NEW MEXICO’S EFFORTS TO IMPROVE STUDENT ACHIEVEMENT: PAST SUCCESSES & FUTURE CHALLENGES

A Report Prepared For
New Mexico School Boards Association
2012 Board Member Institute

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In 2001, 10% of teachers had substandard licenses, were teaching out of their field, or were long-term subs.


More than 1,618 teachers resigned and more than 428 retired between 1999-2000 and 2000-2001. 34% of the teachers who resigned were in their first three years of teaching.

In 2002, teaching Salaries were 46th in the country.

In 2001, Quality Counts rated New Mexico a “D” in Teaching Quality

51% of schools had 3 or more principals in the ten years between 1994 and 2004.
HISTORY

1999: $2.4 Million Title II Teacher Quality Grant received; The Teacher Education Accountability Council; HJM 5 - Improving the Recruitment, Preparation, Induction, and Professional Development of Teachers; The Education Initiatives and Accountability Task Force

2000: Full Day Kindergarten Program established; Alternative Licensure Programs approved

2001: NM State Board of Education adopted policy on Teacher Quality; Beginning Teacher Mentoring passed by NM Legislature

2001-2002: LESC Ad Hoc Subcommittee for Education Reform

2003: HB 212 established the three-tiered teacher licensure, evaluation, and salary system; Indian Education Act adopted; Kindergarten Plus established; NCLB enacted

2003: The passage of two Constitutional Amendments that increased the funding from the Permanent Funds to help support education reform and established the Public Education Department as a Cabinet-level agency reporting to the Governor.
HISTORY

2004-2006: Level I, II, III Teacher salary increases finalized

2005: Pre-Kindergarten Act passed; SB 582 passed so that public, post-secondary institutions may not deny admission to students on the basis of immigration status; Higher Education Act passed establishing the Higher Education Department as a Cabinet-level agency reporting directly to the Governor.

2007-2008: High School Redesign bills passed; Principal salary increased

2008: SJM 3 - School Principal Recruitment & Mentoring called for a systematic plan to increase the number and quality of school principals, particularly those in high-need schools.

2010: P-20 Education Data System bill passed; Hispanic Education Act passed; New Mexico School Leadership Institute established.

2011: SB 120 – the Early Childhood Care and Education Act passed.

2011: Discussions around valued-added models of teacher and principal evaluation; establishing an A-F school grading system; ending social promotion to ensure that all third grade students are proficient in reading; and establishing more advanced placement courses and dual credit courses to ensure that high school students are more successful in college.
The Goal Is To Improve Student Achievement.

Ensuring That Every Student Is Taught By Good Teachers And Are In Schools Led By Good Principals Is One Of The Best Ways To Meet That Goal.

New Mexico Has Faced Challenges In Finding And Keeping Good Teachers And Principals.

New Mexico Has Worked Hard To Address Those Challenges.

New Mexico’s Work Is Not Done.
FIVE MAJOR AREAS OF TEACHER AND PRINCIPAL REFORM IN NEW MEXICO SINCE 2000

• Mentorship for new teachers
• Alternative licensure paths
• Return to Work Program
• Three-Tiered Teacher Licensure
• Support For Principals
Why Were These Reforms Adopted?

• To increase the number of teachers.
• To improve the quality of teaching.
• To attract career switchers with content expertise in high need areas to the teaching profession.
• To retain high quality teachers in the teaching profession.
• To recognize advancing levels of teacher effectiveness over a career.
• To recognize the critical role of the principal in leading schools, especially schools in need of improvement.
THREE-TIERED LICENSURE

Level I
Provisional Teacher
$30,000 minimum

Level II
Professional Teacher
$40,000 minimum

Level III
Master Teacher
$50,000 minimum

Mentoring

Annual Evaluations

• **Advance** to Level II by submitting Professional Development Dossier (PDD);
  • 3 to 5 Years Level I Teaching Experience

Annual Evaluations

• **Advance** to Level III by submitting Professional Development Dossier (PDD);
  • Minimum 3 Years Level II Teaching Experience;
  • MA or NBPTS

Annual Evaluations
Percent Passing Rate For Level 1 and Level 2 Teachers
Initial Scores and After Resubmissions
(N=4,418)

Cumulative Pass

Pass 1st attempt

Level 2 to 3
Level 1 to 2
Principal and Assistant Principal Evaluation

• §22-10A-11(G) NMSA required the Public Education Department to adopt a highly objective uniform statewide standard of evaluation, which includes data sources linked to student achievement and an educational plan for student success (EPSS) progress, for level three-B school principals and assistant school principals before the 2008-2009 school year.

• The evaluation system is also linked to the leaders’ level of responsibility at each school level.
The New Mexico School Leadership Institute

- The NMSLI is a partnership between the PED, HED, and DFA; Eastern New Mexico University, New Mexico Highlands University, New Mexico State University, Western New Mexico University and the University of New Mexico; and New Mexico Public school districts. NMSLI focuses on:
  - intensive support for leadership in schools in need of improvement
  - support and mentoring for new principals
  - professional development and support for aspiring superintendents
  - support and mentoring for new superintendents
What Do We Know About The Impact Of New Mexico’s Efforts To Improve Teacher and Principal Quality?

• Teacher salaries improved. New Mexico ranked 35\textsuperscript{th} in the country for salaries in 2010.
• Teacher shortage improved.
• Beginning teacher retention rates improved
• National ranking improved from “D” in 2001 to a “B” in 2006 and back to a “C” in 2012.

What Do We Know About The Impact Of The Three Tiered System On Student Performance?

In 2009, the LFC conducted a program evaluation of The Three-Tiered Licensure System and The Achievement Gap. The report contained the following recommendations:

• Require more evidence of student performance in PDD submissions and teacher evaluations.

• Establish goals for ‘expected growth’ on the NMSBA in grade levels and content areas.

• Give districts additional guidance about how to use student performance data to target professional development for teachers showing less than desirable performance.

• Continue to study the link between teacher effectiveness and student outcomes.
It Is A Fair Question To Ask About How All Of New Mexico’s Education Reform Initiatives (Including Efforts To Increase Teacher And Principal Quality) Have Made An Impact On Student Achievement.
Percent of NM 4th Grade Students Scoring At or Above Proficient in Math Compared to the Nation (NAEP 1992-2011)
Percent of NM 8th Grade Students Scoring At or Above Proficient in Math Compared to the Nation (NAEP 1992-2011)
Student Achievement Comparisons
NAEP Grade 4 Math Students At or Above Proficiency

*Florida data in the year 2000 was unavailable as of 11.11.11

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Percent of NM 4th Grade Students Scoring At or Above Proficient in Reading Compared to the Nation (NAEP 1992-2011)

- NM Reading
- US Reading
Percent of NM 8th Grade Students Scoring At or Above Proficient in Reading Compared to the Nation (NAEP 1998-2011)

- NM Reading
- US Reading
Student Achievement Comparisons
NAEP Grade 4 Reading Students At or Above Proficiency

- New Mexico
- Florida
- Delaware
- Kentucky
- Maryland
- North Carolina
- Texas
Percent of NM 8th Grade Students Scoring At or Above Proficient in Math By Ethnicity* (NAEP 1992-2011)

*Asian/Pacific Islander data is not reported because NAEP reporting standards have not been met.
African American data is not reported in all years because NAEP reporting standards have not been met.
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New Mexico 4 Year Cohort Graduation Rates

Source: PED. Graduation Rates are the percentage of students that graduated on time, which begins when the student is first in the 9th grade. Prior to 2008, rates are the percentage of seniors that graduated by the end of the year.
New Mexico High School Graduates Who Take Remedial Courses At New Mexico Colleges
2000 - 2009

Source: Ready For College, 200. New Mexico Office of Education Accountability
Evaluation Models

• Status Models: A snapshot of student performance at a point in time which is compared to an established target (e.g., percent of students reading at proficiency levels).

• Cohort to Cohort Change Models: Measure the change in test results for teachers, schools, or state by comparing status at two points in time, but not for the same students. (How did this year’s 4th graders do compared to last year’s 4th graders?)

• Growth Models: Measure achievement for the same students from year to year. (How much did Frances’ test scores in math change from 4th grade to 5th grade?)

• Value-Added Models: A statistical model that attempts to attribute some fraction of the students’ achievement growth over time to certain schools, teachers, or programs. (How much did Dr. Harrell contribute to Frances’ improvement in mathematics and what should happen to Dr. Harrell because of his contributions?)

What Is Needed To Implement A Value-Added Model

• A longitudinal database that tracks students over time and accurately links them to their teachers.
• Confidence that missing data are missing for legitimate reasons like student mobility and not problems with the data collection system.
• Expert staff to run and monitor the value-added analyses.
• A vertically coherent set of standards, curriculum and instructional strategies that are linked to the standards and then tests that are well-aligned to the standards.
• A reporting system that effectively presents results and provides sufficient support so that users are likely to use the results effectively.
• Ongoing training systems for teachers and administrators.
• An independent way to monitor and evaluate the evaluation systems’ effects on students, teachers, principals and schools to the program can be adapted if unintended consequences arise.

Value-Added Models: Current Discussions

• The systems must be transparent and include teacher and principal participation.
• Principals must be given the training, time and support they need in order to conduct high quality evaluations of teachers.
• Central office staff must be given the training, time and support they need in order to conduct high quality evaluations of principals.
• Student growth models and value-added models are being used in a number of districts across the country. We can learn much by studying what is happening elsewhere.
Value-Added Models: Recommendations

• New Mexico should continue to explore ways to recruit, prepare and support effective teachers and principals.

• New Mexico’s three-tiered licensure system has proven valuable and should be revised and strengthened.

• New Mexico should continue to gather and share data on the status of New Mexico’s teachers and principals.
Value-Added Models: Recommendations

• New Mexico should explore ways to use student growth measures to evaluate teachers and principals that are valid, fair, and feasible.

• New Mexico needs to gather objective research regarding VAM models using New Mexico data to determine the "best fit" models for use with our populations.

• New Mexico should have a clear set of expectations about the intended effects of using student growth models and should monitor the consequences of the evaluation system to help the state and districts achieve their educational goals.
Where Are We Now?
New Mexico is ranked 46th in the country for overall risks to children.
14,532 – The number of children referred to the juvenile justice system in New Mexico in FY2010
28.3% - the percentage of households with children facing food insecurity.
New Mexico has about 144,981 children under the age of five. This is about 7% of the state’s total population of 2,059,179.

About 25.8% of these children live in poverty. The county percentages range from 44.7% in Luna County to 2.4% in Los Alamos County. All but five of New Mexico’s 33 counties have poverty rates higher than the national average.

Children Born To Teen Mothers, 2003-2007

Teen Births, 2003-07
Rate per 1000 women 15-19 yrs
Number of Teens Giving Birth (4560/yr)
Source: NM DOH, Vital Records, NM IBIS

New Mexico Counties
Children With Low Weight At Birth, 2003-2007

- NM Department of Health, Public Health Division, ABC HEAT

Low & Very Low Birth Weight Births, 2003-07

Percent of all Births

Average Annual Low & Very Low Birth Weight Births (2490/yr)

Source: NMDOH, Vital Records, NM IBIS

- Less than 7% of births
- 7.1% - 8%
- 8.1% - 9%
- 9.1% - 11%
- 11.1% or greater

New Mexico Counties
Percentage of Elementary School Students Who Are Habitually Truant

Source: Albuquerque Public Schools, RDA Department, 2010-2011 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days truant. For school names, see Elementary School Reference Guide, pp. 9-10 of this volume.
Percentage of Middle School Students Who Are Habitually Truant

Source: Albuquerque Public Schools, RDA Department, 2010-2011 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days truant.
Percentage of High School Students Who Are Habitually Truant

Source: Albuquerque Public Schools, RDA Department, 2010-2011 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days truant.
Percentage of High School Students **Not** Involved in Group Activities Outside of School or Home

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “Outside of my home and school, I am a part of clubs, sports teams, church/temple, or other group activities.” The percentage reported here reflects respondents who answered “Not true at all.”
Percentage of High School Students **Not** Involved in School Sports, Clubs, or Activities

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked to respond to the statement, “At school I am involved in sports, clubs, or other extra-curricular activities (such as band, cheerleading, or student council).” The percentage reported here reflects respondents who answered “Not true at all.”
Recurring Themes For Reform (New Mexico First)

1. Establish a comprehensive early childhood care and education system.
2. Ensure that school course work is relevant, rigorous, and related to the skills needed in the real world.
3. Strengthen the relationship between public education and higher education so that more students graduate from high school ready for college and careers both in terms of academic preparation and the social and work skills needed to succeed.
4. Create more support structures for students including school counselors and community action programs that help students deal with issues like teen pregnancy; drug, alcohol, tobacco use; and violence and crime.
5. Ensure that parents take responsibility for the participation and performance of their school-age children.
6. Ensure that teachers, principals, superintendents, school counselors and other professional staff are provided with the best preparation, professional development, and other support possible. Provide New Mexico’s teachers, principals, counselors and other professional staff with competitive salaries and positive working conditions.
Recurring Themes For Reform (New Mexico First)

7. Increase efforts to recruit and retain minority and bilingual teachers, principals, superintendents, school counselors and other professional staff who can provide important role models and relationships to New Mexico’s diverse student populations. Provide more effective training to all educators to ensure that they are better able to interact with New Mexico’s multi-cultural and multi-lingual student populations, families, and communities.

8. Help narrow the achievement gap by fully implementing the Indian Education Act; supporting the Dream Act; integrating more African-American, Hispanic, and Native American culture and history into the curriculum; strengthening relationships with tribes and communities; providing tribes and communities with timely and useable data about their students’ achievement; and providing more time and options for students to hold jobs and finish school.

9. Implement a systematic effort to improve student achievement in science, technology and mathematics by establishing stronger consistency between how teachers are prepared, what they teach, and what how students are tested.

10. Conduct statewide public awareness campaigns on the importance of education and help raise the expectations and aspirations of New Mexico’s students, families, and communities.
The Value of Doubt

William Miller, President, Wallace Foundation