

State of New Mexico
LEGISLATIVE EDUCATION STUDY COMMITTEE

REPRESENTATIVES

Rick Miera, Chair
Roberto "Bobby" J. Gonzales
Jimmie C. Hall
Mimi Stewart
Thomas E. Swisstack
W. C. "Dub" Williams

State Capitol North, 325 Don Gaspar, Suite 200
Santa Fe, New Mexico 87501
PH: (505) 986-4591 FAX: (505) 986-4338
<http://legis.state.nm.us/lcs/lesc/lescdefault.asp>

SENATORS

Cynthia Nava, Vice Chair
Vernon D. Asbill
Mary Jane M. Garcia
Gay G. Kernan

ADVISORY

Ray Begaye
Nathan P. Cote
Nora Espinoza
Mary Helen Garcia
Thomas A. Garcia
Dianne Miller Hamilton
John A. Heaton
Rhonda S. King
Sheryl M. Williams Stapleton
Jim R. Trujillo
Teresa A. Zanetti



ADVISORY

Mark Boitano
Carlos R. Cisneros
Dianna J. Duran
Lynda M. Lovejoy
Mary Kay Papen
John Pinto
William E. Sharer

D. Pauline Rindone, Ph.D., Director
Frances R. Maestas, Deputy Director

December 12, 2007

MEMORANDUM

TO: Legislative Education Study Committee

FR: Frances R. Maestas *FRM* and Pamela Herman *PH*

**RE: STAFF REPORT: HIGHER EDUCATION ISSUES: HIGHER
EDUCATION DEPARTMENT ID/TEACHER EDUCATION
ACCOUNTABILITY REPORTING SYSTEM**

INTRODUCTION

A rapidly changing global economy and concerns about our ability to create a competitive workforce have focused national attention on the quality of America's education system. Across the country, schools are expected to perform better than ever in preparing all students to meet rigorous educational requirements for the entire educational system, including postsecondary education and the workforce.

According to the Data Quality Campaign (DCQ)¹, however, gauging the effect of these efforts will be difficult and time consuming if states do not have data systems that provide ready access to the high-quality information from pre-K through postsecondary that decision makers need. The DCQ states that to provide educators with the data they need to improve student achievement states need more than a series of one-time snapshots of student performance. They need a system that collects high-quality data

¹ The Data Quality Campaign is a national, collaborative effort to encourage and support state policymakers to: (1) improve the collection, availability, and use of high-quality education data; and (2) implement state longitudinal data systems to improve student achievement. The campaign is managed by the National Center for Education Accountability, a nonprofit, non-partisan organization and an initiative of the Education Commission of the States.

about how individual students are doing over time, from pre-kindergarten through postsecondary education.

Since 2003, the Legislature, through recommendations from the Legislative Education Study Committee (LESC), has implemented several initiatives that will provide New Mexico with a single, unified data system that can exchange information within and across pre-K through postsecondary education and allow the state to continue monitoring achievement as students move from place to place through the education pipeline. These initiatives include the following:

- In 2003, legislation was enacted to require the Public Education Department (PED) to issue a state identification (ID) number for each public school student as part of the state's assessment and accountability system.
- In 2005, the Legislature initiated the creation of a comprehensive data warehouse at PED to begin to collect and to store student, teacher, course, testing, and financial data into one comprehensive system. Together with the requirement for the conversion to a uniform public school chart of accounts, the data warehouse should provide the state with accurate, consistent, and reliable data to assist in the decision-making process. Legislative appropriations for this initiative include approximately \$11.1 million in appropriations to PED since 2005 to design and develop the Student Teacher Accountability Reporting System (STARS) in the department. According to PED testimony to the LESC in the 2006 and 2007 interims, PED has completed phase one (design and development) and phase two (enhanced district reporting and support) of the data warehouse project, or STARS.
- In 2007, legislation was enacted to require the Higher Education Department (HED) to use the PED student ID number for students enrolled in higher education in order to facilitate longitudinal research regarding factors that influence the success of students in the P-20 system in New Mexico.
- Also in 2007, legislation was enacted to require PED to collaborate with public teacher preparation programs and HED to create a uniform statewide teacher education accountability reporting system (TEARS) to measure and track teacher education candidates from pre-entry to post-graduation in order to benchmark the productivity and accountability of New Mexico's teacher workforce, with annual reports from each institution and PED to the Legislature, the Governor, other policymakers, and business and economic leaders by November 1 of each year.

This report addresses the activities of PED and HED in establishing a common student ID number and in implementing a uniform statewide TEARS.

IMPLEMENTATION OF A COMMON STUDENT IDENTIFICATION NUMBER IN NEW MEXICO

In 2006, the Legislature passed House Memorial 42, which requested that HED, representatives of institutions of higher education, PED, representatives of public schools, and other state agencies establish a common, shared student data system from pre-K to postsecondary levels of education, including adult basic education and training. However, in the 2006 interim, the LESC requested the task force to narrow its focus to higher education, particularly in terms of establishing a shared student data system for K-12 and postsecondary institutions, including a higher education identifier, before incorporating the other state agencies as requested by the memorial.

In response to the committee's request, in 2007, HED convened the Data Sharing Task Force to begin examining how the implementation of a common P-20 student ID would be accomplished. In its report, *A Plan for New Mexico's P-20 Education Data System*, the task force delineates its 2007 interim work, including its recommendations for establishing a common P-20 student ID.

Data Sharing Task Force Recommendations

According to the report, the interim work of the task force focused on examining the capacity, capability, and limitations or barriers of the data systems at PED and HED, including the reporting systems at the state's public postsecondary institutions. Discussions were also held with vendors to review existing contractual agreements with each department and institution, to discuss potential system enhancements, and to create a realistic, practical view of how the existing systems could be leveraged to implement a common P-20 student ID and interface student data. The result, according to the report, is a two-part phase-in approach with the objective of developing a project plan that is the least disruptive to the existing systems, as follows:

Phase I: STARS-issued Student ID for Higher Education Students

Rather than proposing to maintain and support two or more separate unique student ID-issuing systems, the task force recommends that the Unique Student ID System in the STARS at PED be extended into higher education to identify public school students with an existing STARS-issued ID and to assign a unique ID for students who enter a public postsecondary institution from outside the public school system or New Mexico. The task force proposes using a small cohort of 2008 New Mexico high school graduates to ensure data quality, security, and the development of a data governance path. This initiative would allow the STARS-issued identifier to be stored at each institution's student information system and be used for all longitudinal data needs.

Nearly \$2.0 million, according to the report, would be required to implement this phase of the project, including modifications to STARS and to the existing student information systems at the state's public postsecondary institutions; the purchase of additional software licenses; training by PED personnel for postsecondary staff involved in the admission and registration of students at public postsecondary institutions; and licensing and hosting costs.

The timeline in the task force report indicates a July 1, 2008 production (start) date for the ID assignment; however, a number of activities are identified for FY08. As a result, any appropriation for this phase of the project would need to consider the expenditure of available dollars in FY 08 and in FY 09.

Phase II: Expand STARS to Include Higher Education Data

With a start date of February 1, 2009, the task force recommends expanding STARS to include higher education data. In Phase II, which would implement the New Mexico P-20 data warehouse, postsecondary institutions would submit data to STARS following a similar process that they currently follow for submission of data to the data system at HED. This includes extracting higher education data from the public postsecondary institution systems and transforming it into the appropriate templates or file formats. Approximately \$2.0 million is recommended by the task force for this phase of the project.

Similar to Phase I of the project, the timelines for Phase II include a number of activities in FY 08. As a result, any appropriation for this phase of the project would need to consider the expenditure of available dollars in FY 08 and in FY 09.

Phase III: eTranscribing and other Data Warehouse Enhancements

At an estimated annual cost of \$2.3 million, the task force explains that an additional project phase (Phase III) could include enhancements, such as online common application for admission to college and electronic transcribing between P-12 and public postsecondary institutions. The tasks and timelines for this phase, however, are not delineated in the report of the task force.

Challenges of Implementing a Common P-20 Student ID and Interfacing Data with Existing Systems

In its review of the existing data systems at each department and institution, the task force determined that STARS at PED:

- has the necessary capability for storing data from multiple data system;
- contains the capacity to process a large number of records in a relatively short amount of time while putting the data through a rigorous set of data quality checks;
- easily generates pre-defined student, staff, and financial reports;
- allows authorized users to create their own reports for district and school use; and
- in addition, maintains a commercial off-the-shelf Unique Student ID System that has the capability to not only generate and maintain a unique student ID for each of New Mexico's approximately 330,000 public school students statewide, but along with other student-related information, has the capacity to track students longitudinally throughout the course of their educational career.

The task force also identified limitations with the HED and public postsecondary systems for implementing a common P-20 student ID and for interfacing data, among them:

- the Data Editing and Reporting (DEAR) System at HED is a small repository for postsecondary data submission, including the collection of the social security number as a higher education student identifier. The system does not currently have a system, or the capability, for issuing a unique student ID;
- 21 of the state's 27 public postsecondary institutions have a system (Banner) that has the ability to generate and assign a unique student identifier; however, the IDs are not portable or maintainable across all institutions and the system cannot manage and maintain IDs; instead, users have to manually search every field in the system to determine if an ID has been previously issued;
- three of the state's public postsecondary institutions do not use the same system being utilized by the other 21 of the institutions; however, information was not provided on whether these institutions are using another system and whether the systems are compatible with STARS; and
- to expand the institutions systems to include the capabilities required for pre-K-12 would be a significant effort, as it appears that the scope of data tracked by STARS at PED is substantially larger than the data tracked by HED.

Among other issues, the task force report indicates that public postsecondary institutions are already admitting students for the fall 2008 session; however, a process is currently not in place for their systems to collect the STARS-issued student ID. And further complicating the issue, another institution may be issuing a different student ID number for the same college student.

IMPLEMENTATION OF THE TEACHER EDUCATION ACCOUNTABILITY REPORTING SYSTEM (TEARS)

In the 2006 interim, the LESC and its 60-member College/Workplace Readiness and High School Redesign Task Force heard testimony bearing on the need to improve preparation of teachers in order to successfully implement school reform and help prepare all students for life after graduation, and the importance of including an initiative for teacher education accountability within the state P-20 data system so that teacher education programs and their parent institutions can make data-based decisions for continuous improvement.

In 2007, an LESC-endorsed bill was enacted to establish a uniform statewide teacher education accountability reporting system to measure and track teacher education candidates from pre-entry to post-graduation in order to benchmark the productivity and accountability of New Mexico's teacher workforce (see Attachment 1). The reporting system will represent the capstone of the P-20 system, connecting public school student data from elementary and secondary school through higher education and, in the case of new teachers, approximately two-thirds of whom are trained in New Mexico, back into the classroom.

The statute requires PED to work in collaboration with teacher preparation programs, the institutions that offer those programs, and HED to provide an annual statewide report and one for each institution to the Governor, legislators, and other policymakers and business and economic development organizations by November 1 of each year. The law requires the following:

- **Each teacher preparation program** must produce an annual Teacher Education Accountability Report that includes student demographic and outcome data, information about program characteristics and student qualifications, itemized information on program revenues and expenditures, and an evaluation plan.
- **PED**, in collaboration with higher education representatives, must design the reporting system; require the data to be reported through STARS; use it to assess the status of the P-20 system of education; and issue an annual statewide Teacher Education Accountability Report.
- **Each public postsecondary educational institution** must adopt the annual report for its teacher education programs.

Progress in Implementation of the Teacher Education Accountability Reporting System

During the 2007 interim, the secretaries of the Public Education and Higher Education convened a group, including the representatives required in statute, to implement TEARS. The deans and directors of teacher education programs worked with PED and HED staff to refine the report format and agree upon how the measures listed in statute would be reported. A December 2007 report from PED on the work of the group is

attached, including an appendix from the deans that lays out the format for reporting the required TEARS data elements (see Attachment 2).

- According to PED, the first step in implementing TEARS is the implementation of the unique student ID. A plan was established to start with a sample of students in the freshman class of 2008.
- PED, HED, and teacher preparation programs will then implement TEARS as follows:
 - the deans and directors group will continue to define data elements, led by LESC and HED staff;
 - once the unique identifier is in place, scheduled for the 2009 academic year, the expansion to the P-20 data model can begin; and
 - PED states that this expansion will require funding for development, testing, and report development.

Issue: PED indicates that expansion to a P-20 data model will require funding for development, testing, and report development, but not the amount required. The Data Sharing Task Force is requesting nearly \$2.0 million for Phase I, the implementation of the student ID, and another \$2.0 for Phase II, implementation of a New Mexico P-20 data warehouse. How do these requests relate to the funds mentioned in the TEARS report?

- TEARS reports will be available for testing with live data during the 2010 school year, with the first students teaching in a public school four years later, or in 2014.

Issue: The report does not indicate how teacher candidates who earn alternative licensure based on portfolios, instead of completing an alternative licensure program at a public postsecondary institution, will be identifiable for the purposes of longitudinal research on the efficacy of various routes into the profession.

Policy Options

The committee may wish to require periodic progress reports from HED, PED, and public postsecondary institutions regarding how the work of implementing the P-20 data system is progressing.

22-10A-19.2. Teacher education accountability report.**A. The department shall:**

(1) design a uniform statewide teacher education accountability reporting system to measure and track teacher education candidates from pre-entry to post-graduation in order to benchmark the productivity and accountability of New Mexico's teacher work force; provided that the system shall be designed in collaboration with:

(a) all public post-secondary teacher preparation programs in New Mexico, including those programs that issue alternative licenses;

(b) the teacher preparation programs' respective public post-secondary educational institutions; and

(c) the higher education department;

(2) require all public post-secondary teacher preparation programs to submit the data required for the uniform statewide teacher education accountability reporting system through the department's student teacher accountability reporting system;

(3) use the uniform statewide teacher education accountability reporting system, in conjunction with the department's student teacher education accountability reporting system, to assess the status of the state's efforts to establish and maintain a seamless pre-kindergarten through post-graduate system of education;

(4) adopt the format for reporting the outcome measures of each teacher preparation program in the state; and

(5) issue an annual statewide teacher education accountability report.

B. The annual teacher education accountability report format shall be clear, concise and understandable to the legislature and the general public. All annual program and statewide accountability reports shall ensure that the privacy of individual students is protected.

C. Each teacher preparation program's annual teacher education accountability report shall include the demographic characteristics of the students and the following indicators of program success:

(1) the standards for entering and exiting the program;

(2) the number of hours required for field experience and for student teaching;

(3) the number and percentage of students needing developmental course work upon entering the program;

(4) the number and percentage of students completing the program;

(5) the number and types of degrees received by students who complete the program;

(6) the number and percentage of students who pass the New Mexico teacher assessments for initial licensure on the first attempt;

(7) a description of the program's placement practices; and

(8) the number and percentage of students hired by New Mexico school districts.

D. The teacher education accountability report shall include an evaluation plan that includes high performance objectives. The plan shall include objectives and measures for:

(1) increasing student achievement for all students;

(2) increasing teacher retention, particularly in the first three years of a teacher's career;

(3) increasing the percentage of students who pass the New Mexico teacher assessments for initial licensure on the first attempt;

(4) increasing the percentage of secondary school classes taught in core academic subject areas by teachers who demonstrate by means of rigorous content area assessments a high level of subject area mastery and a thorough knowledge of the state's academic content and performance standards;

(5) increasing the percentage of elementary school classes taught by teachers who demonstrate by means of a high level of performance in core academic subject areas their mastery of the state academic content and performance standards; and

(6) increasing the number of teachers trained in math, science and technology.

E. In addition to the specifications in Subsections C and D of this section, the annual teacher education accountability report shall also include itemized information on program

revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour.

F. The annual teacher education accountability report shall be adopted by each public post-secondary educational institution, reported in accordance with guidelines established by the department to ensure effective communication with the public and disseminated to the governor, legislators and other policymakers and business and economic development organizations by November 1 of each year.

History: Laws 2007, ch. 264, § 2.

Effective dates. — Laws 2007, ch. 264 contains no effective date provision, but, pursuant to N.M. Const.,

art. IV, § 23, is effective June 15, 2007, 90 days after the adjournment of the legislature.



**New Mexico
Public Education Department**

RECEIVED
VIA E-MAIL

DEC 07 2007

**Teacher Education Accountability
Report System**

**Submitted by:
Dr. Mary Rose CdeBaca
Assistant Secretary,
Educator Quality Division**

**LESC
December 2007**

Dr. Veronica C. García
Secretary of Education

DON D. MOYA
DEPUTY CABINET SECRETARY
Finance And Operations

DR. CATHERINE CROSS MAPLE
DEPUTY CABINET SECRETARY
Learning And Accountability

300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

December 7, 2007

MEMORANDUM

TO: Dr. D. Pauline Rindone, Director, Legislative Education Study Committee

FROM: Dr. Mary Rose CdeBaca
Assistant Secretary, Educator Quality Division, Public Education Department

**RE: DRAFT REPORT ON THE TEACHER ACCOUNTABILITY
REPORTING SYSTEM**

The enclosed draft report highlights the results of the SB-211 Task Force convened by the Secretaries of the Public Education Department and the Higher Education Department. The focus of this Task Force was to design a uniform statewide teacher education accountability reporting system to measure and track teacher education candidates from pre-entry to post-graduation in order to benchmark the productivity and accountability of New Mexico's teacher workforce.

As you recall, SB-211 required that the report be designed in collaboration with all of the public post-secondary teacher preparation programs in New Mexico, the colleges and universities who offered these programs, and the Higher Education Department. In addition, the report should be clear, concise and understandable and be issued on an annual basis.

The Whole SB-211 Task Force met two times during the year. In addition, Dean Jerry Harmon of Eastern New Mexico University worked extensively with the Deans in the other state Colleges of Education and the Directors of teacher preparation programs in the state's community colleges to refine the format and agree on the measures. Robert Piro, Assistant Secretary for Information Technology at the PED, was also on the task force and focused on the Unique ID. It was determined that:

1. The first component to tracking has to be the implementation of the Unique ID by the universities.
 - We have a plan that would start with the 2008 freshman class.
 - This will allow the universities to complete their implementation over four years.
2. Deans will continue to define the data elements that must be captured to facilitate the reporting. This is being led by you and Bill Flores.
3. Once the unique id is in place and starting with the 2009 school year, the expansion to the P-20 data model can start.
 - This will require funding for the development work, testing, and report development.
 - (New Mexico will be the first in the nation to implement a P-20 system!)
4. TEARS reports should then be available for testing with live data during the 2010 school year.
 - It will take four years before one of these students will be teaching at a public school.

The entire SB211 Task Force will convene one more time after the 2008 Legislative Session in order to determine next steps.

We believe that the TEARS' draft report will help us address the requirements outlined in SB-211 and look forward to completing a full report with data that can be presented to the Legislature by November 1, 2008.

Enclosure (1)

cc: Dr. Veronica C. García, Secretary of Education, Public Education Department
Dr. Catherine Cross Maple, Deputy Secretary, Public Education Department
Dr. Peter Winograd, Director, Office of Educational Accountability

SB 211 Task Force Committee Members

<u>Name</u>	<u>Organization</u>
David Abbey	Legislative Finance Committee
Ellen Bernstein	Albuquerque Teachers Federation
Linda Bluestein	Albuquerque Public Schools
Charles Bowyer	National Education Association-New Mexico
John Boyadjian	Albuquerque Teacher Federation
Carol Carpenter	Public Education Department
Mary Rose CdeBaca	Public Education Department
Susan Ceppi-Bussman	New Mexico State University
Reed Dasenbrock	Higher Education Department
Cody Diehl	Central Consolidated Schools
Pete Dinger	Las Cruces Public Schools
Janet Dunham	Jemez Valley Schools
Elizabeth Everitt	Albuquerque Public Schools
William Flores	Higher Education Department
Viola Florez	University of New Mexico
Secretary Veronica C. Garcia	Public Education Department
Eilani Gerstner	Legislative Education Study Committee
Walter Gibson	Los Lunas Schools
Kathy Good	Eastern New Mexico University
Jay Gurley	Eastern New Mexico University
Jane Gurnea	Las Cruces Public Schools
Jerry Harmon	Eastern New Mexico University
Ronald Haugen	Gadsden Independent Schools
Eduardo Holguin	National Education Association-New Mexico
Gary Ivory	New Mexico State University
Kathy Jenkins	New Mexico Highlands University
Paul Landrum	Higher Education Department
Daniel McLaughlin	Northern New Mexico College
Patricia Manzanares-Gonzales	Western New Mexico University
Larry Martinez	Public Education Department
Celia Merrill	Golden Apple Foundation
Rose Mitchell	University of New Mexico
Michael A. Morehead	New Mexico State University
Sen. Cynthia Nava	Legislative Education Study Committee
Frances T. Ortega	Higher Education Department
Virginia Padilla	Santa Fe Community College
Linda Paul	Aztec Municipal Schools
Robert Piro	Public Education Department
Vicky Ramakka	San Juan College
Pauline Rindone	Legislative Education Study Committee
Rick Stanley	Texico Municipal Schools
Jennifer Taylor	New Mexico State University
Andi Trybus	Albuquerque Public Schools
Barbara Vigil-Lowder	Bernalillo Public Schools
Rich VonAncken	Rio Rancho High School
Peter Winograd	Office of Education Accountability

Teacher Education Accountability Reporting System (TEARS)
Report Format/Outline/Organizational Notes
9/13/07, 9/21/07, 10/11/07
10/27/07 **Draft**

Front Matter

Description – The NM Teacher Education Accountability Reporting System (TEARS) is a unified system that measures of how well colleges, schools, or departments of education are performing in the preparation of educators from pre-entry to post-graduation.

The annual statewide teacher education accountability report complies with SB 211 by including 1) demographic characteristics of teacher education students at NMPED approved institutions, 2) an evaluation plan based upon high performance objectives and 3) financial measures and other accountability measures.

It is intended to represent the institutions fairly, consistently, and accurately. The data from the TEARS will be embedded into the NMPED's student teacher accountability reporting system (STARS).

Rationale – The central purpose of this report is to assess the status of the state's efforts to establish and maintain a seamless pre-kindergarten through post-graduate system of education. Seamless educational reform efforts in NM require systematic and comprehensive data to make appropriate policy decisions. Institutions of higher education, k-12 districts, the NM Public Education Department, the NM Higher Education Department, state legislators, and general public need to be informed on the quality of educator preparation.

The TEARS report is intended to help inform the decisions made by the Governor and Legislature as they work to improve education in New Mexico.. The TEARS report will also help education schools improve their practices in regard to 1) connecting the curriculum and learning experiences to schools, 2) hiring terminally degreed faculty who have public school experience and remain active in service and research in the k-12 culture, and 3) increasing their flexibility and effectiveness working within the university setting,.

Parameters

- Align data to NCATE standards and assessment system needs that focus on student learning, quality of faculty, and unit operations.
- Utilize NCATE definitions embedded into TEARS operational definitions
- Honor different mission of CCs, regionals, and research institutions. CC's are more focused on local practice, placement, and employment as outcomes. The programs are more specific to the local districts and their employment needs. Regionals are broader in their constituents, focus on teaching and service to the profession and respond regionally. The research institutions have metropolitan school districts to rely upon, larger bureaucracy, less flexibility, and higher research expectations.
- Connected to PK-12 NMPED data to reinforce a seamless PK-20 reporting system
- Include all initial (including alternative) and advanced licensure programs
- The privacy of individual students is protected.
- Each annual TEARS will encompass applicable data from the previous summer, fall, and spring.

Development – A SB 211 Task Force was convened by the Secretaries of the Higher Education Department and Public Education Department. It contains a broad representation from teachers, administrators, legislative staff, and deans/directors of teacher education.....etc. Three sub-committees were extrapolated from initial discussions which represent the mentoring, data collection, and evaluation stipulations in the bill.

Timeline – The bill requests a specific status report for the data collection and evaluation components by November 1, 2007 and every year thereafter. The bill requests a proposal for the mentoring component by November 1, 2007.

Report

Demographics

Each teacher preparation program's annual teacher education accountability report shall include the **demographic characteristics of the students** in initial, alternative, and advanced programs. Dual licensure candidates are counted in need areas. Other standards pertaining to entrance and exit from teacher education programs, field experience expectations, quality of candidates, numbers of program completers, numbers of degrees, and numbers hired by NM school districts are included. Please note that each annual TEARS utilizes applicable data from the previous summer, spring, and fall.

Indicator #1: Demographic Data includes the total count of all currently enrolled and admitted students into licensure programs (initial, advanced, and alternative) accredited by the state of NM. The data is recorded by gender and ethnicity. This data does not include programs for the continuing education or professional development of licensed teachers.

As this report evolves the task force recommends that this data be disaggregated by institution.

Statewide Demographic Data

NMPED Approved Programs	N of Fall 2007 Enrollments	Male	Female	Anglo	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education									
Elementary Education									
Secondary Education									
Special Education									
Counseling Education									
Educational Administration									

Outcome Measures/Indicators

Indicator #2: Standards for Entry/Exit: Standards for entry and exit refer to the admissions and program completer requirements for NMPED-approved teacher education licensure programs.

University/College/CC	Admissions Standards (bulleted)	Program Completer Standards
-----------------------	---------------------------------	-----------------------------

		(bulleted)
ENMU		
UG Initial (ECE, ELEM, SED, SPED)		
G Initial (ECE, ELEM, SED, SPED)		
UG Alternative ELEM, SED, SPED		
G Alternative ECE, ELEM, SED, SPED		
Post -Baccalaureate		
Advanced (Counseling, Education Administration)		
WNMSU		

Indicator #3: Number of hours for Field Placement and Student Teaching: The state requires that the field experience hours be reported separately for pre-student teaching, student teaching, and other field experience hours. Alternative licensure is limited by state regulations to 18-21 credits (dependent upon licensure area), therefore, the structure of field experiences must differ from traditional programs.

For the purpose of this report field experience refers to pre-student teaching or practica and student teaching refers to a formal placement in an educational setting with a period in which typically the student teacher gradually and strategically takes over the entire class planning and teaching responsibilities.

The calculation of on-site or contact hours includes the time that a student is on site and in classrooms conducting their assignments. Off site activities are not calculated into contact time, but are valuable activities that contribute to a diverse experiential foundation. These include but are not limited to related seminar sessions, attending teacher/administrative meetings, participating in parent-teacher conferences, producing a dossier, conducting action research, completing case studies, and community service to schools/human services agencies.

University/College/CC	Contact Hours in Pre- Student teaching	Other Field Experience Hours	Contact hours in Student Teaching

Consideration for the Future: The deans' group is designing a rubric in conjunction with the alternative licensure sub-group that clearly defines the dichotomy of field vs clinical experiences. Value added items are included because of the variety of practices used by NM institutions. The vision is to produce a scale that each institution can respond to that will give a numerical and qualitative indication of field experiences. The data will exceed the regulatory time period of 14 weeks in all cases.

Indicator # 4 : The Academic Characteristics of Teacher Candidates in Standard and Alternative licensure programs :

In conversation with the LESC and OEA, the deans' group recommends that TEARS demonstrate the academic characteristics of teacher candidates in standard and alternative licensure programs by CGPA, ACT/SAT, and NMTA Basic Skills scores of those students admitted into approved teacher education programs. These measures are better indicators of academic ability than indicating the number of candidates which require college readiness courses.

Table GPA, ACT and NMTA Scores for Teacher Candidates in Standard Licensure Programs at Admission

	Average GPA at Admission	Average ACT Score at Admission	Average Score on NMTA Basic Skills at Admission
ENMU	3.26 ²	20.57 ¹	266.13
NMHU	3.27	¹	
WNMU	3.32	20.58 ¹	275.03
NMSU	3.4	19.7	268.14
UNM	3.28	22	273.09

Source: Institutional Reports

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² CGPA data is based upon the traditional 4-point scale. Alternative Licensure Candidates record the CGPA of the highest degree earned.

Table GPA, ACT and NMTA Scores for Teacher Candidates in Alternative Licensure Programs at Admission

	Average GPA at Admission	Average ACT Score at Admission	Average Score on NMTA Basic Skills at Admission
ENMU	3.26 ²	20.57 ¹	266.13
NMHU	3.27	¹	
WNMU	3.32	20.58 ¹	275.03
NMSU	3.4	19.7	268.14
UNM	3.28	22	273.09

Source: Institutional Reports

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² CGPA data is based upon the traditional 4-point scale. Alternative Licensure Candidates record the CGPA of the highest degree earned.

Institution		
Highest Degrees Earned at Admission		
Bachelors	Post Bac	Master's or Higher
52%		38%

Indicator # 5: Number and Percentage of candidates completing program(s): The number of completers per year is a count of all “completers” of approved licensure programs (e.g., standard, post baccalaureate, advanced, alternative 3icensure). This data will reveal the typical pipeline information comparing the numbers of candidates admitted in teacher education versus the number of program completers based upon Title II data. These data will produce pipeline trend data of those entering and completing licensure programs.

University/college/CC by Year (summer, spring, fall)				
Licensure Type	# of Candidates Admitted	# of Title II or Program Completers	# of Semesters	% of All Candidates
Standard, including post baccalaureate				
Alternative				
Advanced				

Indicator # 6: Number and types of degrees: This data reveals the number and types of degrees awarded to candidates by four-year institutions. Alternative licensure programs do not grant degrees.

University/College/CC xxx

NMPED Approved Programs	Bachelors	Masters	Doctorate
Initial (ECE, ELED, SED, SPED)			
Advanced (COUN, EDAD)			

Indicator # 7: Number and Percentage of NMTA pass rate (on first attempt) for the NMTA Basic Skills Test: First-time test scores provide a picture of academic abilities without supplemental or tutorial instruction.

Table 8. New Mexico Teacher Assessment and Licensure Advancement Pass Rates

	NMTA Basic Skills First Time Passing Rate 99- 05	NMTA Elementary First Time Passing Rate 99-05	NMTA Secondary First Time Passing Rate 99- 05	
ENMU	87.50%	93.10%	77.10%	
NMHU	83.70%	86.00%	72.80%	
WNMU	85.30%	83.90%	86.50%	
NMSU	91.30%	93.60%	85.30%	
UNM	93.10%	94.70%	91.10%	

Sources: National Evaluation Systems, and OEA

Indicator # 8: Description of placement practices: The field experience rubric defines the pre-student teaching and student teaching experiences. This data reflects the standards used by each institution for field experiences and student teaching. Alternative licensure programs do not differentiate between pre-student teaching/field experiences and student teaching. Therefore, the data will demonstrate this difference.

University/College/CC	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching
ENMU			
Initial (ECE, ELEM, SED, SPED)			
Alternative ((ECE, ELEM, SED, SPED			
Advanced (Counseling, Education Administration)			
WNMSU			

Indicator # 9: Number and Percentage of students hired by NM school districts: This data reveals the number and percentage of teachers, counselors, and administrators hired after completing licensure programs from an approved NM IHEs.

School Districts	Teachers	Counselors	Administrators	% new hires	% of new hires from NM IHE

Evaluation Measures/Indicators

The teacher education accountability report shall include an **evaluation plan** that includes high performance objectives. The plan shall include objectives and measures for increasing student achievement, teacher retention, increasing the percentage of highly qualified elementary and secondary teachers, teachers who pass the NMTA on first attempts, increasing the pipeline for math and science teachers, and determining an effective funding formula to support these objectives.

Objective # 1: The central purpose of a seamless Pk-20 education system is to increasing student achievement.

An objective this broad requires further definition of indicators that are derived from data supplied from the NMPED, NMHED and individual teacher education institutions. These data support the identification of critical statewide issues that are problematic to increased student achievement. The quality of the teacher workforce, teacher preparation, and professional development is paramount to this objective.

Possible Data Indicators:

- The number of teachers moving from Tier 1 to Tier 2 through dossier review by district.
- The number of issues associated with school and district AYP data.
- The number of NM HS graduates requiring remedial coursework as entering freshman in college.
- Develop a statewide novice HS teacher mentoring system.
- Each IHE approved by the NMPED provides abbreviated evidence on student learning outcome measures and professional development initiatives through grants, contracts, and other means. Each institution

provides a narrative of 3-5 examples of evidence that demonstrate the ways we affect student learning (i.e. ENMU= PDS, On site TESOL, PK-16 Grant.....).

Objective #2: Increasing teacher retention, particularly in the first three years of a teacher's career, is critical to advancing the quality of teachers and the stability of effective education settings. Teacher retention refers to the number of teachers who are new hires in NM schools and have been retained within that system (or any NM district) through the third and fifth years.

Possible Data Indicators:

Note: NMPED may need to ask for three new data cells from districts: institution where alternative licensure was achieved, institution where post-baccalaureate licensure was achieved, and institution where initial standard licensure was achieved.

Note: This objective will blend into Indicator # 9.

Objective # 3: One important measure of teacher education candidate qualifications is the first-time passing rate of NM teacher candidates on the NMTA sub-tests. The purpose of this objective is to increase the percentage of students who pass the New Mexico teacher assessments for initial licensure on the first attempt.

Possible Data Indicators:

Note: This may be dropped due to # 7 indicator already addressed.

Objective # 4 : The percentage of secondary school classes taught by highly qualified teachers is another critical indicator of teacher quality. This means that the state must increase the percentage of secondary teachers who provide excellent instruction in core academic subject areas demonstrated by means of rigorous content area assessments, a high level of subject area mastery, and a thorough knowledge of the state's academic content and performance standards.

Possible Data Indicators:

-NMPED data representing highly qualified secondary teachers by year, district, and subject areas. Trend data will draw conclusions.

-IHEs provide information on how each institution may have responded to districts' needs.

Objective # 5 : The percentage of elementary school classes taught by highly qualified teachers is another critical indicator of teacher quality. This means that the state must increase the percentage of elementary teachers who provide excellent instruction in core academic subject areas demonstrated by means of rigorous content area assessments, a high level of subject area mastery, and a thorough knowledge of the state's academic content and performance standards.

Possible Data Indicators:

-NMPED data representing highly qualified elementary teachers by year, district, and subject areas. Trend data will draw conclusions.

-IHEs provide information on how each institution may have responded to districts' needs.

Objective # 6 - The percentage of middle school classes taught by highly qualified teachers is another critical indicator of teacher quality. This means that the state must increase the percentage of middle school teachers who provide excellent instruction in core academic subject areas demonstrated by means of rigorous content area assessments, a high level of subject area mastery, and a thorough knowledge of the state's academic content and performance standards.

Possible Data Indicators:

- NMPED data representing highly qualified middle school teachers by year, district, and subject areas. Trend data will draw conclusions.
- IHEs provide information on how each institution may have responded to districts' needs.

Objective # 7: The state of NM has a critical shortage in highly qualified math and science teachers. This objective focuses on the attempts for increasing the number of teachers trained in math, science, and technology.

Possible Data Indicators:

- NMPED data representing highly qualified math and science teachers by year, district, subject areas, and years of experience. Trend data will draw conclusions.
- IHEs providing pipeline math and science majors and program completers.

Program Completers by Teacher Shortage Areas by Institution

ENMU		
Year	Math	Science
2006-2007	9	7

Objective # 8: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 211 in regard to institutions that provide teacher education preparation.

Possible Data Indicators:

- Dr. Moulton recommended the use of a calculation preformed internally by NMSU that compared expenditures across colleges.*
- The same data as the LFC audit
- Salary data from the LFC audit

Notes: Much discussion was given to the concept of an "... operational cost per credit hour." Most members felt that it cannot be accurately derived or reported since the individual revenue or expenditure data for some IHEs programs cannot be disaggregated. In addition, in some IHEs, the report of expenditures is not possible because of the budgeting models used. The group felt that the Budget Table (Attachment C) used in the last LFC audit is as fair and accurate as we have at this time and is suggested for use.

Table 1. Initial Licensure Budget Compare to the Formula Revenues for AY04-05

	Total Student Credit Hours	Formula Revenues	Estimated Initial Licensure Budget	Budget +/- Formula	Budget as Percent of Formula

ENMU	7,460	\$1,628,593.08	\$975,720.00	(\$652,873.08)	59.91%
NMHU	8,499	\$2,487,303.51	\$1,333,581.48	(\$1,153,722.03)	53.62%
WNMU	4,888	\$2,104,856.89	\$582,930.00	(\$1,521,926.89)	27.69%
NMSU	17,030	\$5,855,681.32	\$2,321,481.92	(\$3,534,199.40)	39.64%
UNM	14,506	\$4,736,450.70	\$1,804,419.67	(\$2,932,031.03)	38.10%
Total	52,383	\$16,812,885.50	\$7,018,133.07	(\$9,794,952.43)	41.74%

Source: HED and Schools of Education

Data provided in this table are un-audited and is presented as it was provided by each program.

Table 6. Lowest and Highest Salaries of Full-Time and Part-Time Faculty

	Full-Time		Part-time	
	Lowest for AY05-06	Highest for AY05-06	Lowest for AY05-06	Highest for AY05-06
ENMU	\$36,000.00	\$68,000.00	\$1,700.00	\$2,000.00
NMHU	\$40,000.00	\$58,000.00	\$2,163.00	\$2,163.00
WNMU	\$38,000.00	\$61,790.00	\$1,650.00	\$2,100.00
NMSU	\$51,196.96	\$72,395.96	\$3,100.00	\$5,000.00
UNM	\$46,256.00	\$66,936.00	\$2,200.00	\$2,500.00

Source: Schools of Education

Data provided in this table is un-audited and is presented as it was provided by each program.

Other Accountability Measures

Each institution or the collective body may include other data as supplemental information. This may include but not be limited to content knowledge, pedagogical and professional knowledge, dispositions, student learning, or student satisfaction measures.

Appendix A

Recommended Format for Report

Front Matter

Introduction

- Description
- Rationale
 - Desired Results
- Parameters
- Process of Development
 - Timeline

Report Body

- Demographics, nine indicators, and 7 objectives + defined by SB 211
 - Demographics,
 - Outcome Measures/Indicators, and Evaluation Objectives/Measures/Indicators
 - Operational definitions from Task Force
 - Table or text-formatted responses of existing and complete data sets

- Considerations for the Future
- Explanations and “neutral” conclusions
 - Process Note: Consensus of Task Force (see timeline)

Back Matter

- Recommendations derived from conclusions driven by the existing data
 - Legal Implications
 - Funding Implications
 - Training Needs
- Exhibits as necessary
- Acknowledgements

Other (from Dr. Ortega 8/24/07 memo to task force)

- Project Description
- Desired Results
- Timeline
- Legal Implications
- Funding Implications
- Training Needs
- Assignment Responsibility
- Format (Word, PDF, etc.)

Presentation

- Full report
- Executive Summary
- PowerPoint