

ACTION PLAN

Submitted by agency?	No
Timeline assigned?	No
Responsibility assigned?	No

Public Education Department

Significant investments in learning opportunities for FY20 resulted in notable expansion of prekindergarten and new extended learning time programs (ELTP) in the first quarter. While K-5 Plus extended school year program growth was flat for summer 2019 and modest for the first quarter of FY20, the Public Education Department (PED) estimates K-5 Plus and ELTP participation will more than double in FY21.

The substantial boost in FY20 public school appropriations has increased the need for stronger PED oversight of schools, as noted in the court findings from the *Martinez-Yazzie* education sufficiency lawsuit. With changes to the statewide assessment and evaluation system beginning in FY20, continued urgency to resolve court findings, and rapid scaling of extended learning opportunities, the state must ensure schools efficiently and effectively improve the outcomes of students and provide performance metrics that accurately and consistently measure progress over time.

Prekindergarten

PED reports statewide 4-year-old prekindergarten enrollment reached 10.8 thousand students in FY20, with 7,048 students attending school-based sites and 3,789 students served by private providers. Since FY12, public prekindergarten slots have nearly tripled, private providers have increased slots by 73 percent, and Head Start has lost a third of funded slots. With an overall declining student population, fewer Head Start slots, and weaker academic gains from prekindergarten, the state needs to prioritize quality programming over rapid expansion.

Although the overall effect of prekindergarten programs appears to be weakening, the LFC's 2019 *Early Childhood Accountability* report still found academic benefits for low-income students participating in high-quality prekindergarten. Additionally, prekindergarten students that also participated in high-fidelity K-3 Plus programs had double the academic gains of peers that did not participate in either program.

Budget: \$13,618.8 FTE: 283.2

Measure	FY18 Actual	FY19 Actual	FY20 Target	FY20 Q1	Rating
Eligible children served in state-funded prekindergarten*	8,427	9,757	N/A	10,837	
Eligible children served in kindergarten-three-plus**	18,227	18,528	N/A	21,139	
Average days to process reimbursements	22.8	26.8	24	Not Reported	R
Data validation audits of funding formula components	28	28	20	0	Y
Program Rating	G	Y			Y

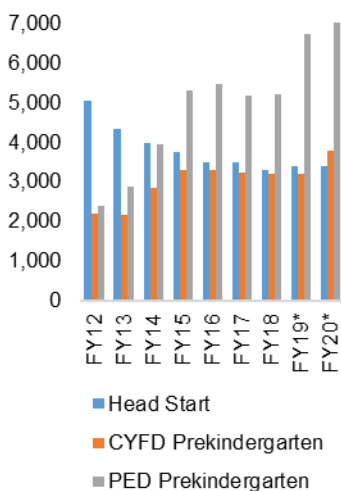
*Includes 4-year-old prekindergarten administered by the Children, Youth and Families Department

**The FY18 and FY19 Actuals represent summer 2018 and summer 2019 K-3 Plus with 4th and 5th grade pilots, respectively. The first quarter of FY20 represents K-5 Plus programs funded from the state equalization guarantee.

Extended Learning

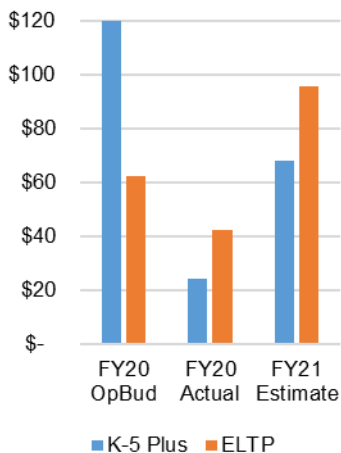
In response to concerns from schools about difficulties meeting requirements for high-fidelity K-5 Plus programs, PED hosted a statewide convention in October 2019 to share best practices from schools that successfully implemented districtwide or school-wide

New Mexico 4-year-old Services



*Estimated figures for Head Start.
Source: PED, DFA, LFC Files

Appropriations and Estimated Participation (in millions)



Source: PED

Martinez-Yazzie Update

The New Mexico Center on Law and Poverty (CLP) submitted a motion to the 1st Judicial District Court, claiming the state failed to allocate adequate funding for teacher salaries, extended learning programs, at-risk services, bilingual multicultural education, special education, prekindergarten, and other operational needs. CLP asked the court to mandate the development of a 60-day state plan to address these deficiencies.

The Mexican American Legal Defense Fund (MALDEF), representing the *Martinez* plaintiffs, also filed a motion with the court, noting the state's failure to submit a status report on legislative and executive actions raised questions about compliance with the court's final judgment. MALDEF requested the court to schedule discovery and compliance proceedings to ascertain whether the state complied with the final judgement.

programs. School districts and charter schools operating the programs at scale reported stronger community engagement, more partnerships with higher education institutions and local industries, increased professional development and collaboration amongst school staff, and greater focus on applied, projects-based learning.

PED estimates K-5 Plus and ELTP participation will more than double in FY21. For K-5 Plus, over 21 thousand students participated in FY20 and schools applied for 49.4 thousand participants in FY21. At the current unit value of \$4,565.41, the projected FY21 level of K-5 Plus program participation would cost \$68 million, or 56.5 percent of the \$120 million appropriated for K-5 Plus programs in FY20. For ELTPs, about 84 thousand students participated in FY20 and PED anticipates over 190 thousand students will participate in FY21. At the current unit value, the projected FY21 level of program participation would cost \$95.6 million, about \$33 million over the \$62.5 million appropriated for ELTP in FY20. Combined, the state is on track to spend \$164 million, or 90 percent, of the \$182 million appropriated for K-5 Plus and ELTPs by FY21.

Assessment

In response to an executive order to replace the PARCC test, PED signed a multi-year contract with Cognia to provide a third through eighth grade statewide assessment for math and English language arts. The new statewide assessment, New Mexico Measure of Student Success and Achievement (NM-MSSA), will cost \$38.92 per student (about \$6 million statewide), take between 5.5 hours to 6 hours to complete (3 hours less than the PARCC exam), and remain aligned to Common Core state standards. PED plans to expand the NM-MSSA test item bank over time to include custom questions created by New Mexico teachers. For 10th and 11th grades, students will take the PSAT and SAT exams, respectively.

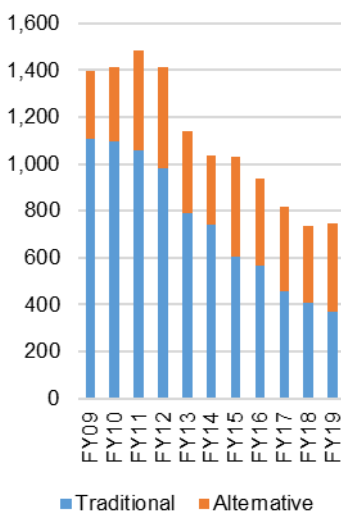
Teacher Quality and Workforce

For FY20, PED removed student test scores from the teacher evaluation system and increased the number of informal observations by administrators. The removal of test scores represents a shift to more subjective measures of teacher performance for FY20; however, PED is developing a framework with stakeholders focused more on professional development and aligned with licensure or endorsement area. PED will continue working with stakeholder groups to revise the system through January 2020.

According to New Mexico State University's Southwest Outreach Academic Research (SOAR) lab's 2019 *Educator Vacancy Report*, New Mexico reported 644 teacher vacancies as of September 23, 2019. Last year, SOAR found 740 teacher vacancies, indicating a decrease of 94 vacancies (or a 13 percent improvement). For FY20, the largest reported vacancies include teachers licensed to teach elementary school (173 positions) followed by special education (151 positions). SOAR's report also found fewer teacher candidates completed a traditional educator preparation program (EPP) in FY19, although total completers increased slightly due to growth in alternative licensure program completions.

The slight reversal in teacher vacancy and EPP completion trends could be attributable to salary increases and changes to the evaluation system; however, development of a sustainable teacher pipeline will require long-term investment in school leaders, mentorship and professional learning structures, and teacher pay.

Educator Preparation Program Completers



Source: USDE, SOAR, LFC Files