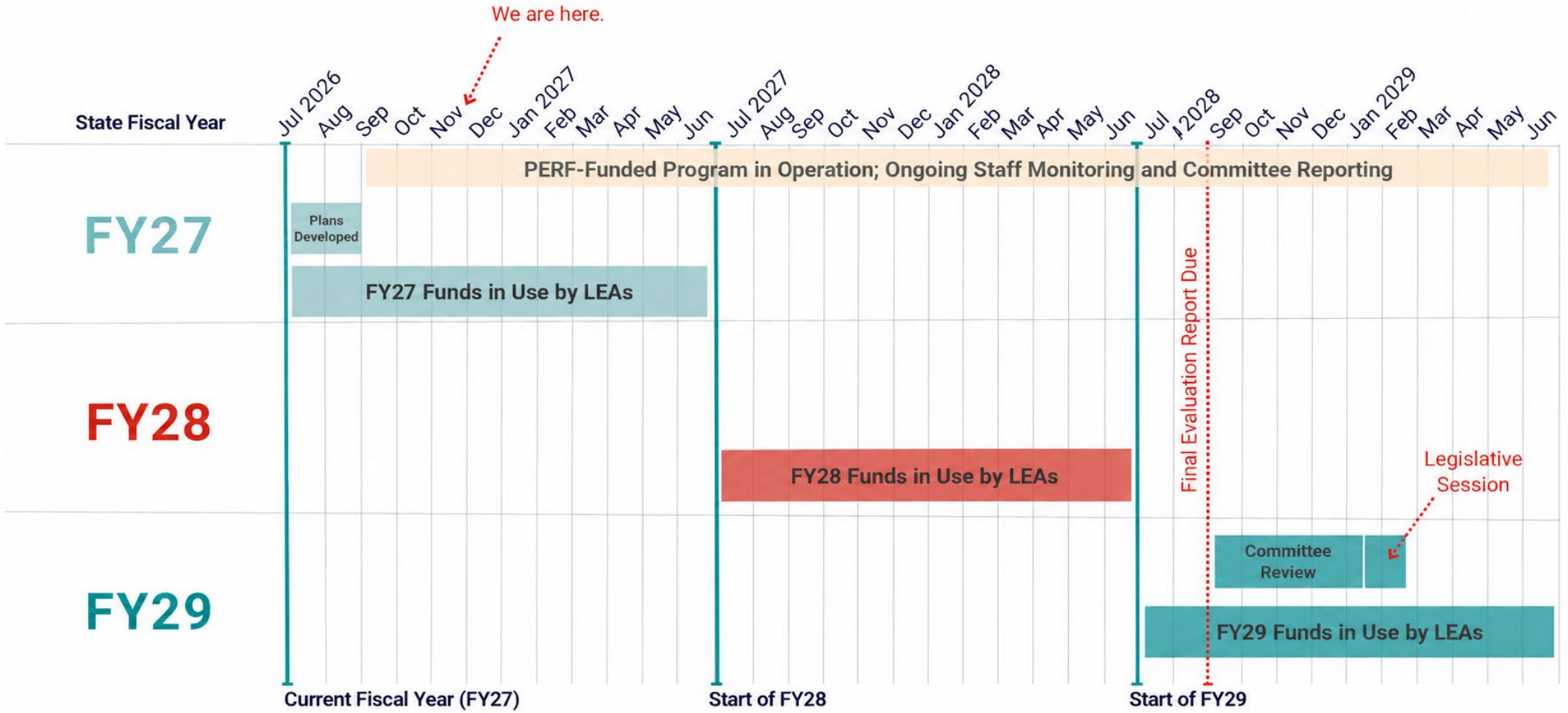
November 1, 2027
- Second evaluation update due from PED.

September 1, 2028
- Final evaluation report from PED due.

- Local education agencies (LEAs) participating in PERF-funded programs can expect **funding** for the programs for at least 3 years.
- DFA, LESC, and LFC will review the status of each evaluation annually.

Funding Overview

- This presentation focuses on the submitted evaluation plans for the second set of PERF-funded **projects starting in FY27 and ending in FY29**.
- For FY27 through FY29, PERF-funded programs include:
  - $15.3 million for **high impact tutoring**, or $5.1 million per year;
  - $21.6 million for **innovation zones**, or $7.2 million per year; and
  - $18.3 million for **community schools**, or $6.1 million per year.


We are here.
State Fiscal Year
Jul 2026
Aug
Sep
Oct
Nov
Dec
Jan 2027
Feb
Mar
Apr
May
Jun
Jul 2027
Aug
Sep
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Dec
Jan 2028
Feb
Mar
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2028
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Dec
Jan 2029
Feb
Mar
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May
Jun
PERF-Funded Program in Operation; Ongoing Staff Monitoring and Committee Reporting
FY27
Plans Developed
FY27 Funds in Use by LEAs
FY28
FY28 Funds in Use by LEAs
Final Evaluation Report Due
Legislative Session
FY29
Committee Review
FY29 Funds in Use by LEAs
Current Fiscal Year (FY27)
Start of FY28
Start of FY29

High Impact Tutoring

Initiative Description:

- High-impact tutoring for approximately 5,000 students annually who are identified as needing additional support in reading or mathematics.
- Tutoring delivered during the school day using small groups and at least 90 minutes per week.

Strengths:

- Quasi-experimental evaluation design with a matched comparison group.
- Comparison of tutoring delivery models.
- Includes subgroup analysis for at-risk populations, including Native American students, English learners, and students with disabilities.

Challenges:

- Smaller samples may limit supplemental analyses of student subgroups and tutoring delivery models.
- As a quasi-experimental design, there may be unobserved differences between the groups.
- Consider examining the relationship between tutoring duration and student outcomes.

PERF Funding
$15.3 million ($5.1 million per year)

Evaluation Plan at a Glance	
Logic Model?	**Yes**
Level of Evidence?	**Evidence-based** for improving reading and mathematics outcomes.
Control Group?	**Yes** - matched comparison group. Plan proposes both an analysis of statistical significance and causality.
Outcomes Measured:	• Reading and mathematics proficiency • Attendance

Innovation Zones

Initiative Description:

- Competitive grants support high schools in redesigning the high school experience through career and technical education (CTE), work-based learning, dual credit, capstone projects, flexible scheduling, individualized Next Step Plans, and social-emotional learning.
- Schools develop locally aligned graduate profiles, with the goal of improving attendance, graduation, and college and career readiness, particularly for at-risk students.

Strengths:

- Clearly defined program elements and logic model linking activities to expected outcomes.
- Quasi-experimental design using matched comparison schools pre-implementation data.
- Includes measures of student participation in program components to monitor implementation and early outcomes.

Challenges:

- Implementation measures rely partly on participation counts and self-reported data, potentially limiting assessment of program fidelity.
- School-level analysis may not identify which program elements are most effective.
- Sample size and statistical power remain undetermined; prior program participation may complicate comparisons.

PERF Funding

$21.6 million ($7.2 million per year)

Evaluation Plan at a Glance

Logic Model?	**Yes**
Level of Evidence?	**Promising.** Research supports individual components, including CTE, career-connected learning, and social-emotional learning.
Control Group?	**Yes** – matched comparison schools. Comparative interrupted time series design intended to estimate causal effects.
Outcomes Measured:	• Attendance • Graduation rates • SAT and NM-ASR proficiency • Student well-being data

Community Schools

Initiative Description:

- Community schools provide a suite of structures and supports to families in school.
- Specific elements need to be present within a school site: 1. **family and student engagement, 2. collaborative leadership,** 3. expanded, **culturally enriched learning,** 4. rigorous **community-connected instruction, 5. culture of belonging**, safety, and care, **6. integrated systems of support**. Sites may include other community-based elements as well.

Strengths:

- Clearly articulated theory of change.
- Quasi-experimental evaluation design with a matched comparison group.

Challenges:

- PED will need to ensure its certification process is reliable and valid to determine the fidelity of the community schools model.
- PED may not be able to determine which model elements are most useful unless they require the collection and analysis of these elements.
- As a quasi-experimental design, there may be unobserved differences between the groups.

PERF Funding

$13.5 million ($4.5 million per year)

Evaluation Plan at a Glance

Logic Model?	**Yes**
Level of Evidence?	**Research-based for attendance**
Control Group?	**Yes** - matched comparison group. Plan proposes both an analysis of statistical significance and causality.
Outcomes Measured:	• Attendance • Graduation • NM-MSSA assessment scores for math and English (grades 3-8) • SAT scores (grade 11) • School climate (PANORAMA survey)

GRO Update: Educator Clinical Practice Programs

PUBLIC EDUCATION DEPARTMENT / GRO FINAL EVALUATION

$60 million

$20M annually | FY25–FY27

$35.49M spent as of 10/14/26

PROGRAM DESCRIPTION

Teacher residents complete a full school year alongside a mentor, receive stipends of at least $35,750 (undergraduate) or $44,000 (graduate/post-baccalaureate), and commit to teaching in NM public schools for three years.

About 75% of GRO funding supports teacher residencies; the remainder supports principal residencies and paid student teaching.

EVALUATION DESIGN AND LIMITATIONS

The evaluation **does not assess causality** but does provide significance testing for most measured outcomes and **includes comparison groups of varying quality**, which threatens the validity of the evaluation findings. **Student outcomes** after residency completers become independent teachers **have not yet been evaluated**.

EVALUATION FINDINGS

Entry into NM Teaching Workforce: 79.6% of residency completers became teachers in New Mexico within two years, compared with 61.1% of traditional student-teaching completers

Not statistically significant

One-year retention, workforce diversity, licensure pass rates, and student achievement in classrooms hosting residents.

GRO Update: Special Education Teacher Stipends

PUBLIC EDUCATION DEPARTMENT / GRO FINAL EVALUATION

$15 million

$5M annually | FY25–FY27

$$8.6M spent as of 10/14/26

PROGRAM DESCRIPTION

Special education teachers receive a stipend for working in a hard-to-fill position. Originally, the stipend was for $10 thousand, but this was reduced to $2.5 thousand in the second year.

In the third year, PED is adding a community of practice to the stipend.

EVALUATION DESIGN AND LIMITATIONS

The **evaluation provides non-causal outcome information for the program's first year,** when teachers received $10,000/year**;** however, the **program shifted in the second and third years,** and no outcome information was provided for those years.

EVALUATION FINDINGS

Incentivized teachers were **more likely to remain in special education** and **less likely to leave** the New Mexico education workforce than non-incentivized teachers, **but comparison group was not necessarily equivalent**.

No results for Year 2

PED will receive employment data after the 40-day count. Preliminary surveys indicated incentivized teachers intend to return for the 2026-2027 school year.

Lessons Learned

- The timeline limits the ability for final evaluations to be completed prior to funding decisions being made for the subsequent fiscal year.
  - Ongoing communication will be important for the Legislature to understand impact of the funded programs and make budget decisions accordingly.
- Routine (annual) monitoring of the initiative is not required by law.
  - Annual updates have been requested in plan instructions.
  - This will require ongoing LFC, LESC, and DFA staff attention to ensure these are received.
- The LFC, LESC, and DFA workgroup cannot require PED to accept a suggested change to draft evaluation plans.
- The timeline of when plans are submitted may limit the possibility of funding prior to the beginning of the school year, especially in the initial year (FY27).

Questions?

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First Cohort PERF Pilots

- The first set of PERF-funded **projects started in FY26 and will end in FY28**.
- For FY26 through FY28, PERF-funded programs include:
  - $18.6 million for **attendance support**, or $6.2 million per year
  - $15.6 million for **secondary education literacy**, or $5.2 million per year
  - $13.5 million for **math achievement**, or $4.5 million per year
  - $7.8 million for **innovative staffing strategies**, or $2.6 million per year
  - $6.3 million for **supports for students who are unhoused**, or $2.1 million per year