

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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November 8, 2010

MEMORANDUM

TO: Legislative Education Study Committee

FR: Craig J. Johnson

RE: STAFF REPORT: K-3 PLUS PROGRAM EVALUATION REPORT

In 2007, Legislation endorsed by the Legislative Education Study Committee (LESC) was enacted to establish K-3 Plus, a six-year pilot project that extends the school year in kindergarten through third grade by at least 25 instructional days. As with New Mexico PreK, this early childhood education program is governed by statutes requiring that the program be evaluated and the results reported each year to the Legislature and the Governor.

For school year 2010-2011, PED approved 62 K-3 Plus programs serving 5,816 students in 19 districts, plus one state-chartered charter school.

This staff brief will review New Mexico K-3 Plus:

- Statutory Provisions;
- State Funding, Including Approved Programs by Fiscal Year; and
- External Program Evaluations.

Statutory Provisions

The K-3 Plus pilot project is designed to demonstrate that increased time in kindergarten and the early grades narrows the achievement gap between disadvantaged students and other students, increases cognitive skills, and leads to higher test scores for all participants. Thus,

the program, which is administered by the Public Education Department (PED), will measure the effect of the additional time on literacy, numeracy, and social skills development of the participants. Among its other provisions, the statute creating K-3 Plus:

- requires PED, in evaluating applications for K-3 Plus programs, to grant priority to those schools with Kindergarten Plus programs that have received one or more satisfactory annual evaluations;
- specifies that K-3 Plus must be conducted in high-poverty public schools – that is, schools in which at least 85 percent of the students are eligible for free or reduced-fee lunch at the time of application;
- requires PED to determine application requirements and procedures, as well as evaluation criteria;
- requires PED to provide additional professional development for K-3 Plus teachers in how young children learn to read;
- specifies that teachers and educational assistants must be paid at the same rate and under the same terms as teachers and educational assistants in regular educational programs;
- requires that students be evaluated at the beginning of the program and that their progress be measured (1) in literacy, using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in kindergarten through grade 3; and (2) in numeracy in grades 3 and 4; and
- allows PED to use up to 4.0 percent of any legislative appropriation for K-3 Plus for professional development for participating educators and department administrative costs.

State Funding, Including Approved Programs by Fiscal Year

The Legislature has appropriated a total of almost \$27.6 million in General Fund revenue to fund the K-3 Plus pilot program:

- \$7.2 million for expenditure in FY 08:
 - for school year 2007-2008, PED approved 54 programs serving 5,069 students in 17 school districts.
- \$7.2 million for expenditure in FY 09:
 - for school year 2008-2009, PED approved 92 programs serving 6,996 students in 25 school districts; and
 - in addition, the Legislature appropriated \$3.0 million in Temporary Assistance for Needy Families funds, which were vetoed.
- \$8.5 million for expenditure in FY 10:
 - as a result of the special session in October 2009, however, this appropriation was reduced by 6.5 percent to \$7.9 million; and
 - for school year 2009-2010, PED approved 93 programs serving 8,053 students in 25 school districts.

- \$5.5 million for expenditure in FY11:
 - in the 2010 special session, the appropriation was reduced by 0.544 percent to \$5,470,100. After the 3.244 percent reduction in August 2010, \$5,292,600 was available for K-3 Plus; and
 - for school year 2010-2011, PED approved 62 programs serving 5,816 students in 19 districts, plus one state-chartered charter school.

PED reports that the appropriation reduction was managed by utilizing funding that was set aside for professional development and from the grant to Peñasco Independent Schools which declined the award due to low student enrollment. Central Consolidated Schools, Gallup-McKinley County Public Schools, and Santa Fe Public Schools, closed or consolidated previously funded schools adding to the decline in the number of schools.

PED has noted that, because schools participating in the K-3 Plus pilot program are required to add a minimum of 25 instructional days “beginning up to two months earlier than other classes,” K-3 Plus programs may start prior to July 1, which is the beginning of the fiscal year. However, the funds appropriated by the Legislature to pay for these programs are not available for use until July 1. Consequently, as with the previous year, not all of the FY 11 appropriation could be expended for programs provided prior to the start of school year 2010-2011. Therefore, PED allowed school districts to encumber the remaining funds for programs offered in conjunction with school year 2010-2011.

According to PED, due to the decreased FY 11 appropriation and subsequent funding reductions, school districts received less funding than in prior years and have very limited, if any, funds left to begin the program in June 2011. All districts except those operating on a year-round schedule have been asked to submit all requests for reimbursements for their FY 11 programs by December 1, 2010. Districts have strongly urged PED to request that funding for FY 12 be made available in April 2011 so that districts may purchase supplies and materials and contract staff to begin work in June 2011.

External Program Evaluations

During the 2009 interim, the Early Intervention Research Institute (EIRI), at Utah State University, reported the results of evaluations based on the implementation of the K-3 Plus program. Overall, the EIRI implementation evaluation found that:

- the K-3 Plus program is generally well received by districts, staff and parents;
- implementation progress was documented;
- program administration guidelines would improve overall service delivery and data collection; and
- measures of student achievement are needed to determine the impact of K-3 Plus on student achievement.

The implementation evaluation report also identified a number of challenges facing the program, among them compiling the data needed to conduct the more comprehensive cost-effectiveness evaluation of the K-3 Plus program and accommodating the different needs and abilities of K-3 Plus students and non-K-3 Plus students when they are included in the same classroom in subsequent years.

According to the Office of Education Accountability, EIRI recently received approximately \$19.1 million in funding to conduct a full evaluation of the K-3 Plus program based on cost-effectiveness (rather than implementation) based on two goals: (1) to determine the cost-effectiveness of the K-3 Plus program in reducing the achievement gap; and (2) to use the evaluation to support the scale-up and replication of the K-3 Plus program.

The \$19.1 million includes:

- approximately \$15.3 million from the US Department of Education’s Investing in Innovation (i3) program; and
- a required 20 percent funding match which has been met with dollars received from foundations and in-kind contributions from districts and publishers.

Conducted in partnership with New Mexico State University and four school districts, Gallup-McKinley County Schools, Albuquerque Public Schools, Gadsden Independent Schools, and Las Cruces Public Schools, the evaluation funding will pay for K-3 Plus services to students randomly assigned to the program in approximately 38 classrooms in the four districts. Approximately \$8.8 million in funding will be provided to those four school districts for K-3 Plus services and research activities. This funding will supplement and not supplant existing state K-3 Plus funds and will pay for K-3 Plus services for students who otherwise would not receive them.

The evaluations funds will allow districts to receive \$2,000 per student to provide K-3 Plus services for students in the experimental group. Districts will also receive \$100 per experimental group student and \$25 per control group student for research-related costs. Parents of the students in the study will receive \$100 at the time of enrollment and for the first assessment and \$50 for each subsequent assessment. The pre-intervention assessment will be given around May and the post-intervention assessment will be given around August. A subsample of families in each group will be invited to participate in focus groups. According to EIRI, the 2008 average K-3 Plus expenditure per student for services, including transportation, was \$1,622.

Staff in the four partner districts will recruit families and students in the spring prior to kindergarten to participate in the study. In spring 2011, the first cohort of pre-kindergarten students will be randomly assigned to either the experimental group or the control group. See Table 1 below for the number of students from each district in the 2011 cohort.

District	Number of Kindergarteners 2009-2010	Number of Kindergarteners Needed for 2011 Cohort
Gallup	894	150
Las Cruces	1,949	180
Albuquerque	7,542	630
Gadsden	1,060	180

The same process will be repeated for a second pre-kindergarten cohort in the spring of 2012. The program will be implemented consistent with K-3 Plus legislative requirements and will provide services to 570 students in years 1 and 5 and to 1,140 students in years 2, 3, and 4, with a comparable number enrolled in the control group, which will not receive K-3 Plus services. All schools proposed for the project meet the definition for Title I schools that are in corrective action (CA), Restructuring 1 (R-1) or Restructuring 2 (R-2). See the attachment for a list of participating schools.

The evaluation will measure the impact of the increased instructional time on costs and resources as well as on the literacy, numeracy, and social skills of students. The study will collect data in three research areas: child outcome measures, implementation measures, and cost data. Outcome measures include: (1) Woodcock-Johnson III Tests of Achievement, broad reading, math, and writing measures; (2) Batteria III Woodcock-Munoz for use with bilingual students; (3) Peabody Picture Vocabulary Test; and (4) Social Skills Improvement System Rating scales to measure social skills.

Presenter

- Dr. Linda Goetze of the Early Intervention Research Institute at Utah State University will present additional details on the goals and design of the K-3 Plus evaluation.

Table 2: K-3 Plus Evaluations Sample Schools						
District	School	NCLB Designation 2009-2010	Kindergarten population	% Free & Reduced Lunch		
1	Albuquerque	Adobe Acres Elementary	R-1	157	84.17	1
2		Atrisco Elementary	R-2	60	89.21	2
3		Barcelona Elementary	CA	75	87.16	3
4		Carlos Rey Elementary	R-2	148	81.9	4
5		Duranes Elementary	CA	47	90.43	5
6		Edward Gonzales Elementary	R-1	248	79.29	6
7		Emerson Elementary	R-1	97	96.14	7
8		Hawthorne Elementary	CA	93	78.13	8
9		Hodgin Elementary	R-1	94	81.87	9
10		Kit Carson Elementary	R-1	84	92.18	10
11		La Luz Elementary	R-2	57	78.32	11
12		Lavaland Elementary	R-2	98	90.22	12
13		Mark Twain Elementary	R-1	63	74.1	13
14		Mission Avenue Elementary	CA	62	79.27	14
15		Navajo Elementary	R-2	111	90.2	15
16		Pajarito Elementary	R-2	85	79.72	16
17		Susie R. Marmon Elementary	R-1	139	74.18	17
18		Wherry Elementary	R-1	102	89.31	18
19	Gallup	Chee Dodge Elementary	R-2	59	87.38	19
20		Church Rock Elementary	R-2	47	94.76	20
21		Crownpoint Elementary	R-2	40	85.77	21
22		David Skeet Elementary	R-2	36	87.8	22
23		Jefferson Elementary	R-1	48	74.23	23
24		Juan De Onate Elementary	R-1	50	88.95	24
25		Lincoln Elementary	CA	49	85.22	25
26		Navajo Elementary	R-2	50	95.14	26
27		Rocky View Elementary	R-2	56	88.15	27
28		Stagecoach Elementary	R-2	61	89.04	28
29		Tobe Turpin Elementary	R-2	55	85.28	29
30		Twin Lakes Elementary	R-2	27	93.4	30
31		Washington Elementary	CA	34	85.02	31
32	Las Cruces	Alameda Elementary	R-1	89	80.94	32
33		Cesar Chavez Elementary	CA	177	86.24	33
34		Columbia Elementary	CA	73	83.33	34
35		Conlee Elementary	R-1	98	87.5	35
36		Dona Ana Elementary	CA	63	74.56	36
37		Hermosa Heights Elementary	CA	78	74.64	37
38		Sunrise Elementary	R-1	0	87.32	38
39		University Hills Elementary	CA	82	76.35	39
40		Valley View Elementary	CA	83	88.19	40
41	Gadsden	Chaparral Elementary	R-1	114	92.34	41
42		Desert Trail Elementary	R-2	87	88.13	42
43		Loma Linda Elementary	R-2	92	98.7	43
44		Mesquite Elementary	R-2	46	92.44	44
45		Sunland Park Elementary	R-1	54	94.17	45
46		Total		3568		46

New Mexico i3 K-3 Plus Validation Study

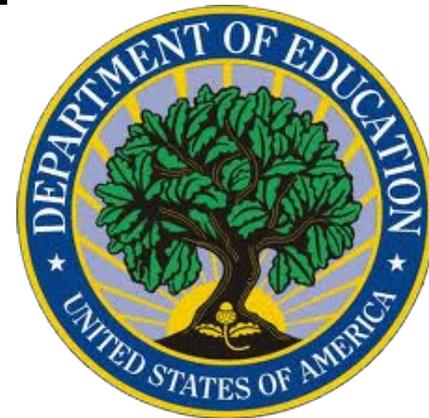


Prepared by
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Utah State University
Logan, Utah 84322-6819

Presented to the Legislative Education Study Committee
Senator Cynthia Nava, Chair
November 8th, 2010

Presentation Content

The contents of this presentation were developed under a grant from the U.S. Department of Education, Investing in Innovation (i3) Program. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal government.



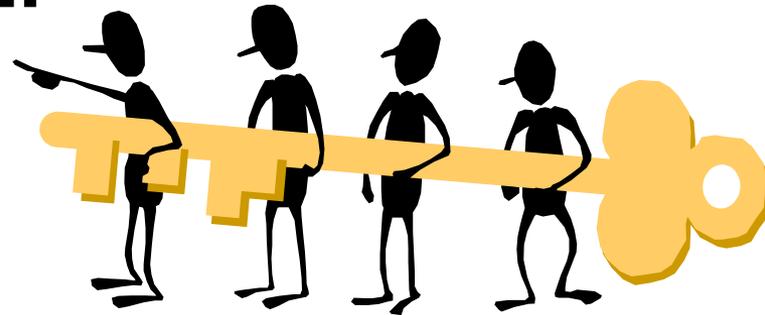
Study Overview

OFFICIAL PARTNERS INCLUDE:

- Albuquerque, Gadsden, Gallup-McKinley and Las Cruces school districts
- New Mexico State University

UNOFFICIAL PARTNERS INCLUDE:

- New Mexico OEA and PED
- New Mexico LESC and LFC
- New Mexico AFT and NEA
- New Mexico Office of the Governor





Public and Private Funding

- U.S. Department of Education: \$15,282,720
- W.K. Kellogg Foundation: \$1,000,000
- Rural School and Community Trust: \$1,000,000
- J.P. Morgan: \$650,000
- Annie E. Casey: \$500,000
- Innovate Educate New Mexico: \$150,000
- Sandia National Laboratories: \$20,000
- New Mexico LEAs: In-Kind: \$424,080
- Pearson Publishing In-Kind: \$40,000
- Riverside Publishing In-Kind: \$40,000

Project Funding



Approximately \$8.8 million in funding will be provided to 4 school districts for K-3 Plus services and research activities

- Funding that flows to the school districts will not supplant existing K-3 Plus funds.
- Schools that do not participate or were not funded by K-3 Plus in 2010 (FY 2011) are eligible for funding
- New name for the i3 project: ***Start Smart K-3 Plus***

Significant additional amounts will be spent in NM to hire assessors, NMSU subcontract, etc.

NEW MEXICO'S K-3 PLUS PROGRAM IS UNIQUE!

- **New Mexico has the only state-funded extended school year program in the nation**
- **Extended school year services is source of much national debate—many countries have a 200 day school year**
- **This study will inform state and national education policy**



NEW MEXICO'S K-3 PLUS PROGRAM IS UNIQUE!

- **Study Fills Knowledge Gap about ESY services according to U.S. DOE will fund projects that:**
 - “share one thing in common- evidence of success”
 - “validation of approaches that have demonstrated promise”



NEW MEXICO'S K-3 PLUS PROGRAM IS UNIQUE!

- **Moderate evidence base was a requirement for validation study funding**
 - There are studies that show that ESY services improve literacy and numeracy
 - Differences between those studies and this one:
 - *Student grade level, student demographics, intervention, study methodology*





Follows Legislative Implementation 2009 Study Recommendations

Evaluate the costs and effects of K-3 Plus on student academic achievement

- ✓ State-funded implementation study from 2008-09 concluded that:
- ✓ “Data to evaluate the effect of K-3 Plus on student academic achievement do not currently exist.”



Follows Legislative Implementation 2009 Study Recommendations

“For high-stakes evaluation, consider other standardized child assessment measures and methods that will provide better comparisons of student achievement”

- ✓ Consider a rigorous design such as regression discontinuity or randomized control design
- ✓ Obtain a valid and reliable measure of student achievement just prior to the delivery of K-3 Plus services for those who do and do not attend the program
- ✓ Administer the same measure of student achievement before and after K-3 Plus program services have been delivered
- ✓ This combination of measures and methods will provide valid and reliable analysis of the effect of K-3 Plus program services on student academic achievement

Study Design

The i3 K-3 Plus Validation study includes these characteristics:

- Standardized child assessment measures of student literacy, numeracy and social skills
- Rigorous longitudinal randomized control study design with pre- and post-assessment measures
- Recommendations for funding formula based on thorough cost analysis
- Measures of fidelity in delivery of services: adherence, attendance and program differences

PROJECT GOALS AND METHODS



Goal 1:

Determine the cost-effectiveness of K-3 Plus in reducing the student achievement gap for low performing schools in Kindergarten through third grade

- Randomized control trial: students randomly assigned to intervention or to comparison group
- Project will provide “K-3 services” to 570 students in years 1 and 5 and 1,140 students in years 2, 3, and 4; a similar number will be enrolled in comparison group each year

Goal 1 (contd.)

- Rigorous outcome measures—Woodcock Johnson Achievement Battery, Peabody Picture Vocabulary Test, Social Skills Inventory Scale
- Qualitative data—teacher and parent focus groups
- Parent and teacher interviews—adherence, quality, demographics
- Classroom observations—classroom quality

Goal 1 (contd.)

- Thorough cost analysis of K-3 Plus and alternatives that students get without K-3 Plus with recommendations for funding formula and basis for cost-benefit analysis
- Cost analysis includes differences to implement in rural/urban schools
- Outcome analysis includes effects for students in rural/urban schools, English Language Learners and students with disabilities who have an IEP

Goal 1 (contd.)

- Outcome analysis includes New Mexico SBA data to examine effects of K-3 Plus statewide
- Costs of K-3 Plus will be compared with outcomes for students in the K-3 Plus experimental and non K-3 Plus comparison group
- Result is a high quality, longitudinal, rigorous evaluation to determine true costs and effects of the intervention

Goal 2:

Use the cost-effectiveness findings as a basis for scale-up of the intervention in New Mexico and to support, implement and tailor the ESY intervention to meet diverse needs in other regions of United States

- Disseminate findings of study in New Mexico to constituents
- Develop national ESY recommendations
- Disseminate recommendations, model nationally

Timeline

Key Activities

New Mexico SBA data analysis for students served in K-3 Plus in 2009

Effects of K-3 Plus for rural/urban student outcomes

Multi-year effects of up to four years of K-3 Plus on achievement gap in 2014-2015

Report Date:

Annual November LESC Reports

Spring: 2011, 2012, 2013 and 2014 depending on state funded K-3 Plus

Winter, 2012 and Winter 2013

Winter 2014 and Winter 2015

Timeline

Key Activities	Report Date: <i>Annual November LESC Reports</i>
New Mexico SBA data for students serviced in K-3 Plus in 2010, 2011, 2012, 2013	<i>Depends on continued state funding for K-3 Plus: Spring, 2012, 2013, 2014</i>
Effects of K-3 Plus on kindergarten preparedness: for cohorts 1 and 2	<i>Begins January, 2012 and repeats annually</i>
Effects of K-3 Plus on students with disabilities	<i>Depends on continued state funding for K-3 Plus: Spring, 2012, 2013, 2014</i>

Conclusions

U.S. DEPARTMENT OF EDUCATION SECRETARY ARNE DUNCAN:



“All across America, innovative entrepreneurs are finding solutions to our most pressing educational challenges”

"Many of our generation's greatest breakthroughs occur when people are willing to invest in small scale projects with big scale potential," said Duncan. "We need to identify these pockets of promise in the education community and give them the resources they need to grow."

Conclusions

New Mexico's K-3 Plus program has great promise to improve the lives of children in New Mexico and to serve as a model for children and families throughout the United States



i3 Project Staff Contact Information

Project Investigators



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Cyndi Rowland, Ph.D.	cyndi.rowland@usu.edu	(435) 797-3381

NEW MEXICO STATE UNIVERSITY:

Kathleen Chinn, Ph.D.	kchinn@nmsu.edu	(575) 635-6542
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Questions?
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The evaluation will measure the impact of the increased instructional time on costs and resources as well as on the literacy, numeracy, and social skills of students. The study will collect data in three research areas: child outcome measures, implementation measures, and cost data. Outcome measures include: (1) Woodcock-Johnson III Tests of Achievement, broad reading, math, and writing measures; (2) Batteria III Woodcock-Munoz for use with bilingual students; (3) Peabody Picture Vocabulary Test; and (4) Social Skills Improvement System Rating scales to measure social skills.

Presenter

- Dr. Linda Goetze of the Early Intervention Research Institute at Utah State University will present additional details on the goals and design of the K-3 Plus evaluation.

Table 2: K-3 Plus Evaluations Sample Schools						
District	School	NCLB Designation 2009-2010	Kindergarten population	% Free & Reduced Lunch		
1	Albuquerque	Adobe Acres Elementary	R-1	157	84.17	1
2		Atrisco Elementary	R-2	60	89.21	2
3		Barcelona Elementary	CA	75	87.16	3
4		Carlos Rey Elementary	R-2	148	81.9	4
5		Duranes Elementary	CA	47	90.43	5
6		Edward Gonzales Elementary	R-1	248	79.29	6
7		Emerson Elementary	R-1	97	96.14	7
8		Hawthorne Elementary	CA	93	78.13	8
9		Hodgin Elementary	R-1	94	81.87	9
10		Kit Carson Elementary	R-1	84	92.18	10
11		La Luz Elementary	R-2	57	78.32	11
12		Lavaland Elementary	R-2	98	90.22	12
13		Mark Twain Elementary	R-1	63	74.1	13
14		Mission Avenue Elementary	CA	62	79.27	14
15		Navajo Elementary	R-2	111	90.2	15
16		Pajarito Elementary	R-2	85	79.72	16
17		Susie R. Marmon Elementary	R-1	139	74.18	17
18		Wherry Elementary	R-1	102	89.31	18
19	Gallup	Chee Dodge Elementary	R-2	59	87.38	19
20		Church Rock Elementary	R-2	47	94.76	20
21		Crownpoint Elementary	R-2	40	85.77	21
22		David Skeet Elementary	R-2	36	87.8	22
23		Jefferson Elementary	R-1	48	74.23	23
24		Juan De Onate Elementary	R-1	50	88.95	24
25		Lincoln Elementary	CA	49	85.22	25
26		Navajo Elementary	R-2	50	95.14	26
27		Rocky View Elementary	R-2	56	88.15	27
28		Stagecoach Elementary	R-2	61	89.04	28
29		Tobe Turpin Elementary	R-2	55	85.28	29
30		Twin Lakes Elementary	R-2	27	93.4	30
31		Washington Elementary	CA	34	85.02	31
32	Las Cruces	Alameda Elementary	R-1	89	80.94	32
33		Cesar Chavez Elementary	CA	177	86.24	33
34		Columbia Elementary	CA	73	83.33	34
35		Conlee Elementary	R-1	98	87.5	35
36		Dona Ana Elementary	CA	63	74.56	36
37		Hermosa Heights Elementary	CA	78	74.64	37
38		Sunrise Elementary	R-1	0	87.32	38
39		University Hills Elementary	CA	82	76.35	39
40		Valley View Elementary	CA	83	88.19	40
41	Gadsden	Chaparral Elementary	R-1	114	92.34	41
42		Desert Trail Elementary	R-2	87	88.13	42
43		Loma Linda Elementary	R-2	92	98.7	43
44		Mesquite Elementary	R-2	46	92.44	44
45		Sunland Park Elementary	R-1	54	94.17	45
46		Total		3568		46