



LESC 2023 Interim Work Plan

Topic	Teacher Preparation Accountability	Problem Statement	High quality educators are perhaps the most vital component of a successful education system. New Mexico needs educator preparation programs that ensure educators enter the schools prepared for strong, rigorous, and holistic instruction.
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	<i>Short Term</i>	<i>Long Term</i>
Timeline / Plan of Action	<p>May 2023 LESc staff will have a detailed plan for stakeholder engagement on teacher preparation program improvement.</p> <p>June 2023 LESc staff will conduct holistic research surrounding teacher preparation including examining relevant research on national metrics indicating strong and reviewing principal preparation programs aligned with best practices in New Mexico.</p> <p>July 2023 LESc staff will provide an analysis of teacher preparation programs in New Mexico grounded in data and teacher preparation program evaluation metrics.</p>	<p>LESC staff will work collaboratively with PED to monitor effectiveness data of teacher preparation programs.</p> <p>LESC staff will collaborate with EPPs to inform ongoing policy and budget recommendations</p>

Questions to Address	What are the strengths/areas of growth of educator preparation programs in New Mexico? What evidence exists of these strengths and opportunities to grow?
	What are teacher preparation programs in New Mexico training teachers to be effective at? How does this relate to national research on best practices?
	What needs to be universally true for all educator preparation programs in New Mexico? What does research say needs to be specific to institutions? What evidence exists of this in New Mexico?
	What metrics hold educator preparation programs accountable in New Mexico? Are these the metrics that lead to a health educator workforce system?

Resources Needed	<p>EPP effectiveness data as measured by national and state accreditation</p> <p>Updated EARs report (or data that would inform EARs report)</p> <p>Access to PED's new data system tracking graduates of EPPs</p> <p>Work with LPI to learn data analysis techniques</p> <p>Work with additional LESc staff on mathematics instruction at EPPs</p>
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Partners/ Stakeholder Engagement	<p>Deans and Directors (including LEAP), Dine College, Navajo Tech Department of Education, NEA-NM, Teach Plus-NM, PED-Licensure Bureau, PED-Residency Coordinator, sponsors of HB460 (could be a focus group), and governor's office.</p> <p>Focus Groups: Current teacher preparation students, recent teacher preparation graduates, principals, foundations (Thornburg, LANL, etc.).</p>
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LESC 2023 Interim Work Plan

Topic	Principal Preparation Accountability	Problem Statement	Principals are a primary factor that drive positive school climate, high expectations for student and educator performance, and that impact teacher retention, therefore it is important to ensure our principal workforce is adequately prepared to meet the needs of schools in New Mexico.
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	<i>Short Term</i>	<i>Long Term</i>
Timeline / Plan of Action	<p>May 2023: LESC staff will finalize a detailed stakeholder engagement plan to inform legislative work on principal preparation program improvement.</p> <p>June 2023: LESC staff will conduct holistic research surrounding principal preparation including examining relevant research on national best practices of school leader preparation and reviewing principal preparation programs aligned with best practices in New Mexico.</p> <p>September 2023: LESC staff will provide a landscape analysis of principal preparation programs in New Mexico, grounded in data and principal preparation program best practices.</p>	<p>LESC staff will work with stakeholders to determine if the principalship needs to be reimaged.</p> <p>LESC staff will collaborate with PED to develop strong data tracking systems providing relevant information on school leadership.</p>

Questions to Address	<p>What are the strengths/areas of growth of principal preparation programs in New Mexico? What evidence exists of these strengths and opportunities for program improvement?</p> <p>What skills, mindsets, knowledge, and attributes to principals in New Mexico need? What does national research say principals need to be successful?</p> <p>How does current principal preparation program curricula, and expectations align to these needs?</p> <p>How are principal preparation programs evaluated? What are the metrics used to evaluate these programs and how do they relate to best practices?</p> <p>What are examples of principal preparation aligned to best practices that already exist in New Mexico? Where are our strongest principals trained (teacher retention, student outcomes)?</p>
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Resources Needed	<p>LESC staff will work with PED to examine principal retention data and to review principal effectiveness data from principal evaluations.</p> <p>Wallace Foundation research on principal preparation</p> <p>R Training for data analysis (self-paced)</p>
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Partners/ Stakeholder Engagement	<p>Focus Groups: individuals enrolled in principal preparation programs, recent principal preparation program graduates, secondary principals, elementary principals, chambers of commerce, and foundations.</p> <p>In-State Partners: Chambers of Commerce, education non-profits, Colleges of Education Deans and Directors Association, principal associations, Teach Plus-NM, unions, PED, and other stakeholders.</p>
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LESC 2023 Interim Work Plan

Topic	Educator Supply and Demand	Problem Statement	<p>The Legislature needs to understand the educator workforce supply and demand relationship including contributing factors and potential solutions to support ensuring a high quality workforce.</p>
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Short Term

Long Term

Timeline / Plan of Action	<p>Ongoing: Meet with PED, school districts, and EPPs to understand on-the-ground factors related to educator supply and demand. Connect on-the-ground factors with national and state level research</p> <p>June 2023: Provide an overview of ongoing research related to best practices on supporting the educator workforce, examine all the factors of supply and demand in the educator workforce, update committee on available metrics of teacher supply and demand</p> <p>September 2023: Provide a landscape analysis of current educator workforce trends in New Mexico along with an update on the impact of legislative initiatives. Present policy and budget recommendations related to the educator workforce and grounded in evidence based practices and informed my stakeholder perspectives.</p>	<p>The LESL and the broader Legislature will have a clear understanding of the complexities of the educator supply and demand system along with evidence based strategies to provide ongoing support to the <i>entire</i> educator workforce.</p>
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Questions to Address	<p>How and in what ways can LESL model and create an ongoing understanding of supply and demand in the public education workforce?</p> <p>How does enrollment decline impact supply and demand in the educator workforce system?</p> <p>What are indicators of educator supply and demand in New Mexico? What is a reasonable amount of turnover?</p> <p>What promising practices could support the educator workforce in New Mexico? Who is included in the "educator workforce?"</p>
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Resources Needed	<p>Teacher retention data</p> <p>Principal retention data</p> <p>Non-instructional staff retention data</p> <p>Salary data</p> <p>LESL staff will work with PED to understand the impact of legislative initiatives on the workforce</p>
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Partners/ Stakeholder Engagement	<p>PED (Licensure Bureau), NEA-NM, AFT-NM, Teach Plus-NM, LPI, NCSL, Wallace Foundation</p> <p>Focus Groups: Teachers, non-instructional support providers, EPPs, Teach Plus-NM, LANL Foundation, school districts and charter schools/HR staff (providing a diverse geographic representation)</p>
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LESC 2023 Interim Work Plan

Topic	Secondary School Engagement and Redesign	Problem Statement	School engagement drops sharply as students get older. By the time students reach 12th grade, about a third (34 percent) are engaged in school despite 67 percent reporting engagement in 6th grade. Secondary years are a pivotal time to engage students, provide relevant academic, social, and emotional learning experiences, and ensure school systems are connected to the changing needs of the economy, workplaces, and learning that will serve the long-term success of students.
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Short Term

Long Term

Timeline / Plan of Action	<p>Spring/Summer 2023: Research and literature review of policy options to redesign schools; Review of promising practices in New Mexico; Engagement with education partners in-state and nationally to collect insights and feedback.</p> <p>Fall 2023: Continued analysis of relevant data; Synthesis of research options and NM-specific practices into policy options for LESL members to consider.</p> <p>Winter 2023: Development of policy options to support school redesign and engagement in secondary years.</p>	<ul style="list-style-type: none"> - LESL staff will be equipped to make statutory recommendations to LESL members about how schools may be redesigned to better support effective student learning. - LESL members will have an understanding of school redesign options that foster student learning in a way connected to 21st century learning needs and expectations. - The Legislature will be equipped with information, data, and insights to understand what factors contribute to an engaging school experience and what policy options exist to support this goal.
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Questions to Address	<p>What factors most predictably lead to lower rates of school engagement as students progress through the educational system?</p> <p>What does the engagement curve look like and how does it vary between student groups? What student identities (ex: gender, race/ethnicity, socioeconomic status, specific grade levels, etc.) seem to be most impacted by lagging school engagement?</p> <p>What measures and/or metrics can be collected to identify the factors that contribute most to school engagement?</p> <p>What does the body of research say about successful models to reinvigorate the secondary years and how might these models be implemented in New Mexico?</p> <p>What statutory changes could be, or need to be, made to allow for systemic redesign of middle and high school years to foster school engagement and in turn, secondary student outcomes?</p>
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Resources Needed	<ul style="list-style-type: none"> - Reenvisioning secondary schools will require significant partnership with school communities, the Public Education Department, students, educators, families, and a variety of organizations in New Mexico, as well as national research, innovation, and evidence. As the LESL has been engaged in study of the high school experience for nearly two years, LESL staff has established contacts with many partners and stakeholders, but will continue to make efforts to both broaden and strengthen these partnerships. - Data needs will include, but may not be limited to: School engagement data; Data about school discipline; Attendance data (5-year review); Year-over-year enrollment data (5-year review); Chronic absenteeism data (5-year review); CTE and other experiential learning funds allocated by Legislature (FY20 - Current); CTE funds allocated by federal resources (FY20 to Current); Research/data about the cost differential to provide CTE programs versus "traditional" academic programs; Research about best practices in designing robust personalized and experiential learning programs; Analysis of CTE funds allocated to school districts and charter schools including a map of funding gaps - LESL staff will also need to assess innovative practices in NM including a review of pilot Innovation Zone funds and how selected school sites are using funds to reimagine and innovate in the high school space.
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Partners/ Stakeholder Engagement	<p>In-state: New Mexico parents/families, New Mexico students, PED, school districts and charter schools, education leaders and educators, Innovation Zone funding recipients, NM-based research and education support organizations, and additional partners as determined throughout the study.</p> <p>Research/national engagement: Learning Policy Institute, The Education Trust, National Conference of State Legislatures, Education Commission of the States, EdResearch for Recovery (Annenberg, Results for America, Penn GSE), and additional organizations/partners as determined throughout the study.</p>
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LESC 2023 Interim Work Plan

Topic	College, Career, and Civic Readiness Metrics	Problem Statement	The <i>Martinez-Yazzie</i> lawsuit ruling noted New Mexico is not sufficiently preparing its students for college and career despite the state not having an operationalized and standardized measure of college, career, and civic readiness.
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Short Term

Long Term

Timeline / Plan of Action	<p>Spring 2023: Conduct literature review of state strategies to define college, career, and civic readiness.</p> <p>Summer 2023: Conduct literature review of metrics most predictive of positive student outcomes and complete inventory of New Mexico data collection compared with best practices; Develop strategy for partnership with education stakeholders.</p> <p>Summer/Fall 2023: Create methodology to categorize student success metrics and begin to build data inventory (5-year review); Begin a series of listening sessions to engage with education partners, families, students, educators, and communities.</p> <p>Winter 2023: Ongoing stakeholder engagement and research.</p> <p>2024: Build data system to track metrics and continue work to operationalize a measure of college, career, and civic readiness; Iterate on analytical methods to map legislative investments to agreed upon metrics.</p>	<ul style="list-style-type: none"> - Define a New Mexico-specific definition, both operationalized and standardized, for what constitutes being college, career, and civic ready at the end of high school. - Operationalize a measure of college, career, and civic readiness with corresponding metrics and defined indicators of success. - Consider statutory changes in data reporting, data collection, and/or school design to foster supports predictive of student success. - Equip the legislature with increased insights into data and tools/strategies to map legislative investments to programs, strategies, and innovations that support college, career, and civic readiness.
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Questions to Address	<p>What does it mean to be college, career, and civic ready in New Mexico; what measures, experiences, and factors contribute to this definition; which of these can be directly measured (and with what data) to predict student success and understand effective policy controls?</p> <p>What data is tracked in New Mexico and what would a system that appropriately tracks the metrics that most contribute to student success look like?</p> <p>Can we identify promising student and family support structures and/or programs that contribute to student success in addition to traditional measures such as graduation rates, test scores, employment rates, etc.?</p> <p>Are legislative investments being dedicated to the most promising student programs and interventions; how can we assess the impact of these investments on an operationalized measure of college, career, and civic readiness?</p>
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Resources Needed	<ul style="list-style-type: none"> - Defining and operationalizing a statewide measure of college, career, and civic readiness is both a significant and necessary action to understand if New Mexico's education system is meeting its intended aim of readying students for life after their K-12 education. This work will require in-depth research, data gathering and organization, meetings with education partners, educators, families, and all involved stakeholders, and substantial staff time. - Research review of evidence-based metrics (ex: attendance data, on-time grade promotion, graduation rates, postsecondary enrollment/workforce participation rates). - Metrics across student success factors, disaggregated and including at least a 5-year review. - Gathering of evidence-based strategies that are showing evidence of effectiveness for data gathering, evaluation, and consideration of implementation into an operationalized definition of college, career, and civic readiness. - Meaningful time with education partners and stakeholders.
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Partners/ Stakeholder Engagement	<p>In-state: New Mexico students, New Mexico families, PED, school districts and charter schools, education leaders, educators, a large variety of organizations focused on education and workforce issues in the state, and additional partners as identified during the project.</p> <p>National/research: Harvard Strategic Data Partnership, Learning Policy Institute, The Education Trust, National Conference of State Legislatures, Education Commission of the States, and additional research organizations as determined by the project.</p>
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LESC 2023 Interim Work Plan

Topic	Study High School Start Times	Problem Statement	<p>Research suggests later school start times can support sleep needs of students, and some states and cities have begun to mandate later school start times to support adolescent sleep needs. These changes, however, can create logistical and operational challenges to schools and families. There is currently no requirement in state law about when high schools must start their day in New Mexico. HM56 also requests the LESC to study this issue.</p>
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Short Term

Long Term

Timeline / Plan of Action	<p>Summer 2023: Inventory school start times across New Mexico and analyze data for average school start times.</p> <p>Summer 2023: Conduct a literature review of research around adolescent sleep needs and how school start times impact adolescent health related to sleep.</p> <p>Summer/Fall 2023: Convene a working group in alignment with HM56, which requests the LESC to work with high school students, school staff, and PED to study this issue.</p> <p>Fall/Winter 2023: Develop a final report in conjunction with the working group and provide this report to LESC members.</p>	<ul style="list-style-type: none"> - Prepare a report for the LESC summarizing research on high school start times and the work of the study group requested by HM56 from the 2023 legislative session. - Develop a recommendation on a statutory high school start time for LESC members to consider. - Support LESC members with possible statutory changes to align with the research and recommendations gleaned from studying high school start times.
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Questions to Address	<p>What does the body of research say about adolescent sleep needs and how school days can be designed to support these needs?</p>
	<p>How do New Mexico schools compare with national recommendations about school start times?</p>
	<p>What policy options exist regarding a statutory high school start time?</p>
	<p>What impacts, operationally and logistically, would need to be accounted for should New Mexico schools be required to adapt to a statutory high school start time?</p>

Resources Needed	<ul style="list-style-type: none"> - To study and make a recommendation about a statutory high school start time, LESC staff will need to gather research about adolescent sleep needs and complete a review/inventory of start times across New Mexico high schools, ideally by school but at a minimum by school district and charter school. - LESC staff will also need to review research and meet with education stakeholders and partners in New Mexico to determine other operational and logistical factors that should be considered in a recommendation (ex: transportation schedules). - To support the working group as requested by HM56, LESC staff will need to dedicate staff time to organize and facilitate these convenings, as well as staff time to develop a final report.
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Partners/ Stakeholder Engagement	<p>HM56 requests the LESC to work with high school students, PED, and staff from New Mexico school districts and charter schools to conduct this study and to develop a recommendation on a statutory high school start time.</p>
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LESC 2023 Interim Work Plan

Topic	Program Evaluation/Policy Review of Attendance	Problem Statement	When children are not in school, it is impossible for them to learn. Research also shows chronically absent students are at major risk academically, being less likely to read on grade level, scoring lower on assessments, and being less likely to complete high school. 30 percent of children in New Mexico are chronically absent. For school programs to be effective, it is imperative to understand the depth of attendance challenges and understand how the state can support increased school attendance.
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	<i>Short Term</i>	<i>Long Term</i>
Timeline / Plan of Action	<p>Spring/Summer 2023: Gather preliminary research and complete literature review/landscape review of school strategies and state policy options to support student attendance; Submit requests for relevant data needs and begin to organize and analyze data; Meet with education partners</p> <p>Fall 2023: Continue meeting with education partners and to conduct research; Begin statutory review and evaluation of Attendance for Success Act.</p> <p>Winter 2023: Develop preliminary recommendations for LESC members regarding attendance and school engagement.</p>	<ul style="list-style-type: none"> - The LESC and the broader Legislature will have a clear understanding of the depth of attendance challenges including impacts across the state and by various student groups. - The LESC and the broader Legislature will gain understanding about effective strategies to support school engagement, attendance, and reductions in chronic absenteeism. - The LESC and the broader Legislature will have a sense of tailored strategies that may support attendance needs that vary statewide and by various student populations. - LESC staff will make recommendations about statutory needs to LESC members.

Questions to Address	<p>What is the depth of the chronic absenteeism challenge in New Mexico; which students, and where in the state, is there the biggest challenge with attendance?</p> <p>How does New Mexico's current statutory options (Attendance for Success Act) impact attendance; in what ways is this law working; in what ways could this law be strengthened or modified?</p> <p>What does research say about effective school responses and policy options to support success; how do New Mexico's current laws and practices align with best practices; how does New Mexico compare with other states (landscape analysis)?</p> <p>What promising practices could be most beneficial specifically for New Mexico; what policy options exist for LESC members to consider?</p>
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Resources Needed	<ul style="list-style-type: none"> - Attendance data (5-year history) - Chronic absenteeism data (5-year history) - Attendance trends since the Covid-19 pandemic - Disaggregated and geographical data related to student attendance and chronic absenteeism (5-year review) - Literature review of state policy options to support attendance - Analysis of components of the state's Attendance for Success Act and review of how these strategies are functioning to support student attendance
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Partners/ Stakeholder Engagement	<p>In-state: PED, LFC, school leaders and educators, students, families, student support organizations, New Mexico based organizations focused on education and education supports, and additional partners as identified throughout the study.</p> <p>National/research organizations: Attendance Works, Learning Policy Institute, The Education Trust, National Conference of State Legislatures, Education Commission of the States, EdResearch for Recovery (Annenberg, Results for America, Penn GSE), and additional organizations as determined throughout the study.</p>
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LESC 2023 Interim Work Plan

Topic	Funding Formula Review	Problem Statement	While the Legislature has significantly increased appropriations to public schools, student achievement has not measurably improved. Therefore, it is unclear whether the public school funding formula adequately identifies student need, reflects the true costs of adequately operating public schools, and allocates adequate funds to improve student outcomes and support the diverse and evolving needs of public schools.
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Short Term

Long Term

Timeline / Plan of Action	<ul style="list-style-type: none"> - March through June 2023: Draft initial framing of funding formula review, and collect feedback and guidance from LESC leadership, stakeholders, and partners. - June through August 2023: Conduct focus groups with stakeholders and partners. Engage with partners in assessing challenges related to the funding formula and the unique impact they have on local communities. - August through October 2023: Compose deliverables for distribution to LESC members related to findings in the formula review as well as general status reports. - October 2023 through March 2024: Leverage findings from the public school funding formula review to begin framing a potential redesign of the funding formula. 	<ul style="list-style-type: none"> - Monitor ongoing challenges associated with the public school funding formula. - Collaborate with external stakeholders on a potential redesign of the public school funding formula, with the goal of drafting legislation before the 2025 legislative session.
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Questions to Address	Is the public school funding formula adequately supporting public schools in providing a uniform and/or sufficient public education?
	What constitutes uniformity and sufficiency in the context of the public school funding formula, and how do we balance those concepts with meeting the diverse and evolving needs of local communities?
	What ongoing challenges associated with the public school funding formula have not yet been addressed by the Legislature?
	What is New Mexico's vision for public education, what metrics of student success will be used in measuring progress toward that vision, and how can local leaders be trained to leverage the funding formula in making sustainable and measurable progress toward achieving that vision?

Resources Needed	<ul style="list-style-type: none"> - LESC staff have established contacts with relevant partners and stakeholders. However, effort may be needed to broaden the voices represented in a funding formula review to ensure LESC is inclusive of historically underrepresented voices. - Utilizing research portals to gain insight into national trends in Public School Finance as well as leveraging LESC files to gain historical context of prior funding formula studies. - Receiving consistent and comprehensive feedback and guidance from LESC leadership on the framing, layout, and content of the funding formula review. - Year-over-year data on SEG distributions, preliminary and final unit values, as well as individualized local education agency data related to special education program unit calculations, At-Risk Index component calculations, Teacher Cost Index calculations, basic program units, special education program units, school and district size units, rural population units, enrollment growth units, and add-on units.
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Partners/ Stakeholder Engagement	<ul style="list-style-type: none"> - Legislative Finance Committee - Public Education Department - School Boards Association - Association of School Business Officials - School districts and charter schools - Public Charter Schools of New Mexico - Coalition of Educational Leaders - Department of Finance and Administration - Legislative members
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LESC 2023 Interim Work Plan

Topic	Funding Formula Redesign	Problem Statement	<p>Since its inception in 1974, the public school funding formula has been revised but has not been significantly redesigned in response to emerging and ongoing challenges in public schools. Therefore, pending the findings of the LESC review of the funding formula, a comprehensive redesign of the formula may be needed to ensure the comprehensive costs of operating public schools are being adequately met.</p>
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Short Term

Long Term

Timeline / Plan of Action	<p>- October 2023 through March 2024: Collaborate with stakeholders and partners on framing a potential redesign of the public school funding formula.</p> <p>- March through December 2024: Engage with LFC, PED, and other stakeholders in drafting potential legislation that redesigns the public school funding formula.</p>	<p>- Potentially consider the beginning of the 2025 legislative session as the goal for compiling legislative recommendations related to a funding formula redesign.</p>
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Questions to Address	<p>Are existing differentials in the public school funding formula adequate in supporting the diverse needs of public school students, or are additional differentials needed to support the evolving needs of public schools?</p> <p>Does the public school funding formula adequately support public schools in meeting all existing statutory and regulatory requirements?</p> <p>Does the public school funding formula appropriately balance flexibility with accountability and does it draw on revenue sources that are both sustainable and sufficient for distribution to public schools?</p> <p>Can the funding formula be streamlined or refined in its method of calculating program units, what systems or processes can be refined at PED in how the department administers, allocates, and distributes funding, and what training would department staff require to support a successful implementation of a redesigned funding formula?</p>
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Resources Needed	<p>- LESC staff have established contacts with relevant partners and stakeholders. However, effort may be needed to broaden the voices represented in a funding formula redesign to ensure LESC is inclusive of historically underrepresented voices.</p> <p>- Utilizing research portals to gain insight into national trends in public school finance as well as leveraging LESC files to gain historical context of prior funding formula studies.</p> <p>- Receiving consistent and comprehensive feedback and guidance from LESC leadership on the framing, layout, and content of the funding formula redesign.</p> <p>- Year-over-year data on SEG distributions, preliminary and final unit values, as well as individualized local education agency data related to special education program unit calculations, At-Risk Index component calculations, Teacher Cost Index calculations, basic program units, special education program units, school and district size units, rural population units, enrollment growth units, and add-on units.</p>
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Partners/ Stakeholder Engagement	<ul style="list-style-type: none"> - Legislative Finance Committee - Public Education Department - School Boards Association - Association of School Business Officials - School districts and charter schools - Public Charter Schools of New Mexico - Coalition of Educational Leaders - Department of Finance and Administration - Legislative members
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LESC 2023 Interim Work Plan

Topic	Policy Review: ESSER Funding	Problem Statement	As the deadline for expending federal relief funds approaches, it is unclear how school districts and charter schools will leverage their remaining funds and whether there will be a disruption of programs and services when those funds are depleted.
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	<i>Short Term</i>	<i>Long Term</i>
Timeline / Plan of Action	<ul style="list-style-type: none"> - April through June 2023: Collaborate with PED and LFC staff in collecting and assessing data on the uses and impact of ESSER funding in FY22 and FY23. - June through September 2023: Monitor ongoing uses of ESSER II and ESSER III funding. - September 2023: Assess outstanding balances for ESSER II and ESSER III. - September through December 2023: Collaborate with LFC staff in composing recommendations in the FY25 public school support scenario for supporting districts and charters in their transition from ESSER funding. 	<ul style="list-style-type: none"> - Monitor ongoing uses of ESSER II and ESSER III funding. - Assess what proportion of ESSER funds have not been expended by local Education agencies (LEAs) and why those funds were not expended. - Compile a comprehensive report detailing how School Districts and charter schools expended their total ESSER allocation and the impact those funds had on student achievement, alleviating unfinished student, learning facility quality, and other relevant areas.

Questions to Address	How have school districts and charter schools leveraged their ESSER funds thus far?
	What measurable impact have ESSER funds had on student opportunity, unfinished student learning, facility quality, and other relevant areas?
	How many public school employees are currently supported by ESSER funding?
	What role should the Legislature play in supporting districts and charter schools in their transition from ESSER funding?

Resources Needed	<ul style="list-style-type: none"> - LESOC staff will engage with PED and LFC staff to gather and assess data on the uses and measurable impact of ESSER funding on student opportunity and achievement. - The PED ESSER I and II Funding Report contains significant information on the expending of federal funds by category and by LEA but information is still needed for ESSER III. - Mandatory reports of federal funds spending may be gathered from LEA websites with LESOC staff engaging with select LEAs to gain more insight of innovative practices and initiatives. - Data from Edunomics or other external data sources may be leveraged to supplement data from school districts, charter schools, and PED.
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Partners/ Stakeholder	<ul style="list-style-type: none"> - Public Education Department - School districts and charter schools - Legislative Finance Committee
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LESC 2023 Interim Work Plan

Topic	Evaluation: Family Income Index	Problem Statement	As the final year of the Family Income Index pilot program begins, it is unclear whether the Index is an adequate model of identifying poverty and directing supplemental funds to schools with the highest concentrations of poverty?
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	<i>Short Term</i>	<i>Long Term</i>
Timeline / Plan of Action	<ul style="list-style-type: none"> - April through June 2023: Gather and assess data on the uses of FY22 & FY23 allocations from the Index. - July through August 2023: Gather and assess data on the uses of FY24 allocations from the Index. - August through October 2023: Engage with LESC members in their vision for the Family Income Index. - August through December 2023: Collaborate with LFC and PED staff on an FY25 recommendation related to the Index. December 2023 through January 2024: Present a potential recommendation to LESC members for their approval as part of the FY25 recommendation for public school support. 	<ul style="list-style-type: none"> - Monitor uses of FY24 allocations from the Family Income Index, including the programming supported, services provided, and full-time employees funded by the Index.

Questions to Address	How effective is the Family Income Index in identifying poverty?
	How effectively has the Family Income Index distributed funds to the schools with the highest concentrations of poverty?
	Is there sufficient capacity at the school-level to adequately expend supplemental funds on data-driven practices that improve student achievement?
	Should any components of the Family Income Index be recommended for incorporation in the public school funding formula?

Resources Needed	<ul style="list-style-type: none"> - Data on distributions from the Index, including a comprehensive list of school site scores in FY22, FY23, and FY24, the amounts distributed to each school site and school district, and the proportion of the funds that were reported expended by each school site. - Data on uses of the Index's funds, including the programs and services supported by the Index, personnel supported by the Index, and any measurable data on the impact of the Index on student achievement and opportunity.
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Partners/ Stakeholder Engagement	<ul style="list-style-type: none"> - Public Education Department - School districts and charter schools
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LESC 2023 Interim Work Plan

Topic	Study Transportation Formula	Problem Statement	New Mexico's public school transportation funding formula does not reflect the actual costs of running a transportation program.
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	<i>Short Term</i>	<i>Long Term</i>
Timeline / Plan of Action	<ul style="list-style-type: none"> - Analyze the transportation formula and its variables. - Study other states' mechanisms for funding transportation. - Identify school district and charter school partners and discussion topics. - Survey school districts about transportation costs and needs. - Explore data-driven solutions to school transportation, including route management software. 	<ul style="list-style-type: none"> - Understand the main cost drivers in school transportation programs. - Establish consensus on changes to the transportation formula. - Propose legislation for LESC endorsement amending the transportation formula.

Questions to Address	Objectively, what is the actual cost of running a school transportation program?
	What are the primary drivers of transportation costs and how do they vary regionally?
	What is the state's role in funding transportation? Should the state prioritize efficiency or provide funding for a wide range of transportation services?
	Are there digital tools the state can use to administer transportation formula?
	How can the transportation formula adapt to emerging safety technology and electric vehicles?

Resources Needed	<ul style="list-style-type: none"> - Transportation formula data from PED. - Information on actual transportation costs from school districts. - Access to school bus route management software. - School district bus routes and student data.
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Partners/ Stakeholder Engagement	School districts (varying in size and population density), charter schools, PED, LFC.
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LESC 2023 Interim Work Plan

Topic	Redesigning Educational Data Systems	Problem Statement	New Mexico's data systems for student information, assessments, accountability, teacher licensure, and school financials do not communicate with each other.
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	<i>Short Term</i>	<i>Long Term</i>
Timeline / Plan of Action	<ul style="list-style-type: none"> - Determine barriers to data system integration - Explore how other states handle data systems - Explore statewide student information systems as a solution to disparate data systems - Understand school districts' data system needs 	<ul style="list-style-type: none"> - Author statute to require a statewide student information system - Monitor data collection to reduce reporting requirements

Questions to Address	What do school districts and charter schools need from a student information system?
	Are there options to quickly aggregate information from the various student information systems statewide?
	What supports would schools need to transition to a statewide data system?
	How do other states integrate student and teacher data, school financials, and accountability systems?
	Does PED need additional staffing or other organizational changes to effectively implement data systems?

Resources Needed	<ul style="list-style-type: none"> - Responses to surveys from school districts and charter schools - Interviews with select school personnel - Understanding of data system implementation from PED - Research on data systems in other states
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Partners/ Stakeholder Engagement	School districts, charter schools, PED, NCSL, ECS
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LESC 2023 Interim Work Plan

Topic	"Beating the Odds"	Problem Statement	Some schools see high levels of student achievement despite serving some of the states' neediest populations. The lessons these schools hold may help improve student achievement statewide.
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	<i>Short Term</i>	<i>Long Term</i>
Timeline / Plan of Action	<ul style="list-style-type: none"> - Identify schools that are "beating the odds" - Research elements that contribute to school success - Analyze patterns in schools that are beating the odds - Recommend implementation of highly effective programs 	<ul style="list-style-type: none"> - Pilot effective programs at schools similar to those beating the odds - Incentivize or require participation in highly effective programs

Questions to Address	Are the schools "beating the odds" doing so consistently year after year?
	Are there common elements of schools beating the odds? Are these factors replicable?
	How do less tangible school characteristics, like leadership, teacher effectiveness, and school culture contribute to schools' ability to beat the odds?
	What are the top three most impactful things a school can do to increase its probability of beating the odds? Can and should the Legislature require these impactful programs?

Resources Needed	<ul style="list-style-type: none"> - Data on student achievement and demographics from PED - Interviews with school personnel at schools that beat the odds - National research on schools that improve student achievement despite challenging demographics
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Partners/ Stakeholder Engagement	PED, "beating the odds" school leadership and faculty
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LESC 2023 Interim Work Plan

Topic	Counselors (Guidance, Advisement)	Problem Statement	<p>Academic and guidance counselors play a critical role in student success. In order for students across New Mexico to achieve their potential, adequate funding, preparation programs, and resources must be determined to support their growth and development and the continued supply of high quality counselors.</p>
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Short Term

Long Term

Timeline / Plan of Action	<p>Summer 2023: Request and compile data from PED; Research and literature review of best practices for counselor training, support, and promoting positive student outcomes; Review of promising practices in New Mexico; Engagement with stakeholders in-state and nationally.</p> <p>Fall 2023: Compile data, qualitative and quantitative information, and initial research findings; Continued analysis of relevant data; Consider policy options for LESAC members to endorse and incorporate member and stakeholder feedback.</p> <p>Winter 2023: Propose potential committee-endorsed legislation.</p>	<p>Monitor counselor ratios, salaries, and retention; Build systems within school districts so that counselors have meaningful professional development opportunities and support from school leadership; Ensure counselor preparation programs and training from New Mexico institutions align with best practices; Identify responsibilities being given to counselors that could be better fulfilled by existing or additional staff and determine how PED or legislature and support school needs; Determine how to measure and correlate student outcomes as a result of counselor work.</p>
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Questions to Address	<p>What is the ideal ratio of counselors to students?</p> <p>What training/certifications/education best help counselors and advisors succeed in their role? Is there a career ladder or path for growth for these roles?</p> <p>How do we collect and analyze data to understand the role of counselors in student outcomes? Particularly, can we correlate these roles with attendance, acceptance/completion of post-high school academic or training programs?</p> <p>What are the barriers for counselors and advisors to fulfilling their roles and remaining within them (other duties/assignments, access to training, compensation, etc.)?</p>
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Resources Needed	<p>Partnerships with current counselors, current or recently graduated students, relevant associations/organizations/community partners, school districts and PED staff;</p> <p>Data and information from PED and schools districts including but not limited to current number of employed counselors, salary information, turnover and retention rates, professional development opportunities, preparation programs and support documents, and other duties assigned to counselors; and</p> <p>Research on best practices regarding counselor to student ratios, counselor prep and training, and continued professional development and support.</p>
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Partners/ Stakeholder Engagement	<p>PED, HED, New Mexico School Counselor Association, current counselors and advisors, school districts, charter schools, current or recently graduated students, and community partners.</p>
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LESC 2023 Interim Work Plan

Topic	Mental Health, Behavioral Health, SEL Programs	Problem Statement	How can New Mexico best support the mental health, behavioral health, and SEL needs of students through funding or policy changes, and likewise what support do teachers and staff providing these services need?
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	<i>Short Term</i>	<i>Long Term</i>
Timeline / Plan of Action	<p>Summer 2023: Request and compile data from PED; Research and literature review of best practices for mental health, behavioral health, and SEL programs; Review of promising practices in New Mexico; Engagement with stakeholders in-state and nationally.</p> <p>Fall 2023: Compile data, qualitative and quantitative information, and initial research findings; Continued analysis of relevant data; Consider policy options for LESC members to endorse and incorporate member and stakeholder feedback.</p> <p>Winter 2023: Propose potential committee-endorsed legislation.</p>	<p>Monitor mental health, behavioral health, and SEL programs within and across school districts;</p> <p>Ensure teacher preparation programs and training from New Mexico institutions align with best practices;</p> <p>Identify resources teachers, schools districts, students and families need for mental health, behavioral health, and SEL programs;</p> <p>Determine how to measure and correlate student outcomes as a result of these programs.</p>

Questions to Address	What are the current services/programs available to students? Is there a wide variety or similar access across school districts?
	How do schools fund these programs (state, federal, other), and what are the barriers to accessing or spending funds?
	What training, certification, or skills best prepare teachers and staff to provide these programs? And what is the role of school or district leadership?
	What data and tracking mechanisms are needed to understand student outcomes as a result of these programs?

Resources Needed	<p>Partnerships with current mental health, behavioral health, and SEL program teachers, current or recently graduated students, relevant associations/organizations/community partners, school districts and PED staff;</p> <p>Data and information from PED and schools districts including but not limited to current number of employed mental health, behavioral health, and SEL teachers, salary information, turnover and retention rates, professional development opportunities, preparation programs and support documents, and how school leadership supports these programs;</p> <p>Research on best practices regarding teacher prep and training, continued professional development, designing and implementing effective programs that are responsive to student needs, and how to correlate these programs with student outcomes and success.</p>
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Partners/ Stakeholder Engagement	<p>PED, HED, New Mexico Behavioral Health Providers Association, NM Mental Health Counselors Association, Behavioral Health Providers' Association of New Mexico, Social Emotional Learning Alliance for New Mexico, current teachers/staff providing mental health, behavioral health, and SEL programs, school districts, charter schools, current or recently graduated students, community partners, unions.</p>
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LESC 2023 Interim Work Plan

Topic	Community Schools	Problem Statement	Community schools are an evidence-based strategy for school improvement. The PED and LEAs need better guidance and understanding of high quality community school attributes and implementation steps to ensure the strategy is successful. Further, the legislature needs information about whether funding adequately supports implementation for sustained programming and impact.
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Short Term

Long Term

Timeline / Plan of Action	<p>Summer 2023: Landscape analysis, including review of current community schools and grant awards, how grant funding is used, the role and experience of community school counselors, and how schools are implementing community school pillars.</p> <p>Fall 2023: Hold stakeholder groups and visit community schools, and incorporate qualitative feedback into landscape and quantitative analysis.</p> <p>Winter 2023: Community Schools Funding Task Force will report initial findings, future planned action, and potential legislative recommendations.</p>	<p>Determine adequate funding mechanisms and amounts to sustain effective community schools;</p> <p>Ensure teacher and leadership preparation programs and training from New Mexico support community school staff;</p> <p>Identify clear and measurable standards for community schools and methods to show schools are meeting these standards;</p> <p>Determine how to measure and correlate student outcomes as a result of community schools.</p>
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Questions to Address	<p>How should we fund community schools (Expand grant funding years, consider new factor in SEG, make recurring, phase-based funding—planning, implementation, scaling and sustainability)?</p> <p>How do we define and regulate "high quality" implementation and practices?</p> <p>Should New Mexico consider a certification process, and if so, how would that be implemented (who determines qualifications, what is the duration of certification, how are schools monitored)?</p> <p>Are there additional teacher prep components that need to be considered/required so that community school teachers or staff would be better prepared to serve their students? This should include teacher or leader prep components and training/certification/license for community school coordinators.</p>
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Resources Needed	<p>Partnerships with current teachers and leadership in community schools, current or recently graduated students, relevant associations/organizations/community partners, school districts and charter schools, and PED staff;</p> <p>Data and information from PED and schools districts including but not limited to current the number of students being served by community schools, community school coordinator preparation and support, professional development opportunities designed to promote community school principals;</p> <p>Research on best practices regarding implementing community school principles, sustaining community school funding, providing adequate support to new and existing community schools, and correlating student outcomes to community school programs.</p>
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Partners/ Stakeholder Engagement	<p>PED, HED, Coalition for Community Schools, school districts and charter schools currently designated as community schools or interested in becoming a community school, current or recently graduated students from community schools, current teachers and leadership, and community partners currently supporting community schools or interested in partnerships.</p>
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LESC 2023 Interim Work Plan

Topic	Mathematics	Problem Statement	Low student achievement in mathematics poses a substantial risk to student success in life including college, career, and civic opportunities in addition to the progress and well-being of the state itself.
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Short Term

Long Term

Timeline / Plan of Action	<ul style="list-style-type: none"> - May 2023: Establish partnership with PED's Math and Science Bureau. Begin attending Math and Science Advisory Council meetings. - Summer 2023: Landscape analysis of mathematics education in New Mexico; literature review including research on best practices; research what other states are doing. - Summer/Fall 2023: Partner with LESL staff to review mathematics preparation in educator preparation programs. - September 2023: Present brief including landscape analysis of mathematics education in New Mexico, including work on educator preparation programs, to LESL. 	<ul style="list-style-type: none"> - Spring/Summer 2024: Stakeholder engagement in the form of listening sessions and then focus groups on mathematics education in New Mexico. - Spring/Summer 2024: Site visits to K-12 mathematics classrooms across the state. - Summer/Fall 2024: Craft bill proposal/present to LESL.
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Questions to Address	How has mathematics instruction contributed to low student achievement before and after the Covid-19 pandemic?
	What is contributing to the math vacuum in educators (both in terms of content and pedagogical knowledge)?
	Do future math teachers enter college with strong math skills? Are future math teachers leaving college with the math skills necessary to effectively teach students at all levels?
	How can we improve accountability systems to provide more clarity on student growth in math and provide support to struggling schools?

Resources Needed	<ul style="list-style-type: none"> - Partnership with LESL staff to establish connections to educator preparation programs. - A deep dive into mathematics instruction in the state will require significant partnership with school communities, education stakeholders, students, families, educators, and a variety of organizations in New Mexico, as well as national research. - Data needs include, but are not limited to: year-over-year summative statewide mathematics assessment data for 5- or 10-year data review; mathematics assessment crosswalk (if possible); educator preparation program data; instructional materials data (if possible). - Research on what other states are doing; evidence-based mathematics instruction and instructional materials; educator preparation best practices
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Partners/ Stakeholder Engagement	<p>In-state: PED, Math and Science Advisory Council, school districts, charter schools, school boards, math/STEAM educators, educator prep programs, other education stakeholders.</p> <p>Research/national engagement: National Conference of State Legislatures, Education Commission of the States, Learning Policy Institute, additional research organizations as determined as the work progresses.</p>
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LESC 2023 Interim Work Plan

Topic	Special Education	Problem Statement	Low educational outcomes for special education students, achievement gaps between special education student subgroups, and feedback from advocates and families have raised a series of concerns related to the services available to students with disabilities in New Mexico.
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Short Term

Long Term

Timeline / Plan of Action	<ul style="list-style-type: none"> - June to August 2023: Establish partnership with PED's Special Education Division. Hold a series of listening sessions for stakeholders via Zoom on special education concerns; potentially also in-person sessions around the state. Conduct landscape analysis, including what other states are doing. - August to October 2023: Hold focus groups with specific questions for different stakeholder groups via Zoom; potentially also in-person sessions around the state. - October 2023: Present brief, including status update on meetings with stakeholders and landscape analysis, to LESOC. - October to December 2023: Craft special education bill proposal and present to LESOC. 	<ul style="list-style-type: none"> - Monitor special education implementation and outcomes for special education students in New Mexico.
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Questions to Address	What are the concerns of special education stakeholders regarding the provision of special education services in New Mexico?
	What are the root causes of achievement gaps between special education subgroups?
	How can we learn from other states and better leverage evidence-based practices in special education in New Mexico?
	How can statutory changes improve the provision of special education services in New Mexico and address the judge's findings related to special education in the <i>Martinez-Yazzie</i> lawsuit?

Resources Needed	<ul style="list-style-type: none"> - A deep dive into the provision of special education services in the state will require significant partnership with school communities, education stakeholders, students, families, educators, and a variety of organizations in New Mexico, as well as national research. - Data needs include, but are not limited to: year-over-year summative statewide assessment data for 5- or 10-year data review; assessment crosswalk (if possible). - Research on what other states are doing; special education best practices, including for education preparation programs.
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Partners/ Stakeholder Engagement	<p>In-state: PED, ECECD, HED, Division of Vocational Rehabilitation, Developmental Disabilities Council/Office of the Special Education Ombud, special education parents and guardians, special education teachers, school districts, charter schools, school boards, special education advocacy groups, unions.</p> <p>Research/national engagement: National Conference of State Legislatures, Education Commission of the States, Learning Policy Institute, additional research organizations as determined as the work progresses.</p>
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