Education Policy In New Mexico: A 2009 Update on Challenges and Opportunities

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State Capitol
Santa Fe, New Mexico

Prepared For The College Of Education, University of New Mexico
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Overview

• What Kinds Of Challenges Is New Mexico Facing?

• How Is New Mexico Responding To Those Challenges?

• The Challenges and Opportunities Ahead.

• What Are Your Thoughts?
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<td>C</td>
<td>C+</td>
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<td>Resources: Equity of Funding</td>
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<td>B</td>
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New Mexico’s 4th Grade Students Scoring At Or Above Proficient In Math Compared To The Top State & Nation (NAEP 1992 To 2007)
The National Picture: 2008 Snapshot Preparation

State Grades
- A
- B
- C
- D
- F

Participation

State Grades
- A
- B
- C
- D
- F

Percent of the population with a two-year or four-year college degree, ages 25-34

Percent of population that has attained tertiary education (ages 25-34)

Canada
Japan
Korea

New Zealand

Ireland Norway Belgium
Denmark France

United States Australia Spain Sweden
Finland
U.K.
Netherlands

Switzerland Iceland

Poland
Greece

Germany

Mexico

New Mexico students show an upward trend in Math, Reading, and Science achievement. Over the last five years, the percent of students proficient or above has increased 11% overall in Math, 5% overall in Reading, and 6% overall in Science. Another trend of note is 3rd grade improvement. Implementation of Full Day Kindergarten began in 2005-2006. Those students were in 3rd grade in 2008-2009.
New Mexico
Cohort Graduation Rate 2008

- Statewide cohort graduation rate is 54% compared with the national average of 70%.
  - Caucasian 64.1%
  - African American 52.0%
  - Hispanic 50.2%
  - Native American 45.4%
  - Economically disadvantaged 60.5%
  - English Language Learners 55.6%
  - And Students with disabilities 46.8%
How Many Students Who Enter Public High School As Sixth-Graders End Up Seven Years Later Ready For College? (Numbers of students who entered 6th grade in 2001-02 and entered college in fall of 2008)

Note: Data includes charter schools and alternative schools
Percent of New Mexico Public High School Graduates Who Took Remedial Classes In Math And/Or Reading In New Mexico Colleges: 2000-2008

Note: Data does not include charter schools or alternative schools
How Is New Mexico Responding To Those Challenges?
The Governor and Legislature Have Developed A PreK-20 Education System Focusing On Student Support & Success

- Ensure That Young Children Are Ready For School
- Ensure That Children Are Healthy And Families Are Supported
- Support Parental And Community Involvement In Schools
- Increase The Academic Achievement Level Of All Students
- Close The Achievement Gap By Helping The Students and Schools That Need The Most Support
New Mexico’s PreK-20 Education System For Student Support & Success (continued)

Ensure That All Students Are Taught By Competent Teachers In Schools Led By Effective Principals

Ensure That All Students Graduate From High School Ready For College and Careers

Ensure That All Students Have The Opportunity And Financial Support To Attend Higher Education

Increase Higher Education Program Completion and Graduation

Ensure That Sustainable Career Opportunities And Viable Communities Exist For Graduates From The P-20 System
New Mexico’s PreK-20 Educational System Also Focuses On Essential Conditions

- Ensure That Public School Systems Are Governed Fairly And Effectively
- Ensure That Schools Are Funded Equitably And Adequately
- Ensure That All Students Attend Schools That Are Safe, Adequate, Well Maintained And Equipped With Current Technology
- Develop An Effective Accountability System To Monitor Student Progress From Pre-school To Higher Education And Careers
The Challenges And Opportunities Ahead
AUGUST 2009 CONSENSUS REVENUE ESTIMATE
Tom Clifford, Chief Economist; Becky Gutierrez, Economist; Dan White, Economist

GENERAL FUND RECURRING REVENUE FORECAST
($ in millions)

BOTTOM LINE:
- FY09 recurring revenue fell $309 million short of forecast. As FY10 begins, reserves are 8.4 percent of FY10 recurring appropriations.
- After fund transfers from HB 920 Medicaid FMAP Fund, FY09 revenue fell $133 million short of appropriations. No authority was provided to cover this shortfall.
- FY10 will decline by another $433 million. Compared to FY09 appropriations before the solvency package, revenues are down $1 billion or 17 percent.
- FY11 will grow but FY08 levels will not be regained until after FY14.
- FY10’s ending General Fund balances will be -$34 million, a cumulative $675 million reduction from prior estimates.
- Lack of timely and accurate revenue reports has become a serious risk to the revenue forecast.
Graduate New Mexico

Plan To Bring Back 10,000 Dropouts

1. An expansion of IDEAL-NM (Innovative Digital Education And Learning).
2. The appointment of a task force for the Schools Most In Need of Improvement.
3. The establishment the Office of Hispanic Education at the Public Education Department.
4. Three Governor Summits on the Achievement Gap each with a separate focus on Hispanic, Native American, and African American student achievement to be held in October, November, and December of 2009.
5. The availability of online cultural competence training for teachers. The course will be offered in collaboration with NM Highlands University Center for the Study and Education of Diverse Populations to train teachers in culturally relevant teaching techniques and materials.
6. The creation of an annual report card clearly reporting achievement, graduation rates, drop out rates, college attendance, college remediation rates, and post secondary attainment levels for each ethnic group. The first baseline report will be released no later than December 31, 2009.
ARRA Race to the Top and Other Grants
$9.7 Billion

- Race to the Top: $4,350 M
- School Improvement Grants: $3,500 M*
- Education Technology: $250 M
- Investing In Innovation: $650 M
- Teacher Incentive Fund: $650 M
- Statewide Longitudinal Data Systems: $300 M*
Assurance Area Criteria for R2T Funding

Race to the Top applications will be scored in part on each applicant’s response to criteria in four assurance areas:

**Standards and assessments**
Participation in national efforts to adopt common standards and assessments of student performance, and a plan for instituting them.

**Data systems to support instruction**
Statewide longitudinal data system that links student and teacher data and makes data available to researchers and the public.

**Great teachers and leaders**
Differentiation of teachers and principals according to effectiveness, and incorporation of effectiveness data in human capital policies and decisions.

**Turning around struggling schools**
Authority to intervene with struggling schools and a policy framework that supports high-quality charter schools.
## TNTP Summary of the R2T Application and Selection Process

### Application Requirements
- Signatures of key stakeholders
- Progress to date in four reform areas
- Education funding from FY08-FY09
- Plans for funds
- State level implementation plan
- Reform Condition Criteria of current preparedness level
- Reform Plan Criteria of future reforms
- Agree to report publicly on progress

### Eligibility Requirements
- Approved for State Fiscal Stabilization Fund money (ARRA)
- No legal barriers to linking student achievement data to teachers and principals

### Selection Criteria
- Has made progress in closing achievement gap and set ambitious future targets
- Will transition to common standards and assessments
- Will implement a statewide longitudinal data system to improve instruction
- Will differentiate teacher and principal effectiveness; report effectiveness of teacher & principal prep programs; provide targeted support to teachers and principals
- Will turn around struggling schools

### Other Priorities
- Must describe progress in the four assurances
- Extra points for STEM improvement plans
- Interested in plans for expanded data systems
- Interested in seamless P-20 plans
- Interested in plans to increase school autonomy

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TNTP Analysis of Current State Competitiveness for R2T Funding

- State rankings reflect TNTP’s initial analysis of eligibility and competitiveness based on data available as of August 2009, and are not intended to be predictive of ultimate funding outcomes.
- See Appendix for complete state scorecard and source information.

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New Mexico Longitudinal Data System

All of Which Must be Coordinated to Feed

Various Tools for Policy Makers
Various Tools for Educators

Legislation
Rules & Regulations
Education Plans

Reports such as these to meet the needs of legislators, policy makers and educators

Pre-K, K-12 & 13-20 Performance Data
Longitudinal Transfer, Graduation and Dropout Data
College Remediation Data
College Completion Data
Workforce Wages and Industry Data
Student Performance Data For Teachers and Principals
Early Academic Warning Data For Teachers and Principals
 Dropout Recovery Data For Teachers and Principals
Teacher Impact Data
Thinking About Data And Policy

- Respecting Diverse Perspectives
- Establishing Relationships With Power Groups
- Practices And Behaviors
- Budgets, Appropriations and Spending
- Fears and Hopes
- Statute, Regulations, Standards, and Frameworks
- Data For Accountability And Advocacy
## Data Questions, Policy Questions, Political Questions

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<tr>
<th>Question Type</th>
<th>Data Questions</th>
<th>Policy Questions</th>
<th>Political Questions</th>
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<tr>
<td>Policy Elements</td>
<td>Data For Advocacy and Accountability</td>
<td>Statute, Regulation, Standards, Frameworks, Budget</td>
<td>Diverse Perspectives, Power Groups, Practices &amp; Behaviors Fears &amp; Hopes</td>
</tr>
</tbody>
</table>
| Example 1 | • What percentage of students score proficient or above on achievement tests in math or reading?  
• What are the achievement gaps among different groups of students? | • How should the certification requirements for teachers be strengthened?  
• What kinds of instructional interventions should be implemented?  
• How will these reforms and interventions be funded and where will the money come from? | • Who has the influence to change how teachers are prepared?  
• What groups control professional development?  
• Who controls where the most effective teachers and principals are placed?  
• Who evaluates the teachers?  
• Who can change how resources are allocated? |
| Example 2 | • What percentage of ninth graders enter college four years later?  
• What percentage of high school graduates take remedial courses in college? | • What changes do we make in high school standards and teacher training to ensure that more students graduate ready to succeed in college?  
• What statutory changes should be enacted to better align the curriculum between high school and college?  
• How will these initiatives be funded and where will the money come from? | • Who has the influence to change practices and behaviors in high school?  
• Who has the power to get colleges and high schools to talk to one another?  
• What are the conflicts between cultural values and current approaches to education and how might these be resolved? |
The Notion Of Killer Questions

- The term “Killer Questions” was developed by several states working with The Wallace Foundation in an effort to improve the data-informed decision-making process of principals and other school leaders.
- Killer questions refer to the key policy and political questions that come up over and over when leaders look at data (e.g. student achievement, graduation, dropout, health and safety indicators, financial resources, workforce needs) and say, “How do I use these data to make a difference?”
- Answering killer questions requires judgment, the ability to deal with ambiguity, and the authority to allocate time, people, and money.
- Identifying and addressing the killer questions is important whether one is at the school house or the state house.
- The better one’s data system, the more one is confronted with the killer questions.
The Killer Questions: The Policy Perspective

Here are some of the most common killer questions that policymakers ask when they look at education data for New Mexico:
• How do we help more young children get ready for school?
• How do we increase the level of student performance for all students and close the achievement gap among students?
• How do we ensure that students graduate from high school ready for college and the workforce?
• How do we ensure that more students enter college and successfully complete programs and degrees?
• How do we strengthen the relationship between education and the cultural wealth of New Mexico?
• How do we strengthen the relationship between education and the economy?
• What will these educational initiatives cost?
• How will we know if these efforts are successful?
• Where will the funding come from?
• Who has the power and influence to make change happen?
Percent of New Mexico Public High School Graduates Taking Remedial Math And/Or Reading Courses In College By High School: 2008

Policy Questions: What does it take to change the practices and behaviors in these schools? Political Question: How can we strengthen high school and college collaboration?

83% of graduates from this high school took remedial classes

15% of graduates from this high school took remedial classes

New Mexico’s Public High Schools Ranked From High To Low Percentages (n=91)

Note: Data does not include charter schools or alternative schools and public high schools with less than 10 students included in this study.
The Relationship Between NMSBA Scaled Scores and Number of Remedial Courses Taken in College

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<th>Descriptive Statistics</th>
<th>Mean</th>
<th>Std. Deviation</th>
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<tr>
<td>NMSBA Math Scaled Scores</td>
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<td>28.79</td>
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<tr>
<td>NMSBA Reading Scaled Scores</td>
<td>628.34</td>
<td>31.51</td>
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<tr>
<td>Number Of Remedial Courses Taken In Reading</td>
<td>.38</td>
<td>.64</td>
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<tr>
<td>Number Of Remedial Courses Taken In Math</td>
<td>.42</td>
<td>.55</td>
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These significant correlations mean that public school students with higher scores on the NMSBA tended to take fewer remedial courses in college.

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Number of Remedial Courses Taken In Math</th>
<th>Number of Remedial Courses Taken In Reading</th>
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The Relationship Between Performance Level On The NMSBA And The Percentage Of Students Who Took Remedial Courses In Reading In College

The higher students score on the 11th NMSBA - reading, the fewer remedial courses in reading they take in college.
The Percentage Of Students Who Scored Proficient Or Above On The 11th Grade New Mexico Standards-Based Assessment In Reading And Took Remedial Courses In Reading In College Two Years Later By Ethnicity

Data Question: Why do these students end up taking more remedial courses?
Policy Question: What else can we do to ensure these students are ready for college?
Political Question: How do we get high schools and colleges to pay attention to this issue

Proficient & Advanced

- Asian (n=80)
- Black (n=97)
- Hispanic (n=1,807)
- Native American (n=286)
- White (n=1,999)
In Summary,
We Need All The Help We Can Get In
Addressing The Challenges And Taking
Advantage Of The Opportunities We Face In
2009
Your Thoughts?