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State Capitol North, 325 Don Gaspar, Suite 200  
Santa Fe, New Mexico 87501  
Phone: (505) 986-4591 Fax: (505) 986-4338  
<http://lesc.nmlegis.gov>

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August 17, 2009

**MEMORANDUM**

**TO:** Legislative Education Study Committee

**FR:** Eilani Gerstner

**RE: STAFF REPORT: HIGH SCHOOL REDESIGN: IMPLEMENTATION OF PROVISIONS IN LAW**

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*"We cannot always build the future for our youth, but we can build our youth for the future."*

*~President Franklin D. Roosevelt  
(1882–1945)*

In 2007, the Legislative Education Study Committee (LESC) endorsed successful legislation to establish high school redesign measures intended to "[provide] students with a rigorous and relevant high school curriculum that prepares them to succeed in college and the workplace" – in the words of President Franklin D. Roosevelt, to "build our youth for the future." These measures may be classified into several categories:

- increased graduation requirements;
- required course offerings;
- changes to assessment and testing;
- additional minimum instructional areas; and
- changes to compulsory school attendance provisions.

Although not included in the high school redesign legislation, another provision enacted in 2007 and intended to "build our youth for the future" required schools to offer financial literacy for elective credit. Other legislation enacted in 2007 required that school districts align

mathematics, science, and language arts curricula and teacher professional development with state standards, which may also be considered a measure designed to increase rigor.

More recently, legislation enacted in 2009 allows media literacy and pre-apprenticeship programs to be offered for elective credit (see “Recent Legislation Affecting Graduation Requirements and Course Offerings” below).

In the 2007 and 2008 interims, the LESC heard separate reports covering the implementation of some high school redesign measures, including reports on:

- dual credit;
- career clusters;
- mathematics and science education;
- high school assessments; and
- distance learning.

However, the committee has not yet received a comprehensive overview of the implementation of all high school redesign requirements. This report will review all of the requirements except assessment and testing, which will be covered in a separate LESC staff report to the committee also in August 2009 (see “Implementation of Assessment Requirements in Law”).

## **OVERVIEW OF REPORT FORMAT**

This staff report presents information in two formats: the narrative explanation that follows, which provides additional information and identifies potential issues; and Table 1, *High School Redesign: Implementation of Provisions in Law*, attached at the end of the narrative, which provides concise, categorized data. While there is some overlap between the two, each supplements the other.

The body of the narrative is divided into the following sections, the first six of which correspond to sections in Table 1:

1. Increased Graduation Requirements;
2. Required Course Offerings;
3. Curricula and Professional Development Alignment;
4. Minimum Instructional Areas;
5. Compulsory School Attendance;
6. Changes to Statute in Past Years That Became Effective by or Before School Year 2008-2009;
7. Recent Legislation Affecting Graduation Requirements and Course Offerings; and
8. Policy Options.

Since there has not been funding appropriated specifically for “high school redesign” as a statewide initiative<sup>1</sup>, there is no one section on funding in particular. However, various

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<sup>1</sup> However, from 2007 to 2008 Los Lunas Public Schools received \$500,000 in special appropriations for the college readiness and high school redesign initiative in that district.

initiatives that fall under the umbrella of high school redesign have received direct legislative appropriations since 2007; those dollars are noted in column B of Table 1.

Finally, there are two attachments to this report:

- Attachment 1 provides a list of acronyms used in Table 1 and throughout the report; and
- Attachment 2 provides an overview of changes in graduation requirements in law since 2004.

## **INCREASED GRADUATION REQUIREMENTS**

Effective school year 2009-2010, students entering grade 9 are required to take 24 units to graduate (rather than 23) (the Diploma of Excellence):

- new requirements:
  - four units in mathematics (rather than three), one of which shall be the equivalent to Algebra II or higher, unless the parent submits written, signed permission for the student to complete a lesser mathematics unit;
    - ◆ **Issue:** The Public Education Department (PED) estimates that nearly 99 additional teachers will be needed for all students to fulfill the requirement for four years of mathematics including Algebra II or higher.
  - three units in science, two of which shall have a laboratory component (rather than one laboratory component);
    - ◆ **Issue:** PED reports that high schools have requested approximately \$7.5 million in science laboratory improvements, equipment, and supplies to meet the requirement of a second laboratory science.
  - one unit in a career cluster, workplace readiness, or language other than English (rather than one unit in communication skills or business education);
- existing requirements:
  - four units in English;
  - three and one-half units in social science;
  - one unit in physical education; and
  - seven and one-half elective units (schools must offer financial literacy and service learning for elective credit).

Of these 24 units, at least one must be an advanced placement (AP) or honors course, a dual credit course, or a distance learning course. The high school redesign legislation also required that students be made aware through their next-step plans of honors or AP courses, dual credit courses, distance learning courses, career clusters, or remediation programs that the student's college and workplace readiness assessments may indicate are appropriate for the student.

It is important to note that PED rule allows local districts, charter schools, or state educational institutions to design elective courses, known as alternative credit courses, to satisfy any of the specified credits required for graduation if approved by the Secretary of Public Education for approval. According to PED rule, documentation for the alternative credit process includes:

- review of the licensure and endorsements of affected staff;
- review of required course content standards with benchmarks and performance standards with the proposed elective course, and summary of alignment between the two courses;
- determination of the amount of credit that will be generated;
- publication of information regarding what course is available for alternative credit and identification of the Student Teacher Accountability Reporting System (STARS) course number;
- inclusion of the availability of alternative credit in all next-step plans;
- note on the student transcript that the graduation requirement course was completed using the named alternative credit course; and
- review and preliminary approval by the local board of education or governing body of a charter school.

To determine the extent to which students were already meeting the Diploma of Excellence requirements – and to demonstrate the “ground” left to cover in their implementation – LESC staff requested from PED the percentage of students who graduated in school year 2008-2009 and who met the upcoming graduation requirements. Column F in Table 1 shows these percentages for each measure, as well as other implementation information. The percentages are based upon 18,585 graduates reported by PED’s STARS in school year 2008-2009.

- ◆ **Issue:** PED reports that because grades are not consistently reported into STARS, it is not possible to track course completion, only course enrollment.

## **REQUIRED COURSE OFFERINGS**

As described in column A in Table 1, schools are required to offer the following courses for elective credit:

- effective June 15, 2007, schools must offer financial literacy for elective credit for graduation;
- effective school year 2008-2009 schools or school districts must offer:
  - Algebra I to all eighth graders whether in regular classroom settings, online courses, or agreements with high schools;
  - dual credit courses;
  - distance learning courses; and
- effective school year 2009-2010, high schools must offer at least two years of a language other than English.

- ◆ **Issue:** PED reports that because STARS tracks student enrollment in courses rather than course offerings, it is not yet possible to track whether schools are offering these courses.

## **CURRICULA AND PROFESSIONAL DEVELOPMENT ALIGNMENT**

During the 2007 and 2008 interims, the LESC received reports on the implementation of requirements enacted in 2007 that school districts align curricula and professional development to state standards. School districts must align curricula to state standards:

- by school year 2008-2009 for mathematics;
- by school year 2009-2010 for science; and
- by school year 2009-2010 for language arts.

As noted in column E of Table 1, PED has distributed templates to districts to document alignment with state mathematics and science standards. At the July 2009 New Mexico Coalition of School Administrators conference, Mathematics and Science Bureau staff held a session for districts to discuss how to assess useful information in the templates, and how the templates could be expanded upon by districts as needed for different purposes, such as curriculum mapping.

- ◆ **Issues:** PED reports that the language arts alignment has been delayed until March 2011 due to new language arts standards K-12 and the extended publisher's contract for instructional materials, which splits language arts and reading into two separate adoption years by grade levels K-8 and 9-12.

## **MINIMUM INSTRUCTIONAL AREAS**

Effective June 15, 2007, all first, second, and third grade classes were required to provide instruction in science and social studies in addition to existing requirements. According to PED, this addition to the high school redesign legislation codified in law a practice that had been in place for some time. Column F of Table 1 addresses accountability measures for this requirement.

## **COMPULSORY SCHOOL ATTENDANCE**

The high school redesign legislation also changed the age at which students could leave school with permission from 17 to 18 years of age. The process for obtaining permission also changed:

- statute previously allowed a student who was at least 17 years of age to be excused by the local school board or governing body of a state-chartered charter school upon finding that the student would "be employed in a gainful trade or occupation engaged in an alternative form of education sufficient for the [student's] educational needs," in addition to parental consent;

- the 2007 changes allow a parent to give written, signed permission for a school-age person (18 years of age) to leave school in case of hardship approved by the local superintendent.
- ◆ **Issues:** Current PED rule does not address the age at which students may leave school with permission or the terms of the permission. PED reports that the proposed amendment to the compulsory attendance rule addresses this provision. It is also not clear whether PED distributed information to districts about this change in statute. Although PED sent a memorandum to districts in March 2007 with a link to *A Guide to Truancy Referrals*, the guide was published in the summer of 2006 – before the high school redesign measures were enacted.

## **CHANGES TO STATUTE IN PAST YEARS THAT BECAME EFFECTIVE BY OR BEFORE SCHOOL YEAR 2008-2009**

### **Service Learning**

In 2003, the Legislature enacted comprehensive, LESC-endorsed public school reforms. One of the requirements included in these reforms was that service learning be offered for elective credit for graduation effective June 20, 2003.

- ◆ **Issue:** PED reports that, because service learning courses have been coded as a “general elective” in STARS in past years, it is not possible to measure the number of students who have taken it. Also, as with other required offerings, PED reports that STARS does not collect data on course offerings, only course enrollments; however, beginning with school year 2009-2010, however, service learning will have an assigned course code in STARS, allowing the course enrollment to be tracked.

### **New Mexico History**

Legislation enacted in 2005 required that, effective school year 2005-2006, students entering grade 9 take one-half unit in New Mexico history in order to graduate. Those students who graduated within four years constitute the class of 2009. PED estimates that approximately 1,579 of the 18,585 school year 2008-2009 graduates entered grade 9 before school year 2005-2006 and took longer than four years to graduate; therefore, they were not subject to the requirements to take New Mexico history.

PED reports that by December 28, 2005:

- schools knew of the one-half unit increase in social studies;
- the Accountability Data System (ADS)<sup>2</sup> description was written for New Mexico history; and
- all students who entered as freshmen that school year were to have New Mexico history as part of their graduation plan.

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<sup>2</sup> ADS preceded STARS as PED’s data system.

PED reports that the department allows districts to count five courses for New Mexico history credit; the STARS course codes and course titles and descriptions are shown below in Table 2. According to PED records, 56 percent of students subject to this requirement who graduated in school year 2008-2009 had taken one of these courses, and 44 percent did not have a record of taking a New Mexico history course.

Table 2. STARS Course Codes, Titles, and Descriptions for New Mexico History

STARS Course Codes	Course Title and Description
2717	<b>New Mexico History – Required for Graduation, Grades 9-12</b> – – This survey course supports students to become more knowledgeable and aware of the historical, cultural, economic, and political history of New Mexico and their geographical connections. Students will analyze the role that New Mexico plays in national and international arenas. The 9-12 Social Studies Content Standards, Benchmarks, and Performance Standards should be included as appropriate to the course.
2718	<b>Southwest Enrichment – Grades 6-12</b> – – Course involves exposure to different projects that will enhance student’s knowledge of the Southwest through the use of projects that allow students to do research on different cultures that have impacted the Southwest.
2719	<b>Native American Studies – Grades 6-12</b> – – Course will examine the cultural growth and development of the indigenous North American peoples from Pre-Columbian times to the present day.
2720	<b>Hispanic Studies – Grades 6-12</b> – – Course will focus on the rich contributions Hispanics and the Hispanic culture have made to America and enable students to understand his/her connections to and place in the Latino experience.
2796	<b>Social Sciences and History-Independent Study – Grades 9-12</b> – – Course, often conducted with instructors as mentors, enable students to explore topics of interest within one of the fields of social studies.

Source: PED

- ◆ **Issue:** According to PED data, as many as 44 percent of students who graduated in school year 2008-2009 and were subject to the New Mexico history requirement did not take the course or another comparable course. In reference to the New Mexico history requirement, PED has replied that “[i]t is the school districts’ responsibility to follow legislation for Graduation Requirements.

While districts ultimately implement graduation requirements, PED rule cites statutory authority directing PED “to set graduation expectations and hold schools accountable.” Further, the *Public School Code* charges the department with “properly and uniformly enforcing the provisions of the *Public School Code*”; and it requires the department to take action in cases where a school or school district has failed to meet requirements of the law or department rules or standards.

Therefore, it could be argued that PED is responsible for enforcing graduation requirements in law and verifying whether schools are ensuring that students meet the requirements when they graduate.

### Three Units of Science

Also effective school year 2005-2006, students entering grade 9 had to take three units of science rather than two units of science (the requirement of one laboratory component did not change). Those students who graduated within four years constitute the class of 2009. PED estimates that approximately 1,579 of the 18,585 school year 2008-2009 graduates entered grade 9 before school year 2005-2006 and took longer than four years to graduate; therefore, they were not subject to the requirements to take three units of science instead of two.

According to PED records, 64 percent of students subject to this requirement who graduated in school year 2008-2009 took three or more units of science, and 36 percent did not have a record of three science courses. However, PED cites data limitations with documenting science credits, including:

- these data do not take into account students who transferred into New Mexico with science credits;
- these data represent students enrolled, but they do not indicate successful completion of courses as grades are not consistently reported in STARS; and
- STARS data do not indicate other courses (electives) which have been approved by districts to fulfill the science graduation requirement through the alternative credit process, such as Agriculture Science (see “Increased Graduation Requirements” for a description of the alternative credit process).

Considering these data limitations, it would not be appropriate to draw a conclusion regarding whether the 36 percent of graduating students did or did not meet their graduation requirements for science.

### **Honors Courses**

Effective school year 2006-2007, schools had to offer honors courses. PED rule defines an honors course as “a course developed locally to meet the needs of accelerated students. Honors courses offer the same curriculum that standard courses offer, but are more challenging. Honors courses are generally faster-paced and cover topics in more depth; however, these courses are not generally considered equivalent to college-level work.”

- ◆ **Issue:** PED rule does not contain a requirement that schools offer honors courses. Also, in the department response to LESC staff requests, PED did not provide examples of information disseminated to districts to inform them of this requirement. Because, according to PED, STARS does not collect course offerings, it is not possible to measure the extent to which this requirement has been implemented statewide.

### **RECENT LEGISLATION AFFECTING GRADUATION REQUIREMENTS AND COURSE OFFERINGS**

During the 2009 session,

- a bill was introduced to make media literacy a required course for graduation. The bill was amended to make media literacy an allowed course offering for elective credit; and
- another bill was introduced to make health education a required course for graduation. The bill did not pass, but HM 127, *Study Health Education School Requirement*, requested that PED convene a work group to determine whether there is a need to include health education as a requirement for graduation from public schools; to consider creative alternatives for the delivery of health education content standards; and to report the work group’s findings and recommendations to the LESC by January 2010.

In 2009, legislation was also enacted to allow high schools to offer industry-led pre-apprenticeship programs for elective credit.

According to PED, each additional required course offering may cost \$501.30 per student<sup>3</sup> and \$15,039 per class of 30 students. If the courses were available via Innovative Digital Education and Learning-New Mexico (IDEAL-NM), the cost would be \$200 per student, with no textbook; however, districts would still need to pay for computer access and any other costs associated with offering online courses.

## **POLICY OPTIONS**

In light of issues raised with data collection in particular, the committee may wish to write a letter to PED requesting that the department implement changes in STARS to:

1. collect verification from districts that students completed graduation requirements as specified in law;
2. document that schools offered courses that are required in law, including Algebra I for eighth graders and service learning and financial literacy for elective credit;
3. document which schools offer media literacy and pre-apprenticeship for elective credit; and
4. document whether students successfully complete courses.

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<sup>3</sup> Based upon the 2008-2009 unit value of \$3,871.79 per student, the average textbook cost of \$104.00, and the assumptions that taking an elective for a year represents 1/8 of a student's course load and that textbooks are purchased every six years.

**TABLE 1, HIGH SCHOOL REDESIGN: IMPLEMENTATION OF PROVISIONS IN LAW**

(A)	(B)	(C)	(D)	(E)	(F)
INCREASED GRADUATION REQUIREMENTS					
Requirements in Law	Legislative Appropriations Since 2007	Additional Costs & Resources Needed	PED Rule	PED Information for Districts	Implementation Information from PED
<p><b>Effective school year 2009-2010</b>, students entering grade 9 are required to take 24 units to graduate (rather than 23) (the Diploma of Excellence):</p> <ul style="list-style-type: none"> <li>four units in mathematics (rather than three), one of which shall be the equivalent to Algebra II or higher, unless the parent submits written, signed permission for the student to complete a lesser mathematics unit;</li> </ul>	---	---	<ul style="list-style-type: none"> <li>6.29.1.13 NMAC indicates that “The district or charter school shall be in compliance with requirements as specified in Section 22-13-1.1 NMSA 1978” (the graduation requirements), but does not specifically list the requirements.</li> <li>PED indicates that the department will publish a rule that permits a parent to submit permission for a lesser course only after the student has taken the grade 11 NMSBA.</li> </ul>	<ul style="list-style-type: none"> <li>March 2007 press release sent to school principals and superintendents</li> <li>March 2009 FAQs publication</li> <li>April 2009 Presentation at NM GEAR UP Spring Workshop</li> <li>May 2009 Presentation at New Mexico Spring Data Conference</li> <li>July 2009 presentation at NMCSA conference</li> <li>Online forum</li> <li>Direct mail</li> <li>Publications on PED website</li> </ul>	---
<ul style="list-style-type: none"> <li>three units in science, two of which shall have a laboratory component (rather than one laboratory component);</li> </ul>	<i>none</i>	<ul style="list-style-type: none"> <li>Approx. 99 additional high school math teachers</li> </ul>			<ul style="list-style-type: none"> <li>In school year 2008-2009, 36% of high school graduates met these math requirements<sup>1</sup>.</li> <li>From fall 2008 through summer 2009, 43 students statewide have taken Algebra II through IDEAL-NM.</li> <li>To be prepared for Algebra II, students need to be proficient on the Algebra I and Geometry NM math standards.</li> <li>If students “opt out” of Algebra II, they may take courses such as probability and statistics, business math, computer math, or Interactive Math Program III and IV (which teach math through real-world applications).</li> </ul>
<ul style="list-style-type: none"> <li>one unit in a career cluster, workplace readiness, or language other than English (rather than one unit in communication skills or business education); and</li> </ul>	<i>none</i>	<ul style="list-style-type: none"> <li>Approx. \$7.5 million in lab additions/upgrades and lab equipment and materials</li> </ul>			<ul style="list-style-type: none"> <li>In spring 2009, 53% of high school graduates met these science requirements<sup>2</sup>.</li> </ul>
<ul style="list-style-type: none"> <li>of the 24 required units, <u>at least one</u> must be an advanced placement or honors course, a dual credit course, or a distance learning course.</li> </ul>	\$400,000 in 2007 to the Office of Workforce Training and Development for the “career clusters initiative”	PED indicates costs vary for career cluster courses depending upon the discipline.			<ul style="list-style-type: none"> <li>In school year 2008-2009:                             <ul style="list-style-type: none"> <li>56% of graduates took a career cluster course;</li> <li>6% of graduates took a workplace readiness course<sup>3</sup>; and</li> <li>21% of graduates took a foreign language.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>AP: \$5.75 million (a total of approx. \$7.9 million since 2003)</li> <li>Dual Credit: \$1.5 million for textbooks and course materials</li> <li>Distance Learning (IDEAL-NM &amp; NMCA): \$10.1 million</li> </ul>	<i>none indicated</i>	6.29.1.13 NMAC		<ul style="list-style-type: none"> <li>In school year 2008-2009:                             <ul style="list-style-type: none"> <li>28% of graduating students took an honors course;</li> <li>21% of graduating students took an AP course;</li> <li>13% of graduating students took a dual credit course; and</li> <li>5.6% of graduating students took a distance learning course.</li> </ul> </li> </ul>

Source for all information in Table 1 (except legislative appropriations): PED

<sup>1</sup> Data Limitations for Math: (1) These data do not take into account students who transferred into NM with high school math credits nor do they include students who were given high school credit for Algebra I taken in grade 8 (awarding of credit in this case is a district decision and not reported in STARS). (2) These data represent students enrolled, but do not indicate successful completion of courses as grades are not consistently reported in STARS. (3) The procedure used to generate these data did not take into account students who graduated one (or more) years ahead of schedule.

<sup>2</sup> Data Limitations for Science: *In addition to the limitations for math:* (1) The course code used in 2005-2006 in ADS (the system that preceded STARS) did not identify which courses had a lab component so the number of lab courses taken by students is underrepresented. (2) STARS data do not indicate other courses (electives) which have been approved by districts to fulfill the science graduation requirement through an alternative credit process (e.g. Agriculture Science).

<sup>3</sup> At this time, workplace readiness numbers only reflect students enrolled in: Jobs for America’s Graduates employability and advancement; employability skills; work experience; agriculture internship/OJT/Co-op; business OJT/Co-op; IT OJT/Co-op; child care work experience; and hospitality work experience. Districts will need instruction to code for clusters or workplace courses; and IT/STARS will need to make revisions to accommodate this report field and/or added data.

**TABLE 1, HIGH SCHOOL REDESIGN: IMPLEMENTATION OF PROVISIONS IN LAW**

(A)	(B)	(C)	(D)	(E)	(F)
REQUIRED COURSE OFFERINGS					
Requirements in Law	Legislative Appropriations Since 2007	Additional Costs & Resources Needed	PED Rule	PED Information for Districts	Implementation Information from PED
<b>Effective school year 2008-2009</b> , schools must offer:					
<i>Issue:</i> STARS tracks course enrollment rather than course offerings, so data cannot be gathered in cases where schools or districts offer a course but students do not enroll in it. <i>Note:</i> All participation numbers below are for school year 2008-2009.					
<ul style="list-style-type: none"> <li>Algebra I to all eighth graders, whether in regular classroom settings, online courses, or agreements with high schools;</li> </ul>	<i>none</i>	<ul style="list-style-type: none"> <li>\$501.30 per student in a classroom (see staff report) and \$15,039 per class of 30 students<sup>4</sup></li> <li>\$200 per student through IDEAL-NM</li> </ul>	6.29.1.11 NMAC	<i>none indicated</i>	<ul style="list-style-type: none"> <li>4,142 eighth graders from 100 schools in 47 districts were enrolled in Algebra I.</li> <li>83 students statewide took Algebra I through IDEAL-NM.</li> </ul>
<ul style="list-style-type: none"> <li>dual credit courses; and</li> </ul>	<ul style="list-style-type: none"> <li>Dual Credit: \$1.5 million for textbooks and course materials</li> </ul>	<i>none indicated</i>	6.30.7 NMAC	<i>none indicated</i>	<ul style="list-style-type: none"> <li>55 districts and one charter school had students participating in dual credit courses.</li> </ul>
<ul style="list-style-type: none"> <li>distance learning courses.</li> </ul>	<ul style="list-style-type: none"> <li>Distance Learning (IDEAL-NM &amp; NMCA): \$10.1 million</li> </ul>	<ul style="list-style-type: none"> <li>\$200 per student through IDEAL-NM</li> </ul>	6.30.8 NMAC	<i>none indicated</i>	<ul style="list-style-type: none"> <li>5.6% of graduating students took a distance learning course.</li> <li>46 districts had enrollments in distance learning courses.</li> </ul>
<b>Effective school year 2009-2010</b> , high schools must offer at least two years of a language other than English.	<i>none</i>	<ul style="list-style-type: none"> <li>\$501.30 per student in a classroom (see staff report) and \$15,039 per class of 30 students</li> <li>\$200 per student through IDEAL-NM</li> </ul>	<i>none indicated</i>	<i>none indicated</i>	<ul style="list-style-type: none"> <li>Schools may offer: Spanish, French, German, Latin, Native American languages, classical languages, Japanese, and sign language.</li> <li>IDEAL-NM offers Spanish, French, Latin, and German.</li> </ul>
<b>Effective June 15, 2007</b> , schools had to offer financial literacy for elective credit.	<i>none</i>	PED indicates that financial literacy materials are not handled by the Instructional Material Bureau. Costs for materials may be \$50 or less per student.	6.29.1.13 NMAC	<i>none indicated</i>	<ul style="list-style-type: none"> <li>Two school districts had a total of 229 students enrolled in financial literacy.</li> <li>Some districts are embedding financial literacy in economics courses.</li> </ul>

<sup>4</sup> Based upon the FY 09 unit value of \$3,871.79 per student, the average textbook cost of \$104.00, and the assumptions that taking an elective for a year represents 1/8 of a student's course load and that textbooks are purchased every six years.

**TABLE 1, HIGH SCHOOL REDESIGN: IMPLEMENTATION OF PROVISIONS IN LAW**

(A)	(B)	(C)	(D)	(E)	(F)
<b>CURRICULA AND PROFESSIONAL DEVELOPMENT ALIGNMENT</b>					
Requirements in Law	Legislative Appropriations Since 2007	Additional Costs & Resources Needed	PED Rule	PED Information for Districts	Implementation Information from PED
School districts must align curricula to state standards:	---	---	6.29.1.9 NMAC requires, beginning with school year 2009-2010, a standardized grading system shall be implemented by each district and charter school, including alignment of all district and school curriculum to the New Mexico content standards with benchmarks and performance standards.	<ul style="list-style-type: none"> <li>• Templates and instructions for math documentation sent to districts in school year 2007-2008</li> <li>• Templates and instructions for science documentation sent to districts in school year 2008-2009</li> <li>• July 2009 presentation at NMCSA conference on how to use the templates</li> </ul>	---
<ul style="list-style-type: none"> <li>• by school year 2008-2009 for mathematics;</li> </ul>	<i>none</i>	<i>none indicated</i>			According to documentation received by the Math & Science Bureau, 15 districts have not submitted their K-8 math alignments. The alignments received from the other 74 districts varied in quality and completeness.
<ul style="list-style-type: none"> <li>• by school year 2009-2010 for science; and</li> </ul>	<i>none</i>	<i>none indicated</i>			Districts have been asked to submit documentation for science by August 15, 2009.
<ul style="list-style-type: none"> <li>• by school year 2009-2010 for language arts.</li> </ul>	<i>none</i>	<i>none indicated</i>			The Language Arts alignment has been delayed until March 2011 due to new Language Arts Standards K-12 and the extended publisher's contract for instructional materials, which splits Language Arts and Reading into two separate adoption years by grade level K-8 and 9-12.
<b>Effective June 15, 2007</b> , professional development relating to curricula for classroom teachers and educational assistants shall be aligned with state standards by each school district.	<i>none</i>	<i>none indicated</i>	6.65.2 NMAC	<i>See "Implementation Information from PED"</i>	The Professional Development Framework, which requires professional development providers to include which competencies or standards are addressed in professional development activities.
<b>MINIMUM INSTRUCTIONAL AREAS</b>					
Requirements in Law	Legislative Appropriations Since 2007	Additional Costs & Resources Needed	PED Rule	PED Information for Districts	Implementation Information from PED
<b>Effective June 15, 2007</b> , all first, second, and third grade classes were required to provide instruction in science and social studies in addition to existing requirements.	<i>none</i>	<i>none indicated</i>	<i>none indicated</i>	<i>none indicated</i>	<ul style="list-style-type: none"> <li>• Third grade students take the NMSBA for science: in school year 2007-2008, 80% of third graders were proficient in science; the social studies NMSBA was only administered in grade 11.</li> <li>• Unless a school submits an EPSS under School Improvement requirements, specific monitoring of this requirement is not done. The new Web-EPSS will assist in the review of overall instructional programming at the district and then eventually the school level.</li> </ul>
<b>COMPULSORY SCHOOL ATTENDANCE</b>					
Requirements in Law	Legislative Appropriations Since 2007	Additional Costs & Resources Needed	PED Rule	PED Information for Districts	Implementation Information from PED
<b>Effective June 15, 2007</b> , the age at which students could leave school with permission was changed from 17 to 18 years of age, as were the conditions for receiving permission (see staff report).	Approx. \$2.0 million <i>(a total of approx. \$4.0 million since 2004)</i>	<i>none indicated</i>	PED reports that the proposed amendment to the compulsory attendance rule addresses this provision	<i>none indicated</i>	PED reports that the proposed amendment to the compulsory attendance rule addresses this provision.

**TABLE 1, HIGH SCHOOL REDESIGN: IMPLEMENTATION OF PROVISIONS IN LAW**

(A)	(B)	(C)	(D)	(E)	(F)
CHANGES TO STATUTE IN PAST YEARS THAT BECAME EFFECTIVE BY OR BEFORE SCHOOL YEAR 2008-2009					
Requirements in Law	Legislative Appropriations Since 2003	Additional Costs & Resources Needed	PED Rule	PED Information for Districts	Implementation Information from PED
Effective June 20, 2003, schools had to begin offering service learning for elective credit.	\$100,000 in 2003 for FY 04	<i>none indicated</i>	6.29.1.13 NMAC	<i>none indicated</i>	Because service learning courses have been coded as “general electives” in STARS in past years, it is not possible to measure the number of students who have taken it. Beginning with school year 2009-2010, service learning will have an assigned course code in STARS and will be able to be tracked.
Effective school year 2005-2006, students who entered grade 9 (the “class of 2009” – this past year’s seniors) were required to take for graduation:	---	---	---	---	---
<ul style="list-style-type: none"> <li>one-half unit in New Mexico history; and</li> </ul>	\$100,000 in 2003 for FY 04 to develop a social studies curriculum for NM history. PED formed a work group to develop a New Mexico history framework, and in the 2004 interim the LESC heard a report on the framework.	<ul style="list-style-type: none"> <li>\$501.30 per student in a classroom (see staff report) and \$15,039 per class of 30 students</li> <li>\$200 per student through IDEAL-NM</li> </ul>	6.29.1.13 NMAC indicates that “The district or charter school shall be in compliance with requirements as specified in Section 22-13-1.1 NMSA 1978” (the graduation requirements), but does not specifically list the requirements.	<ul style="list-style-type: none"> <li>July 2005 news release</li> <li>October 2005 memo from Secretary García to superintendents</li> <li>January 2009 e-mail to districts regarding June 2009 Manhattan Project teacher workshop hosted by the Atomic Heritage Foundation</li> </ul>	<ul style="list-style-type: none"> <li>In school year 2008-2009,                             <ul style="list-style-type: none"> <li>56% of graduating students had taken New Mexico history or a comparable course (see staff report);</li> <li>78 districts had enrollments in New Mexico history; and</li> <li>109 students took New Mexico history through IDEAL-NM.</li> </ul> </li> <li>In June 2009, 25 teachers attended the Manhattan Project teacher workshop.</li> <li>PED is in the process of recruiting teachers and college faculty to review instructional materials for New Mexico history for secondary students.</li> <li><i>New Mexico Social Studies Content Standards and Benchmarks</i> contain standards for NM history in grades K through 12.</li> </ul>
<ul style="list-style-type: none"> <li>three units of science (rather than two; no change to the one required lab component)</li> </ul>	<i>none</i>	<i>none indicated</i>		<i>none available</i> (see “PED Information for Districts” on page 1 for the upcoming science requirements)	<ul style="list-style-type: none"> <li>In school year 2008-2009, 64% of graduating students had three or more units of science (see staff report).</li> <li>All but 7 school districts had at least one or more graduating students in school year 2008-2009 with at least 3 units in Science including at least one lab component class.</li> </ul>
Effective school year 2006-2007, schools had to offer honors courses.	<i>none</i>	<i>none indicated</i>	<i>none</i>	None indicated: PED indicates that districts contact the department about offering an honors course, and PED ensures that the course meets state standards and that there is a highly qualified teacher teaching the course.	Since school year 2006-2007, 87,954 students have taken an honors course: <ul style="list-style-type: none"> <li>30,123 in school year 2006-2007;</li> <li>30,611 in school year 2007-2008; and</li> <li>27,220 in school year 2008-2009.</li> </ul> In school year 2008-2009, 65 districts had enrollments in honors courses.

**Acronyms Used in High School Redesign LESC Staff Report**

ADS: Accountability Data System

AP: Advanced Placement

IDEAL-NM: Innovative Digital Education and Learning-New Mexico

EPSS: Educational Plan for Student Success

FAQs: Frequently Asked Questions

GEAR UP: Gaining Early Awareness and Readiness for Undergraduate Programs

LESC: Legislative Education Study Committee

NMCA: New Mexico Cyber Academy

NMCSA: New Mexico Coalition of School Administrators

NMSBA: New Mexico Standards-Based Assessment

OJT: On-the-Job Training

PED: Public Education Department

STARS: Student Teacher Accountability Reporting System

**Chronology of Graduation Requirements in Law**  
 2004-2009  
 (no changes in 2008)

<b>2004</b> (Laws 2004, Ch. 29, Sec.1)	<b>2005</b> (Laws 2005, Ch. 314, Sec. 1 & Laws 2005, Ch. 315, Sec. 10)	<b>2007</b> (Laws 2007, Ch. 305, Sec. 1, Laws 2007, Ch. 307, Sec. 8, & Laws 2007, Ch. 308, Sec. 8)	<b>2009</b> (Laws 2009, Ch. 267, Sec. 1 & Laws 2009, Ch. 256, Sec. 1)
<b>23 units:</b>	<b>23 units:</b>	<b>24 credits for students entering 9<sup>th</sup> grade in school year 2009-2010:</b>	<ul style="list-style-type: none"> <li>• <i>No change</i></li> </ul>
<ul style="list-style-type: none"> <li>• 4 units in English</li> </ul>	<ul style="list-style-type: none"> <li>• <i>No change</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>No change</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>No change</i></li> </ul>
<ul style="list-style-type: none"> <li>• 3 units in mathematics, at least 1 at Algebra I level or higher</li> </ul>	<ul style="list-style-type: none"> <li>• <i>No change</i></li> </ul>	<ul style="list-style-type: none"> <li>• 4 units in mathematics, at least 1 at Algebra II or higher (unless “opt out” for a lesser course)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>No change</i></li> </ul>
<ul style="list-style-type: none"> <li>• 2 units in science, 1 with a laboratory component;  <ul style="list-style-type: none"> <li>➤ 3 units for students entering 9<sup>th</sup> grade in school year 2005-2006</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>No change</i></li> </ul>	<ul style="list-style-type: none"> <li>• 3 units of science, 2 with a laboratory component</li> </ul>	<ul style="list-style-type: none"> <li>• <i>No change</i></li> </ul>
<ul style="list-style-type: none"> <li>• 3 units in social science</li> </ul>	<ul style="list-style-type: none"> <li>• <i>No change</i></li> </ul>	<ul style="list-style-type: none"> <li>• 3.5 units in social science, including the 0.5 unit in New Mexico history</li> </ul>	<ul style="list-style-type: none"> <li>• <i>No change</i></li> </ul>
<ul style="list-style-type: none"> <li>• 1 unit in physical education or other physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Eliminated “or other physical activity”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>No change</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>No change</i></li> </ul>
<ul style="list-style-type: none"> <li>• 1 unit in communication skills or business education; may include a language other than English</li> </ul>	<ul style="list-style-type: none"> <li>• <i>No change</i></li> </ul>	<ul style="list-style-type: none"> <li>• Changed to 1 unit in career cluster, workplace readiness, or language other than English</li> </ul>	<ul style="list-style-type: none"> <li>• <i>No change</i></li> </ul>
<ul style="list-style-type: none"> <li>• 9 elective units; service learning must be offered  <ul style="list-style-type: none"> <li>➤ 8 elective units for students entering 9<sup>th</sup> grade in school year 2005-2006</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 7.5 elective units for students entering 9<sup>th</sup> grade in school year 2005-2006; service learning must be offered</li> </ul>	<ul style="list-style-type: none"> <li>• Financial literacy was added as a required elective course offering</li> </ul>	<ul style="list-style-type: none"> <li>• Media literacy and pre-apprenticeship may be offered for elective credit</li> </ul>
	<ul style="list-style-type: none"> <li>• Added 0.5 unit in New Mexico history for students entering 9<sup>th</sup> grade in school year 2005-2006</li> </ul>	<ul style="list-style-type: none"> <li>• For students entering 9<sup>th</sup> grade in school year 2009-2010, at least 1 unit for graduation must be Advanced Placement or honors, dual credit, or distance learning</li> </ul>	