

Education Reform Data Update



Peter Winograd
New Mexico Office of Education
Accountability
Department of Finance and
Administration

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Overview

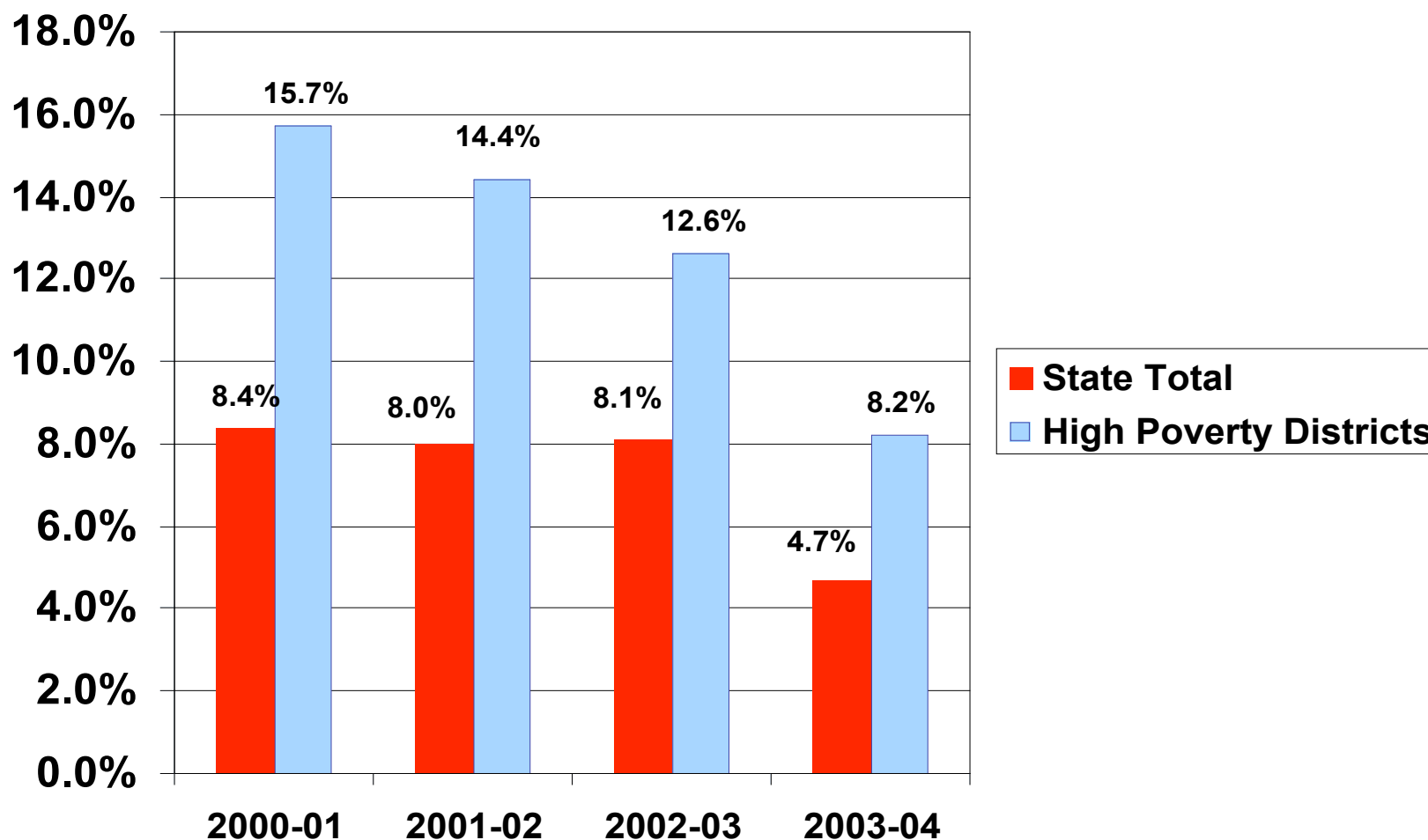
- What Do We Know About Educator Quality?
- What Do We Know About Education Reform Dollars?
- What Do We Know About Student Achievement?
- What Do We Know About AYP?

What Do We Know About Educator Quality?

The Implementation of the Three-Tiered Teacher Licensure System

- The implementation of the three-tiered licensure system is proceeding on schedule.
- 960 Level One and 43 Level Two teachers have submitted their Professional Development Dossiers. Approximately 88% have passed all three strands of the PDD.
- The first two years of the five-year phase-in of the higher teacher salaries have been implemented.
- New Mexico will implement year three in FY 06, which will bring all Level Two and Level Three teachers to a minimum base salary of \$40,000.

New Mexico Has Reduced The Percentage of Teachers on Waivers Over The Last Four Years



Signs of Success



- Positive national recognition from
 - American Federation of Teachers
 - Education Week
 - Education Trust
 - Education Commission of the States
 - National Commission on Teaching and America's Future
 - US Department of Education

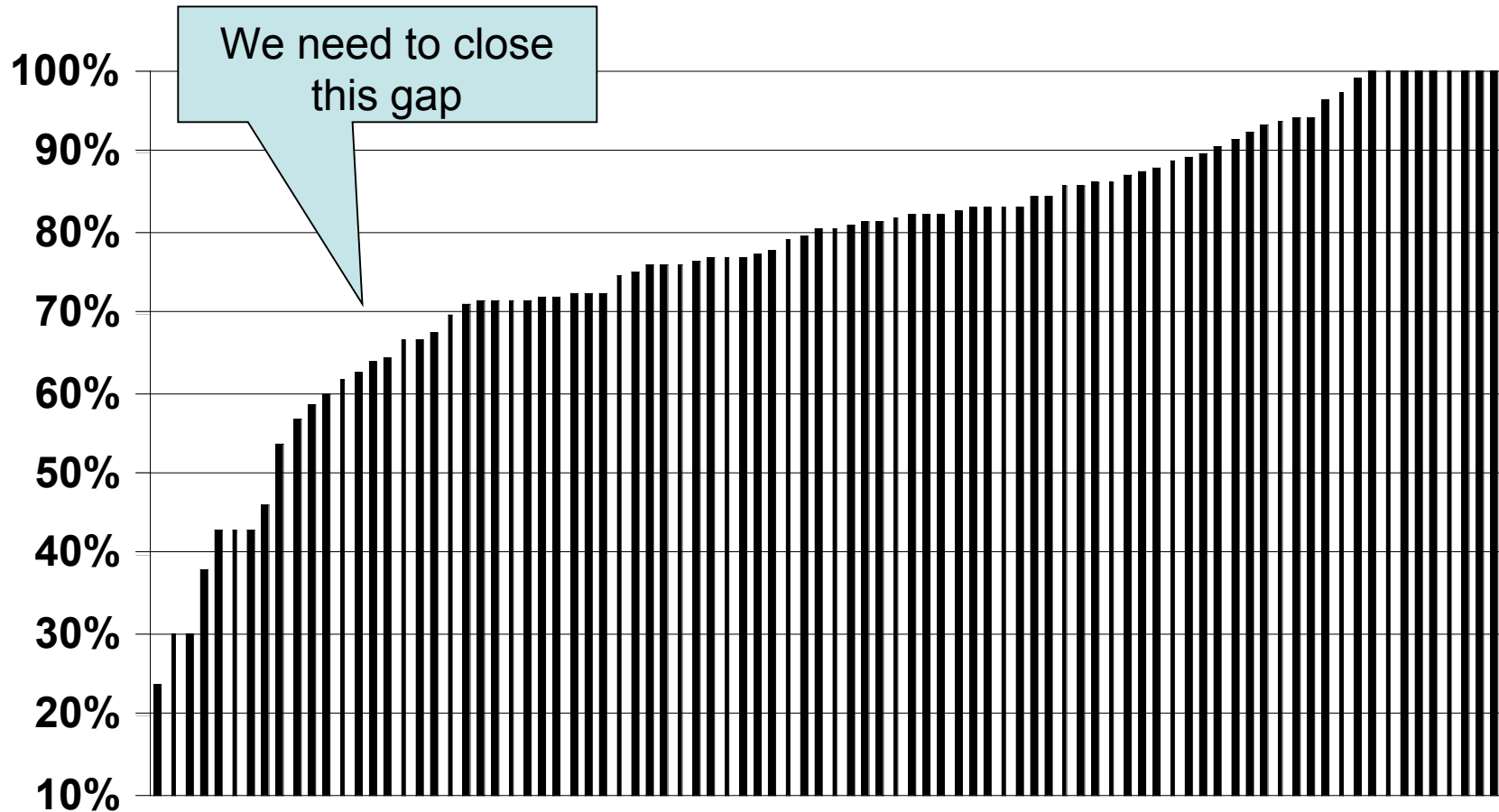
Quality Counts' Grades for Teaching Quality In New Mexico 1997-2005

1997	1998	1999	2000	2001	2002	2003	2004	2005
C-	D	C+	D	D	C-	C-	C	B-

How New Mexico's 89 School Districts Are Meeting The "Highly Qualified" Teacher Requirements of NCLB

- NCLB requires states to report on the percentage of classes taught by "highly qualified" teachers. By the end of the 2005-06 school year, all teachers in core academic subjects must be "highly qualified" in the areas of teaching assignment. NCLB defines the core academic subject areas as reading; language arts; math; foreign language; science; the arts; history; geography; economics; and civics and government.
- The "highly qualified teacher" must have:
 - earned at least a bachelor's degree;
 - obtained full state licensure; and
 - demonstrate subject area competence in each academic subject taught.
- Teachers may demonstrate their competency in a variety of ways depending upon whether they are elementary, middle, or high school teachers and depending on when they received their teaching licenses. A summary of these guidelines can be found most easily at www.teachnm.org.

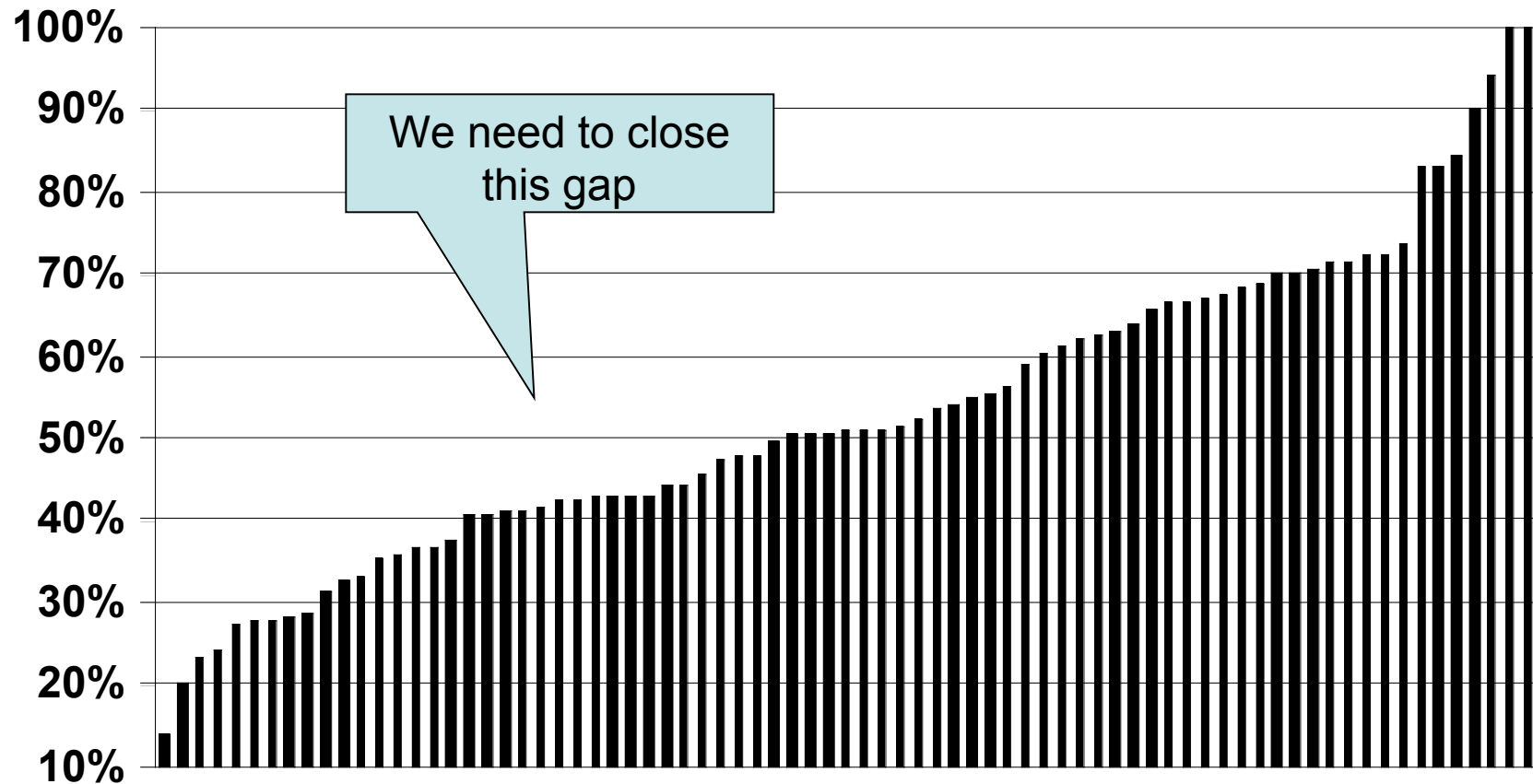
Percentage of Elementary School Classes Taught By Highly Qualified Teachers In New Mexico's School Districts 40th Day Data, 2004-2005



New Mexico's School Districts Ranked From
Low To High

Percentage of Middle School Classes Taught By Highly Qualified Teachers In New Mexico's School Districts

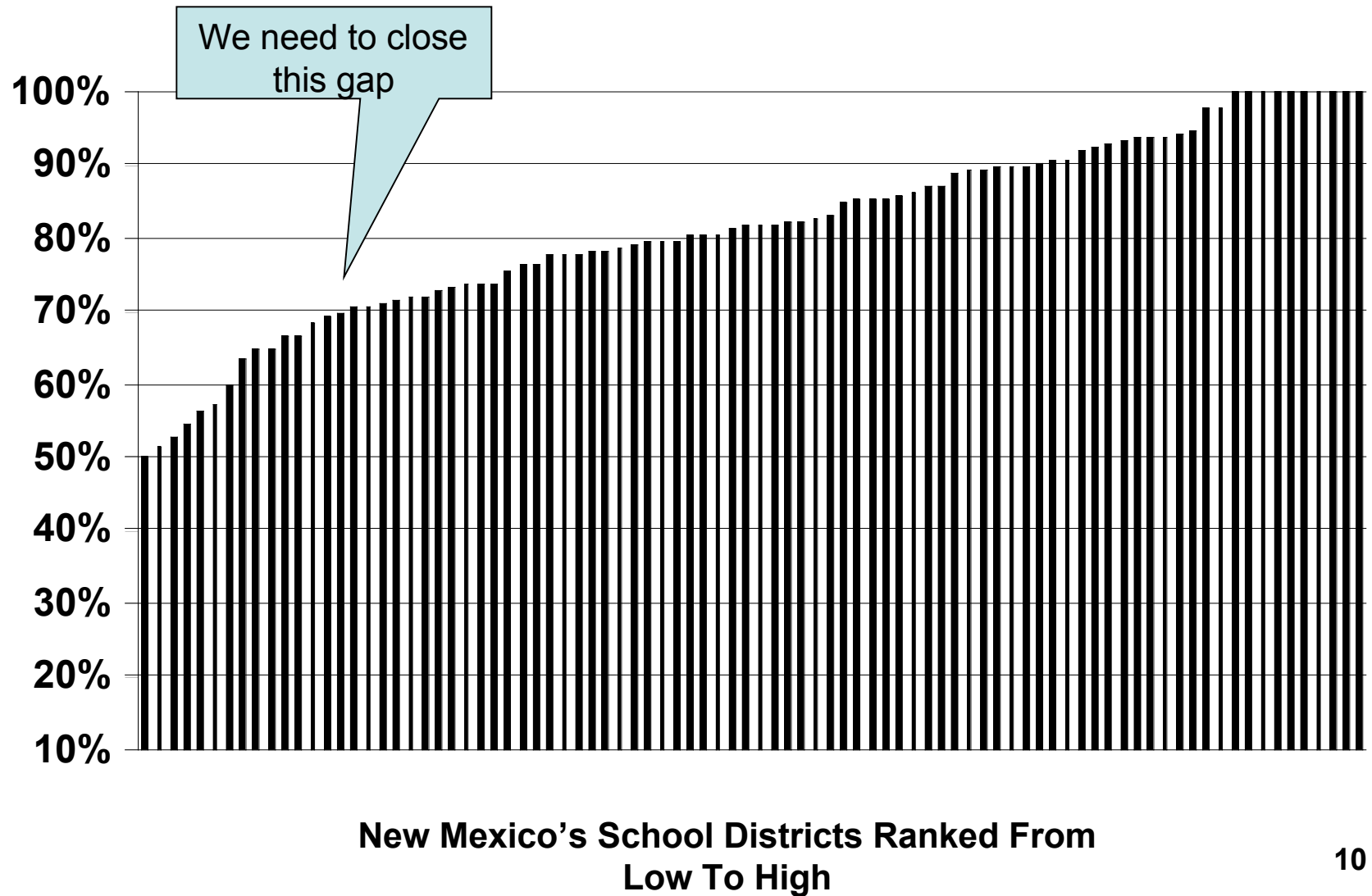
40th Day Data, 2004-2005



New Mexico's School Districts Ranked From Low To High

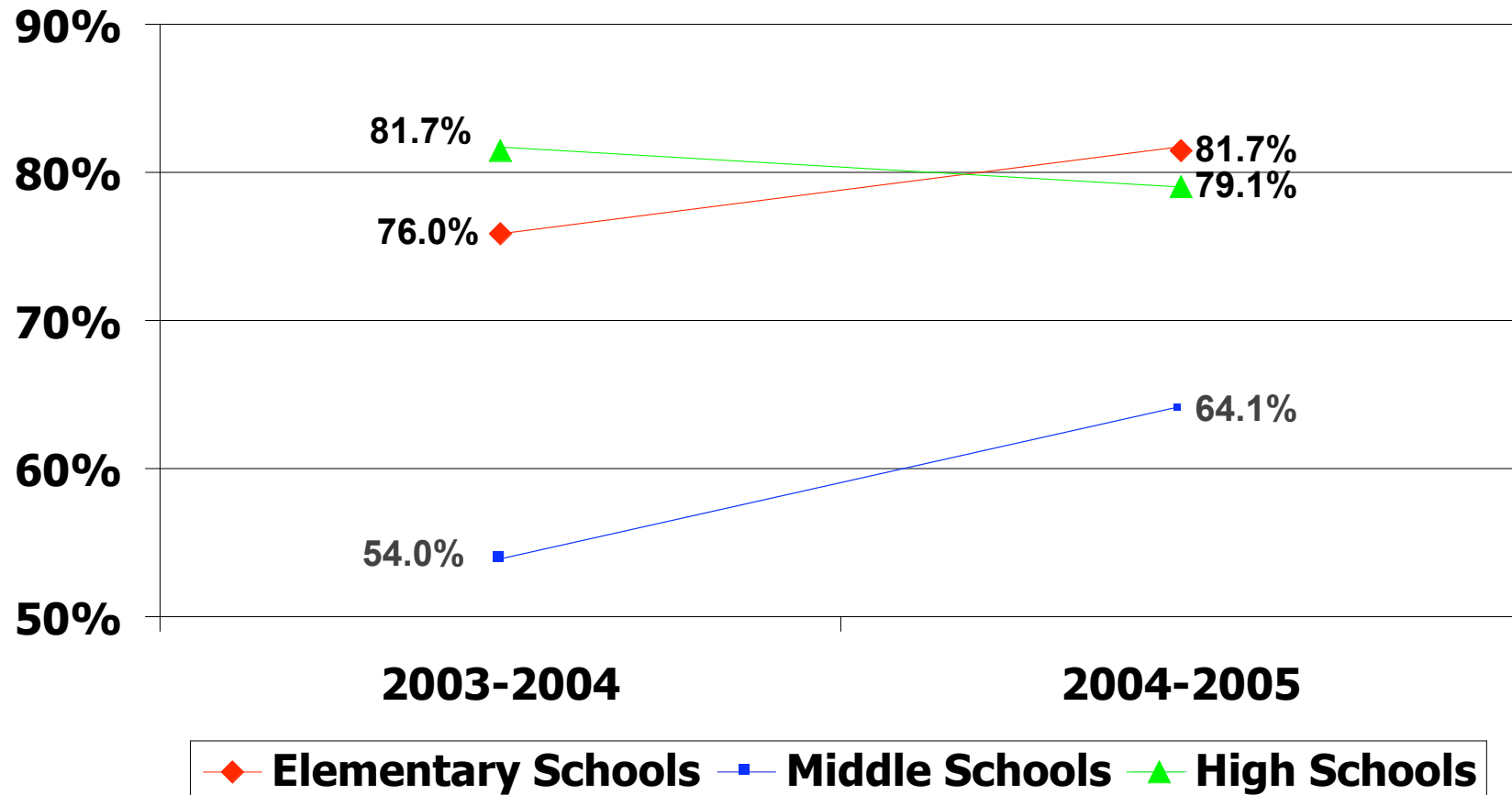
Percentage of High School Classes Taught By Highly Qualified Teachers In New Mexico's School Districts

40th Day Data, 2004-2005

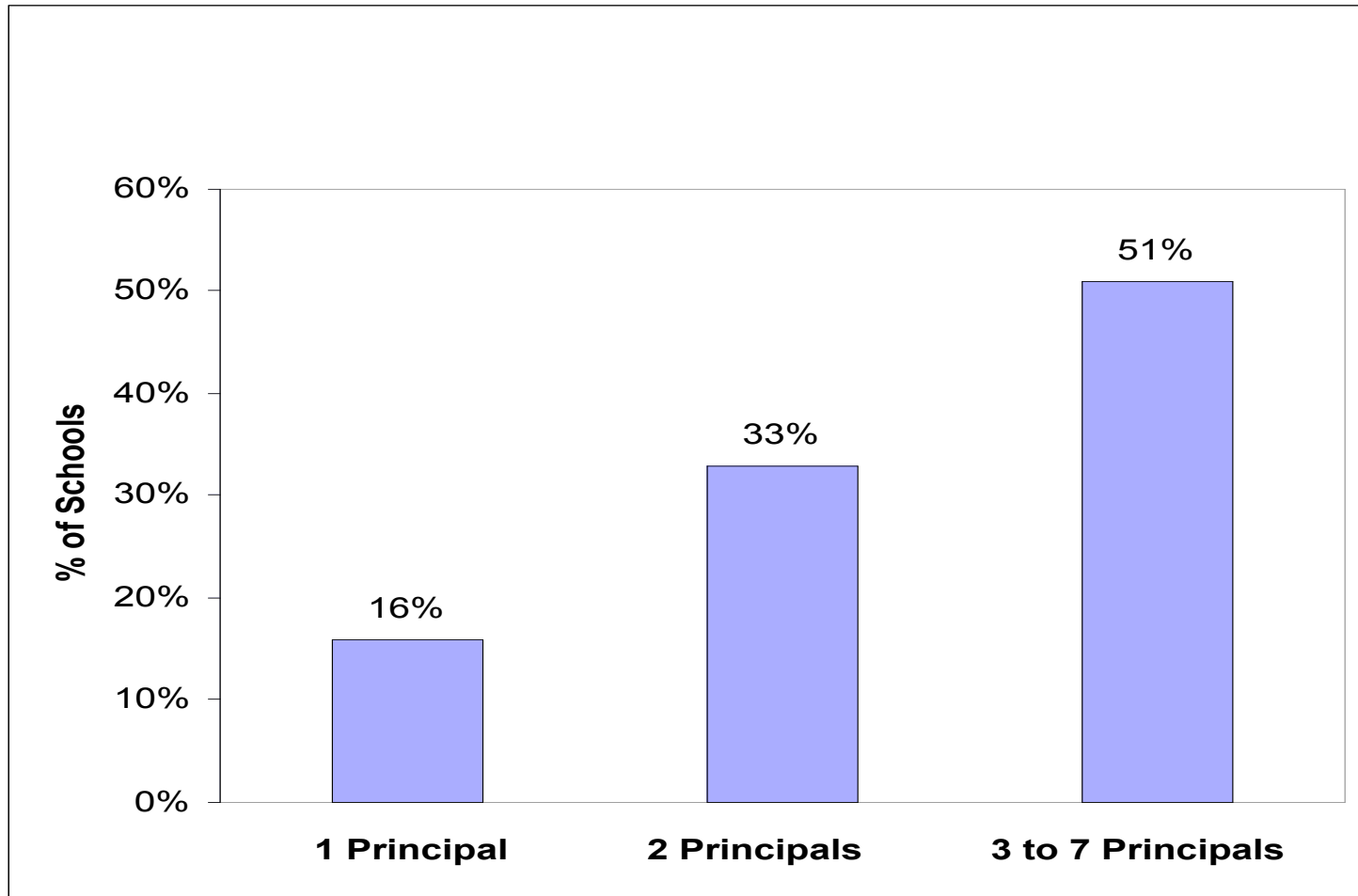


Change In Average District Percentage of NM's Elementary, Middle, and High School Classes Taught By Highly Qualified Teachers

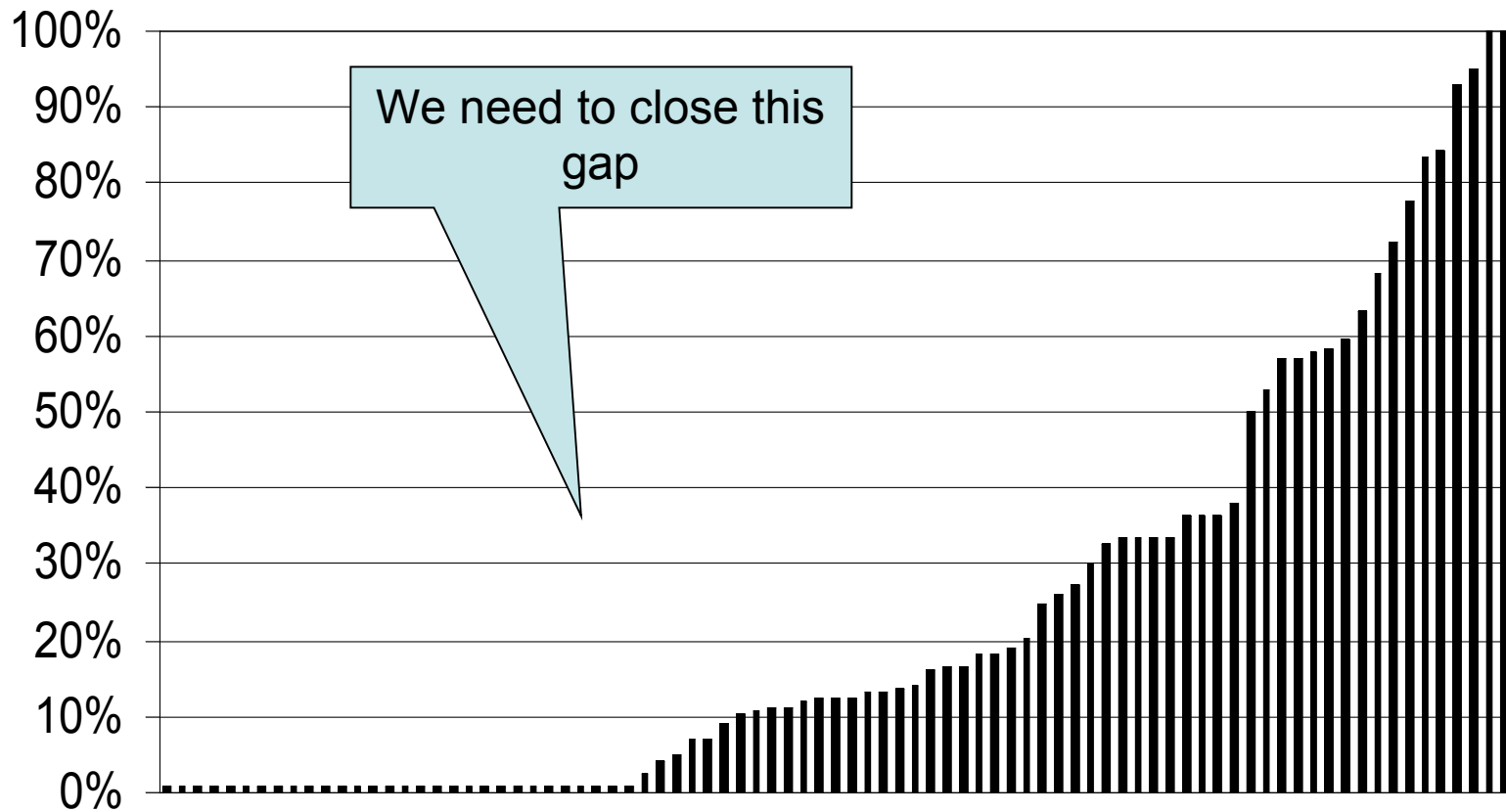
(120th Day Data 2003- 04 To 80th Day Data, 2004- 05)



Principal Turnover in NM Schools In The Last Ten Years (1994-2004)

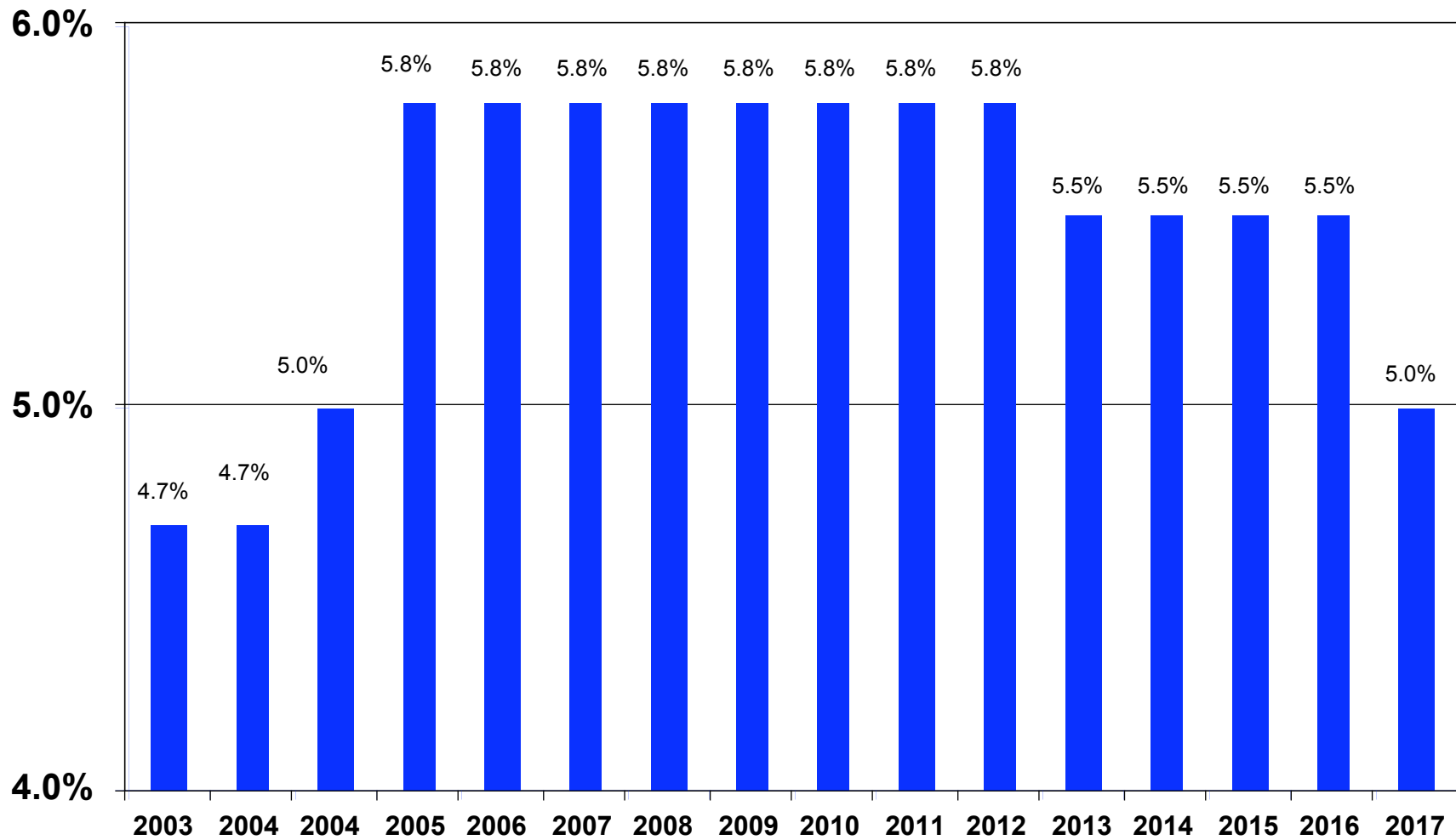


Percentage of Para-Professionals in Title I Schools 2003-2004 (Ranked Lowest to Highest)



What Do We Know About The Education Reform Dollars?

Constitutional Amendment 2 Provided Additional Annual Distributions For “Education Reform”



Current and Projected Revenues 1/28/05

Fiscal Year	Distribution	Distribution Based on total increase from 4.7%	Education Reform Dollars (in millions)
2004	4.7%; 5%		\$13.3 (NR)
2005	5.8%	1.1%	\$66.3
2006	5.8%	1.1%	\$66.5
2007	5.8%	1.1%	\$67.8
2008	5.8%	1.1%	\$70.7
2009	5.8%	1.1%	\$76.3
2010	5.8%	1.1%	\$80.5
2011	5.8%	1.1%	\$84.8
2012	5.8%	1.1%	\$89.2
2013	5.5%	.8%	\$68.1
2014	5.5%	.8%	\$71.5
2015	5.5%	.8%	\$74.9
2016	5.5%	.8%	\$78.5
Total			\$908.4

Recurring Costs To Implement Three-Tiered Licensure Salary Levels Over Five-Year Rollout

FY 04	FY 05	FY 06	FY07	FY08
\$30K Base for All Teachers	\$35K Base for Level 2 and 3 Teachers	\$40K Base for Level 2 and 3 Teachers	\$45K Base for Level 3 Teachers	\$50K Base for Level 3 Teachers
\$5.7 (Appropriated)	\$8.6 (Appropriated)	\$51.8 (Appropriated)	\$16.0 (Estimated, LESC - 1/24/05)	\$5.0 (Estimated, LESC - 1/24/05)

Discussion Scenario

Assumptions

1. Recurring education reform dollars are used for recurring teachers' salaries related to the three-tiered system.
2. Estimated costs for phases 3, 4, and 5 of the three-tiered system are \$51.8, \$16.0, and \$5.0, respectively.
3. The full costs of education reforms exceeds the additional money from the Permanent School Funds.
4. Governor Richardson and the Legislature have identified and will continue to identify programs and initiatives that meet the definition of education reform.

Discussion Scenario

FY	FY 05	FY 06	FY 07	FY 08
Recurring Ed Reform Dollars Allocated (Millions)	\$50.7 (including \$5.7 and \$8.6 for phases 1 and 2 of three-tiered system)	\$66.1 (including \$5.7; \$8.6; and \$51.8 for phases 1, 2, and 3 of three-tiered system)	\$82.1 (including \$5.7; \$8.6; \$51.8, and \$16.0 for phases 1, 2, 3, and 4 of three-tiered system)	\$87.1 (including \$5.7; \$8.6; \$51.8, \$16.0, and \$5.0 for phases 1, 2, 3, 4, and 5 of three-tiered system)
Recurring Ed Reform Dollars Generated (Millions)	\$66.3	\$66.5	\$67.8	\$70.7
Difference (Millions)	\$15.6	\$.4	(\$14.3)	(\$16.4)

Note: Key assumptions are on previous slide

Education Reform Lock Box

General Appropriation Act of 2004 – Section 12:

FUND TRANSFER.- One hundred twenty million dollars (\$120,000,000) is transferred from the general fund to the appropriation contingency fund. A portion of the amount transferred represents a distribution from the permanent fund pursuant to Paragraph (1) of Subsection G of Section 7 of Article 12 of the constitution of New Mexico. The transferred amount shall be held in a separate account of the appropriation contingency fund and expended only upon appropriation by the legislature and only for the purpose of implementing and maintaining educational reforms.

Note: These funds are non-recurring.

Public School Reform Initiatives Funded From the Lockbox – FY 06

Initiative	Amount
Assessment and Test Development	\$7,000.0
Three-Tiered Teacher Evaluation System	\$400.0
Public School Chart of Accounts	\$600.0
PED Data System Upgrade	\$6,650.0
Total Appropriated for FY 06	\$14,650.0
Total in Lockbox	\$120,000.0
Funds Remaining in The Lockbox	\$105,350.0

Note: These Funds are Non-Recurring

What Do We Know About Student Achievement?

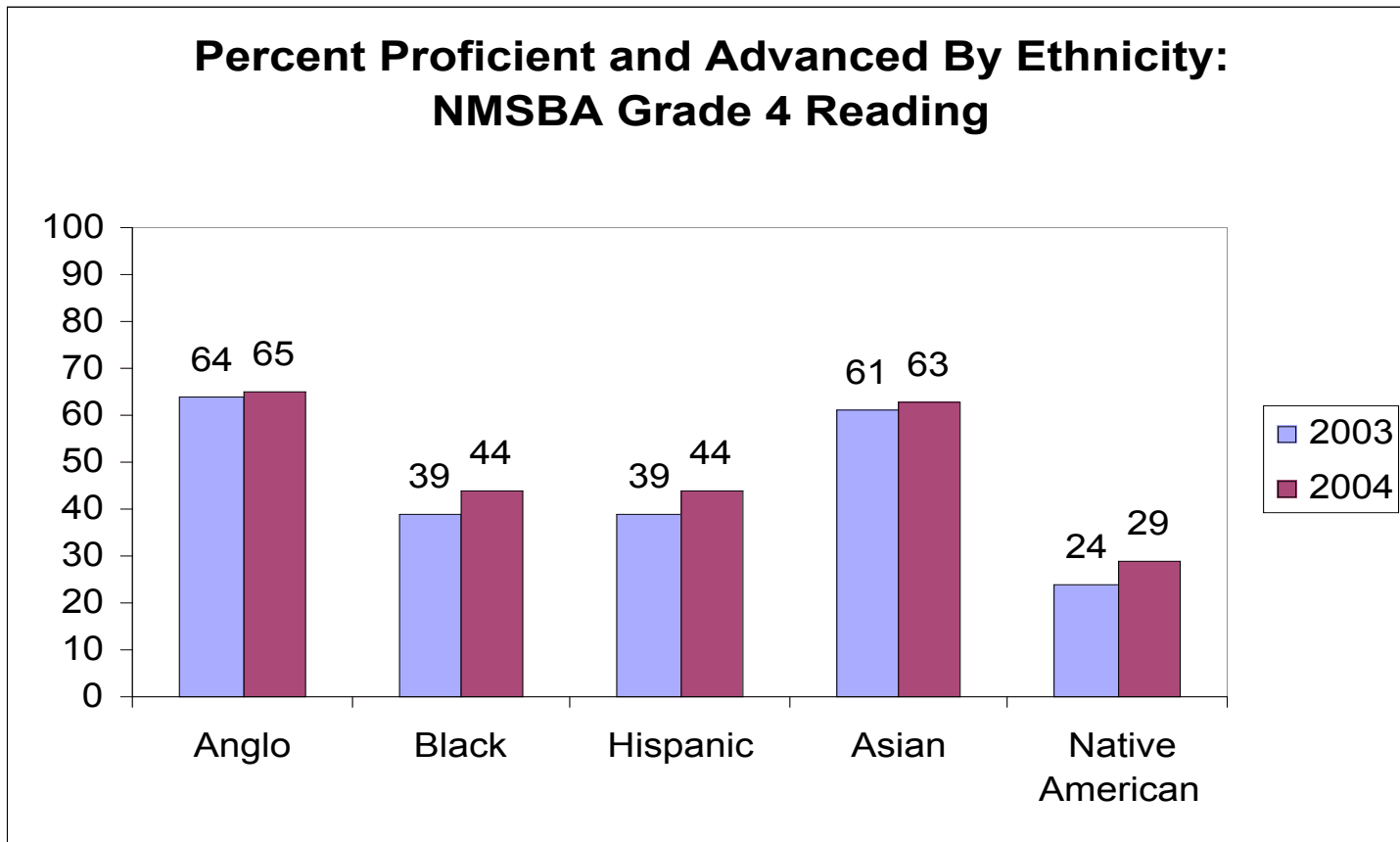
Signs of Progress

- The percentage of 4th and 8th grade students who scored at the proficient level or above in reading and mathematics increased from 2003 to 2004. This is true even when the scores are broken down by ethnicity and economic level.
- NM's college-bound students scored above the national average on the SAT, scoring nearly fifty points higher than their national peers on the verbal portion of the test, and 25 points higher on the math portion.
- Native American and African American students increased their average verbal and math SAT scores in 2004.
- The number of NM students who participated in the AP program and the number of students who received higher scores on the AP exams increased from 2003 to 2004.

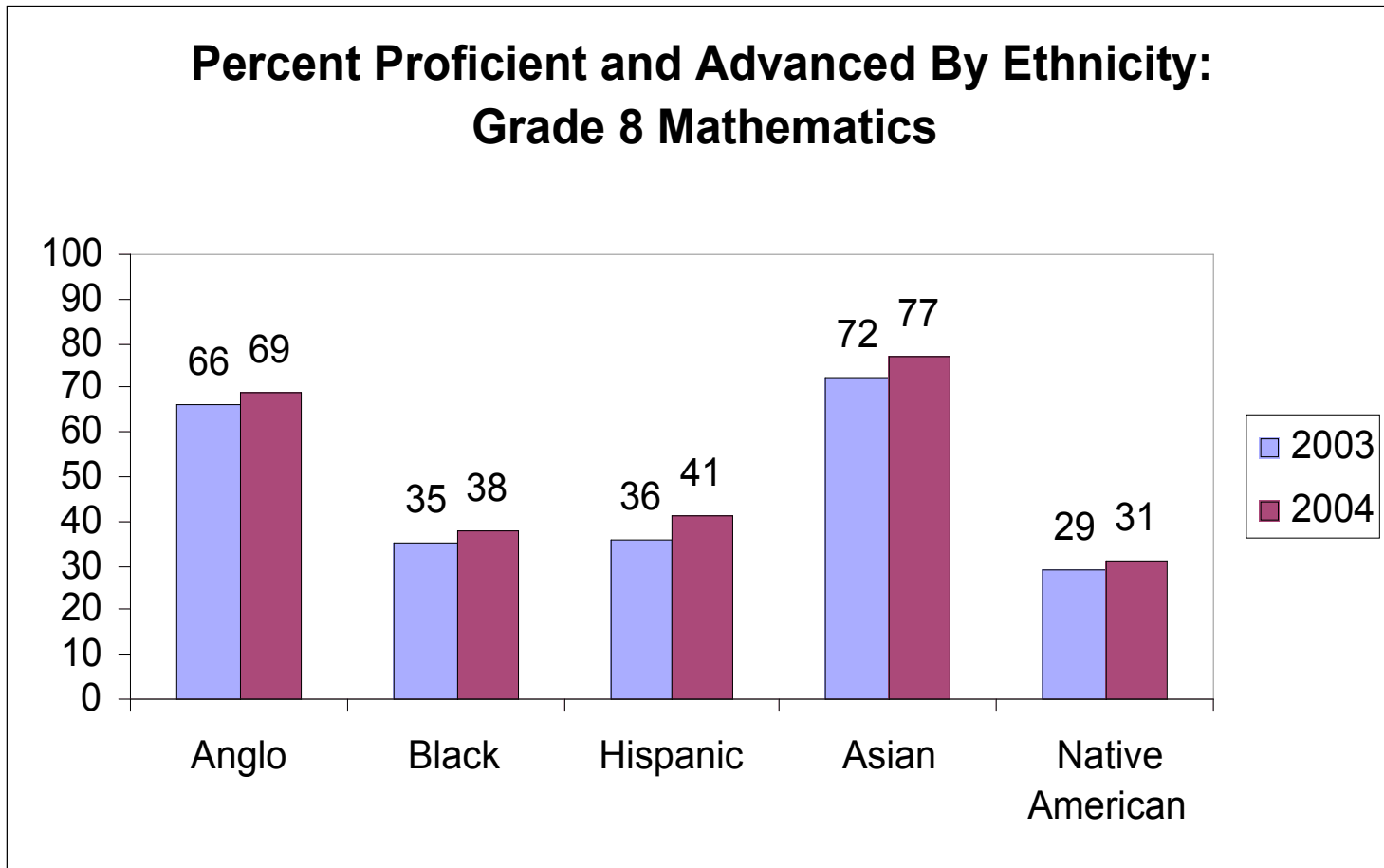
What Needs To Be Accomplished

- Less than half of 4th grade students scored at the proficient level or above in reading in 2004 and less than half of 8th grade students scored at the proficient level or above in mathematics in 2004.
- The achievement gap is still evident when these scores from any of these tests are broken down by ethnicity and economic level.

NM Standards Based Assessment Results: Improving Student Achievement



NM Standards Based Assessment Results: Improving Student Achievement



NM Schools In Need of Improvement 2003 - 2004

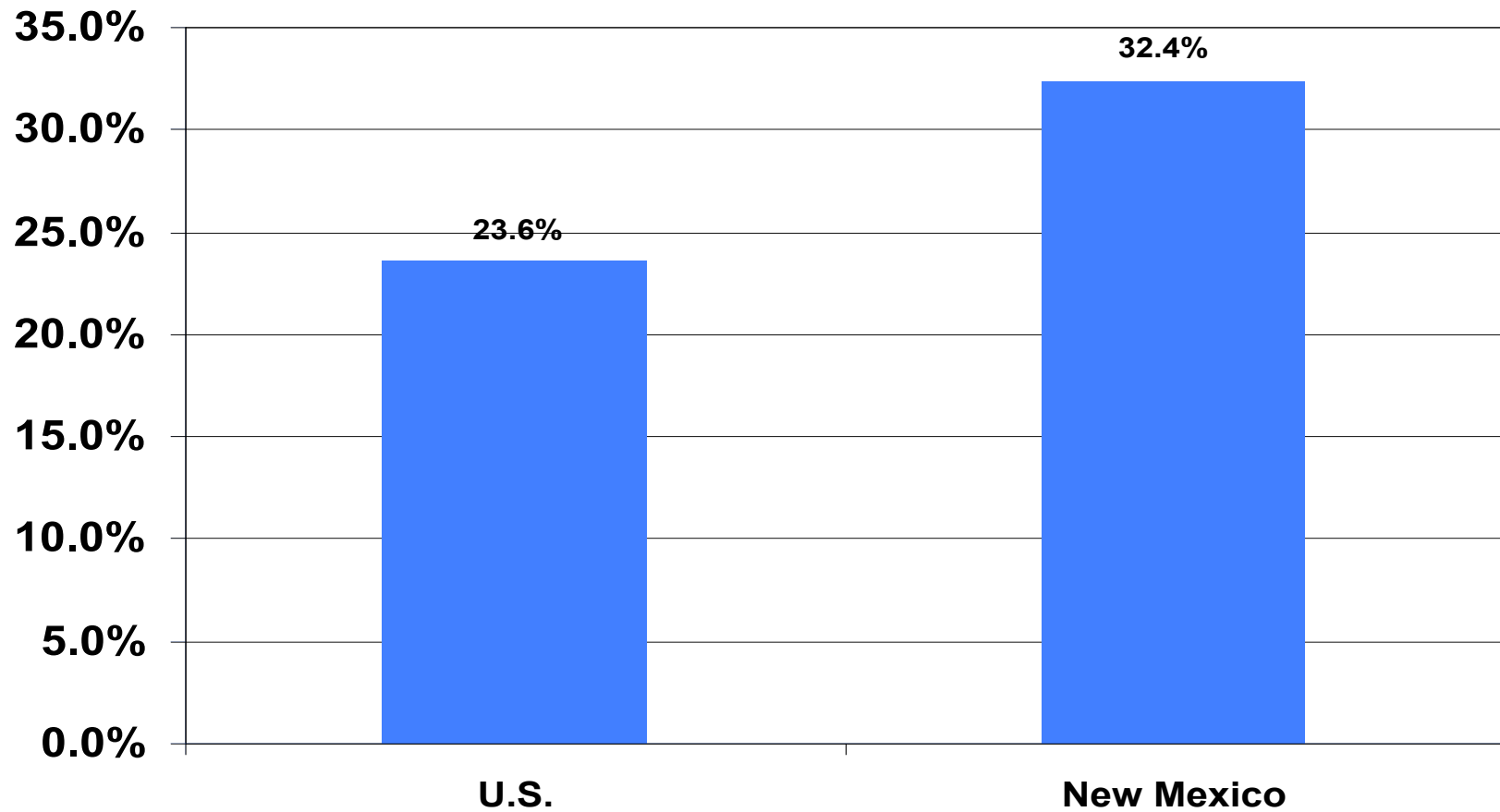
Public School District	School	NCLB Designation	STAT 2004	Rating 2004	STAT2003	Rating 2003
ALBUQUERQUE	WASHINGTON MIDDLE SC	R-2	AYP Not Met	Probationary	CA-2	Probationary
CENTRAL CONSOLIDATED	TSE'BIT'AI MIDDLE SC	R-2	AYP Not Met	Probationary	CA-2	Probationary
ZUNI	ZUNI MIDDLE SC	R-2	AYP Not Met	Probationary	CA-2	Probationary
CENTRAL CONSOLIDATED	MESA ELEMENTARY	R-2	AYP Not Met	Meets Standards	CA-2	Meets Standards
CUBA INDEPENDENT	CUBA HIGH SCHOOL	R-2	AYP Not Met	Meets Standards	CA-2	Meets Standards
GALLUP-MCKINLEY COUNTY	CHURCH ROCK ELEMENTARY	R-2	AYP Not Met	Meets Standards	CA-2	Meets Standards
GALLUP-MCKINLEY COUNTY	DAVID SKEET ELEMENTARY	R-2	AYP Not Met	Meets Standards	CA-2	Meets Standards
GALLUP-MCKINLEY COUNTY	JOHN F. KENNEDY MID	R-2	AYP Not Met	Meets Standards	CA-2	Meets Standards
GALLUP-MCKINLEY COUNTY	THOREAU MIDDLE SC	R-2	AYP Not Met	Meets Standards	CA-2	Meets Standards
GRANTS-CIBOLA COUNTY	LAGUNA-ACOMA MIDDLE	R-2	AYP Not Met	Meets Standards	CA-2	Meets Standards
BERNALILLO	SANTO DOMINGO MIDDLE	R-1	AYP Not Met	Probationary	CA-1	Probationary
DULCE INDEPENDENT	DULCE ELEMENTARY	R-1	AYP Not Met	Probationary	CA-1	Probationary
ESPANOLA	ESPANOLA MIDDLE SC	R-1	AYP Not Met	Probationary	CA-1	Probationary
ESPANOLA	TONY QUINTANA ELEMENTARY	R-1	AYP Not Met	Probationary	CA-1	Probationary
GALLUP-MCKINLEY COUNTY	NAVAJO ELEMENTARY	R-1	AYP Not Met	Probationary	CA-1	Probationary
GALLUP-MCKINLEY COUNTY	TOBE TURBEN ELEMENTARY	R-1	AYP Not Met	Probationary	CA-1	Probationary
GALLUP-MCKINLEY COUNTY	TOHATCHI HIGH SCHOOL	R-1	AYP Not Met	Probationary	CA-1	Probationary

What Do We Know About AYP?

What Is AYP?

- Adequate Yearly Progress (AYP) are the annual academic performance targets in reading and math that the state, districts, and schools must reach in order to be on track for 100% proficiency by 2013-14
- AYP is measured for all students and subgroups of 25 or more students within the school. Subgroups include:
 - Ethnicity/race: African American, Asian/Pacific; Caucasian, Hispanic, Native American
 - English Language Learners
 - Special Education Students
 - Economically Disadvantaged (FRL)

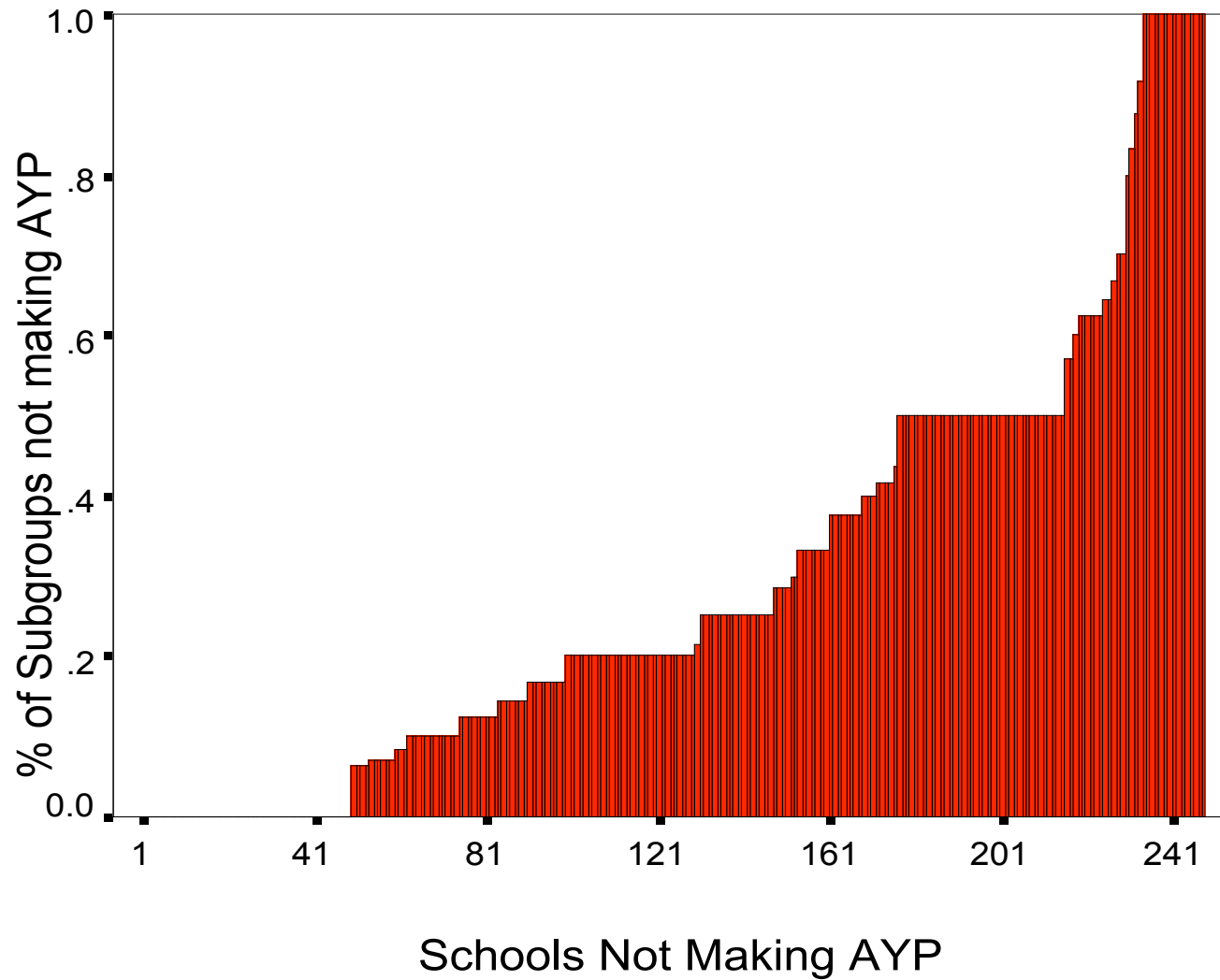
Percentage of Schools Not Making AYP, U.S., New Mexico, 2004-2005



How Did the Subgroups Do In The 249 Schools That Did Not Make AYP?

Subject - Subgroup	# of Schools With Enough Students To Form Subgroup	# of Subgroups That Did Not Make AYP	Percentage
Math – All	248	62	25.0%
Reading - All	248	38	15.3%
Math - White	110	0	0
Reading - White	110	1	.9%
Math - Black	11	1	9.1%
Reading - Black	11	1	9.1%
Math - Hispanic	171	24	14.0%
Reading - Hispanic	171	22	12.9%
Math - Asian	0	-	-
Reading - Asian	0	-	-
Math - Native American	72	19	26.4%
Reading – Native American	72	24	33.3%
Math - ELL	109	58	53.2%
Reading - ELL	109	57	52.3%
Math – Special Ed	118	89	75.4%
Reading – Special Ed	118	81	68.6%
Math - FRL	196	40	20.4%
Reading - FRL	196	33	16.8%

HOW MANY SUBGROUPS DID NOT MAKE AYP IN EACH SCHOOL?



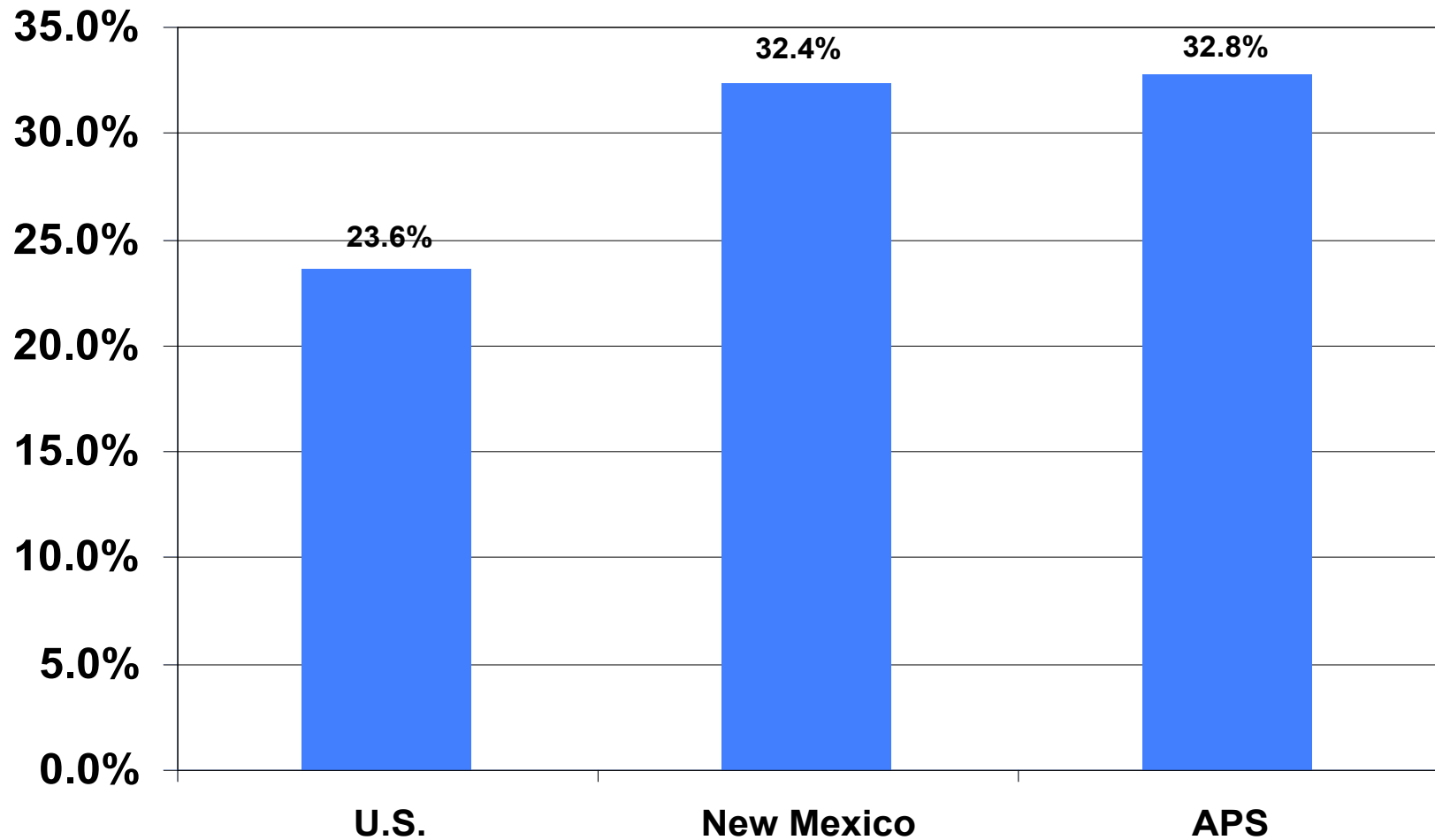
16 Schools Had 90% or More Of Their Subgroups Fail to Make AYP

District	School	Total Number of Subgroups	Number of Subgroups Not Making AYP	Percentage
Central Cons.	Newcomb HS	8	8	100.0%
Gallup	Navajo MS	8	8	100.0%
Gallup	Navajo Pine HS	6	6	100.0%
Albuquerque	School On Wheels	4	4	100.0%
Charter School	Nuestros Valores Charter	4	4	100.0%
Jemez Valley	Jemez Valley ES	4	4	100.0%
Los Lunas	Mariposa ES	4	4	100.0%
Albuquerque	Stronghurst Alt School	2	2	100.0%
Charter	La Academia De Esperanza	2	2	100.0%
Charter	Moreno Valley HS	2	2	100.0%
Fort Sumner	Fort Sumner ES	2	2	100.0%
Fort Sumner	Fort Sumner MS	2	2	100.0%
Hatch	Ace Alternative	2	2	100.0%
Moriarity	Moriarity MS	2	2	100.0%
State Supported	NM Sch for the Deaf	2	2	100.0%
Albuquerque	West Mesa HS	12	11	.92%

Albuquerque Public Schools AYP Summary

- 125 schools in APS received AYP ratings in 2004-2005
- 84 (67.2%) met AYP
- 41 schools (32.8%) did not meet AYP
- PED identified 5 APS “Schools on the Rise”
 - Barcelona Elem
 - Emerson Elem
 - Kit Carson
 - Lowell Elem
 - Whittier Elem

Percentage of Schools Not Making AYP, U.S., New Mexico, and APS 2004-2005





Resources

- www.teachnm.org
- Office of Education Accountability -
<http://www.state.nm.us/clients/dfa/Files/OEA/default.htm>
- peter.winograd@state.nm.us