

MINUTES
Legislative Education Study Committee
State Capitol, Room 322
Santa Fe, New Mexico
January 15, 2018

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Senator Mimi Stewart, Chair, called the meeting of the Legislative Education Study Committee (LESC) to order at 8:36 a.m., on Monday, January 15, 2018, in Room 322 of the State Capitol in Santa Fe, New Mexico.

The following LESC voting and advisory members were present: Voting: Chair Mimi Stewart, Vice Chair G. Andrés Romero, Senators Craig W. Brandt, Candace Gould, and William P. Soules, and Representatives Alonzo Baldonado, Dennis J. Roch, James E. Smith, Christine Trujillo, and Sheryl M. Williams Stapleton; Advisory: Senators Gay G. Kernan and Michael Padilla, and Representatives Joanne J. Ferarry, Stephanie Garcia Richard, Patricia Roybal Caballero, Debra M. Sariñana, and Linda M. Trujillo.

The following LESC advisory members were not present: Senators Carlos Cisneros, Daniel A. Ivey-Soto, Linda M. Lopez, Howie C. Morales, and John Pinto, and Representatives David M. Gallegos, Jimmie C. Hall, D. Wonda Johnson, Tim D. Lewis, Rick Little, Angelica Rubio, Patricio Ruiloba, Tomás E. Salazar, Elizabeth "Liz" Thomson, Jim R. Trujillo, and Monica Youngblood.

On a motion by Representative Smith, the committee approved the November and December minutes. On a motion by Representative Roch, the committee approved the agenda.

No Time to Lose: What We Have Learned During the 2017 Interim and Next Steps. Michelle Exstrom, Education Program Director, National Conference of State Legislatures (NCSL), provided an overview of the topics discussed and the experts who testified before the committee during the 2017 interim.

Marc S. Tucker, President and Chief Executive Officer, National Center on Education and the Economy (NCEE), began his presentation describing the nine building blocks, which is a distillation of more than 25 years of research conducted by NCEE on the world's best education systems. NCEE's goal in conducting this research was to identify the strategies those countries used to outperform the United States in order to inspire state policymakers to use the research to improve the performance of their state's education system.

The first building block is providing strong supports for children and their families before students arrive at school. On average, top performers are spending about two-thirds of what the United States is spending on elementary and secondary education and getting better results. Most top-performing countries have higher expenditures, however, on younger children, specifically before children enter elementary school. Schools in the United States do not prioritize spending on early childhood education in the same way as the top performers and as a result, schools are required to provide services to students who have deficiencies because they are not kindergarten ready.

The second building block is providing additional resources for at-risk students. This is a matter of school finance equity as well as the delivery of services in school. Most of the top-performing countries provide more teachers in hard-to-staff areas. Some are even providing strong incentives to their best teachers to work in schools serving primarily low-income and minority families.

Mr. Tucker stated the third building block is developing a world-class, highly coherent instructional system. High-performing education systems ask what skills their students need to

be successful in the current economic environment. High performers set a high standard across the whole curriculum.

The fourth building block is to create clear pathways for students through the system, set to global standards, with no dead ends. The high school diploma is essentially an attendance certificate in the United States; whereas, in top-performing countries, if students want to get into college, they are required to take certain courses and demonstrate mastery around rigorous performance standards. Successful systems have no dead ends; all pathways can be linked up to others so that students can always go further in their education without having to restart at the beginning.

The fifth building block is to assure an abundant supply of highly qualified teachers. Top-performing countries recruit their teachers from the top ranks of high school graduating classes, have rigorous and comprehensive admission requirements, and beginning teacher compensation is set to make teaching competitive with high status professionals. Additionally, teachers in top-performing countries are only teaching about 40 percent to 45 percent of the time; they are expected to collaborate and learn from other teachers the rest of the time.

The sixth building block is to redesign schools to be places in which teachers will be treated as professionals, with incentives and support to continuously improve their professional practice and the performance of their students. Career ladders are created that develop the skills of the current teacher workforce and establish a culture and organization that provides strong incentives for teachers to improve and supports continuous improvement of the school as a whole.

Mr. Tucker noted the seventh building block is to create an effective system of career and technical education (CTE) and training. Healthy, competitive economies that support broadly shared prosperity depend on an effective CTE system. Singapore and Switzerland have two of the most successful CTE systems in the world, with programs designed for students with a strong academic foundation that can provide a much higher level of technical training.

The eighth building block is to create a leadership development system that develops leaders at all levels to manage such systems effectively. Top-performing systems typically limit access to the principal positions to people who have proven themselves as highly effective teachers and provide strong incentives for effective principals to take responsibility for mentoring less successful principals.

The ninth and final building block is to institute a governance system that has the authority and legitimacy to develop coherent, powerful policies and is capable of implementing them at scale. In top-performing countries, either at the state or national level, there is an entity that has responsibility for all policymaking or management functions directly related to education and can be held accountable for the design and functioning system as a whole. The United States has a fragmented school governance system that is less effective. With a wide variety of agencies involved in making decisions at different levels, this leads to overlapping authority and competition with each other. In other countries, they work in collaboration to establish a stable consensus about the direction they want to go, and then they pursue that option.

Representative Romero asked about the graduation standards that are required to be met by the equivalent of U.S. seniors in high-performing countries. Mr. Tucker said students in Great Britain are required to pass the “O” level exams, but the students who want to attend the top universities are required to pass the “A” level exams, which are similar to advanced placement tests in the United States. In most east Asian countries, students are required to pass a rigorous exam, which is the only way to get admitted to a university in those particular countries. In India, students

must pass a math exam set to the graduate level of math instruction to get admitted into India's premier postsecondary institutions.

Additionally, Mr. Tucker referred the committee to NCEE's recent work with Maryland. NCEE utilized the nine building blocks to construct a gap analysis between Maryland and four of the top 10 highest performing countries and three states with the top-performing students on the National Assessment of Educational Progress (NAEP) test. Maryland created a 20-person commission, including six legislators, to assist with the gap analysis, which revealed a framework of what needed to be done for Maryland to become a top-performing education system. He stated when the year was over, the commission developed an agenda for the next six months to translate the reform program into a financial plan. Although the legislature could have accomplished this using its traditional methods of holding hearings and writing legislation, the commission wanted more representative, nonpartisan efforts for this reform; if the commission received participation and buy-in from all the critical educational partners and stakeholders, the reforms should be able to outlast any particular administration or party and will form the basis for continuity in policy in Maryland. He noted the fundamental requirement is building a lasting consensus that will support a major change by developing an education plan in relation to the type of economy the state wants to build.

Senator Stewart and Representative Garcia Richard agreed with the notion of establishing a larger education stakeholder group to assist with a gap analysis, and noted the importance of including the business community in any efforts.

Senator Stewart said the committee would like to consider conducting a gap analysis and convening an education stakeholder group with discussion and implementation of the findings from the gap analysis.

Committee-Sponsored Legislation. LESC staff presented three bills and one memorial for the committee's consideration for endorsement for the 2018 legislative session that were the result of the committee's interim work. The committee endorsed all four pieces of legislation:

- A bill to increase statutory minimum teacher salaries to \$36 thousand for level 1 teachers, \$44 thousand for level 2 teachers, and \$54 thousand for level 3-A teachers and counselors;
- A bill to replace the current instructional staff training and experience index with a teacher cost index that aligns with the three-tiered licensure system over five years, beginning in FY20; and increase the at-risk index multiplier over three years, beginning in FY19;
- A bill prohibiting size adjustment program units from being allocated to any school located in a school district with more than 500 students that serves fewer than three grade levels, and requiring student membership in elementary schools, or junior or senior high schools located within one mile of another school of the same level in a district of more than 500 students to be aggregated for purposes of calculating size adjustment units; and
- A memorial requesting LESC, in consultation with the Public Education Department, to convene a virtual charter school work group to study virtual charter schools in the state and nationwide to inform state policy and law regarding the governance, funding, accountability, and best practices of virtual charter schools.