

FY23 Public School Support Request

Prepared for the
Legislative Finance Committee

Representative Patricia Lundstrom, *Chair*
Senator George Muñoz, *Vice-Chair*

December 3, 2021



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Presentation Overview

Context & Request

1. Baseline Data: Attainment, Attendance and Achievement
2. Long-term Priorities and Addressing Martinez/Yazzie
- 3. FY23 Public School Support**

Key Points

1. Education will be culturally and linguistically responsive and relevant for all students.
2. *Move the Needle!* Recruiting and retaining effective educators is a key priority.
3. Everyone with our schools needs all the support we can provide...“Last year was hard, this year is harder.”

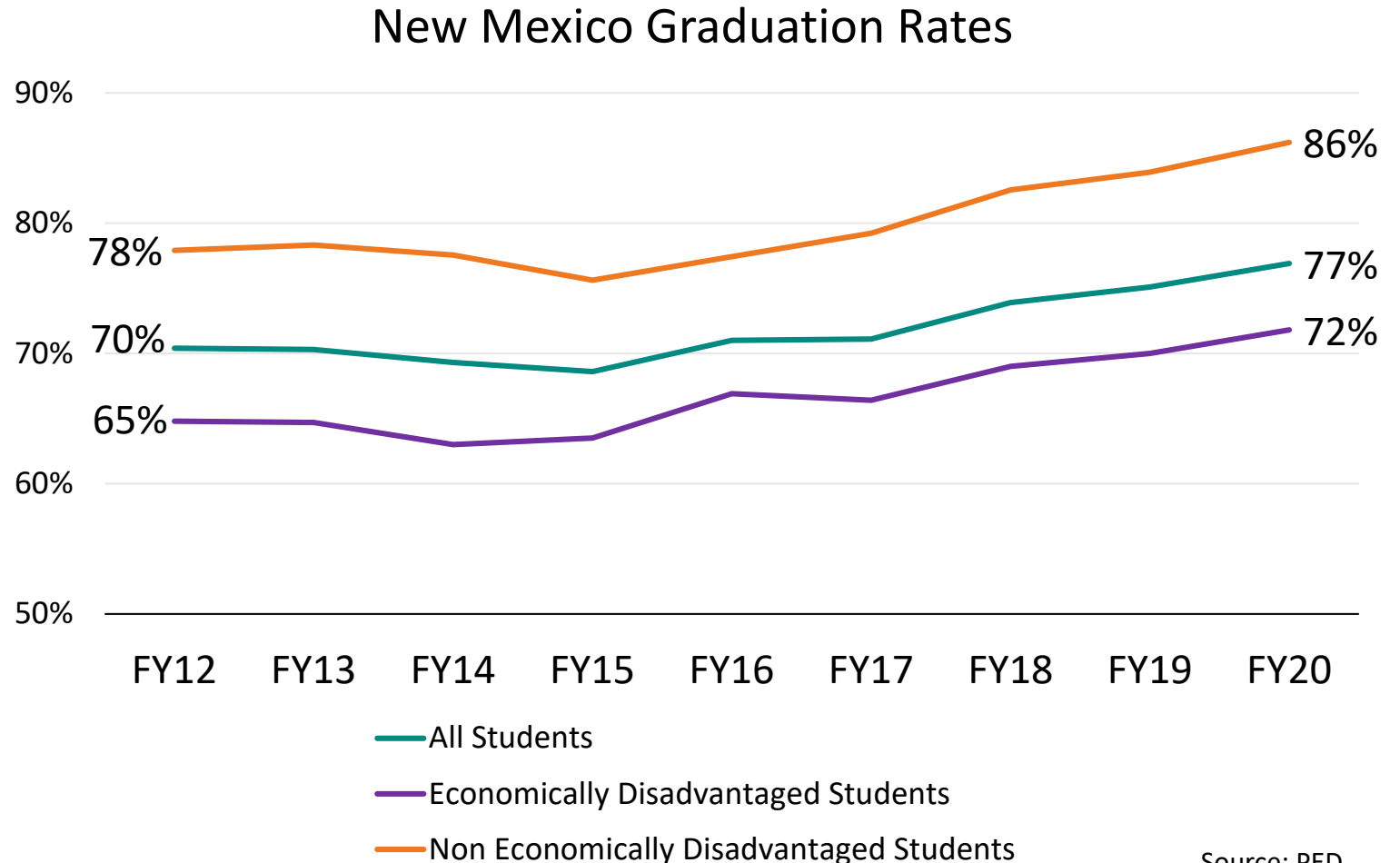
A Strengths-Based Approach to “Move the Needle”

- In New Mexico, our strengths are rooted in our outstanding educators – teachers, educational assistants, nurses, counselors, school psychologists, social workers, principals, and all the others who keep our schools succeeding and our children thriving.
- That recognition is the foundation upon which we will build the momentum to “*move the needle*” on three goals:
 - **Attainment.** Provide a path to graduation for every child.
 - **Attendance.** Engage children in active learning.
 - **Achievement.** Show growth in math and language arts.

Moving the Needle: Attainment

Over the last five years, graduation rates have been steadily increasing.

However, economically disadvantaged students are less likely to graduate than other peers.



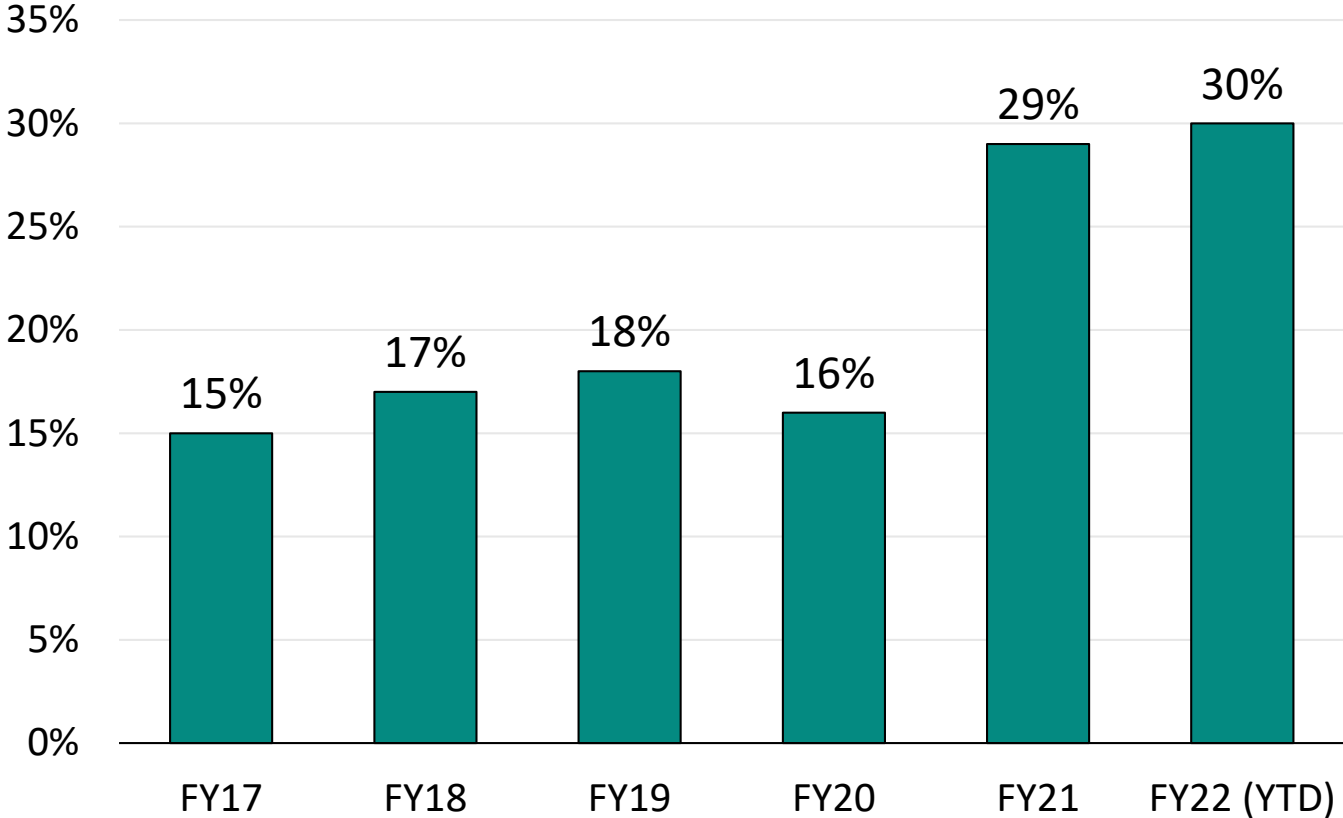
Source: PED

Attendance Challenges

The chronic absenteeism rate nearly doubled during COVID-19.

Note: Chronically absent means missing 10% or more of the school year for any reason - excused and un-excused absences

Percent of Students “Chronically Absent”



Source: PED

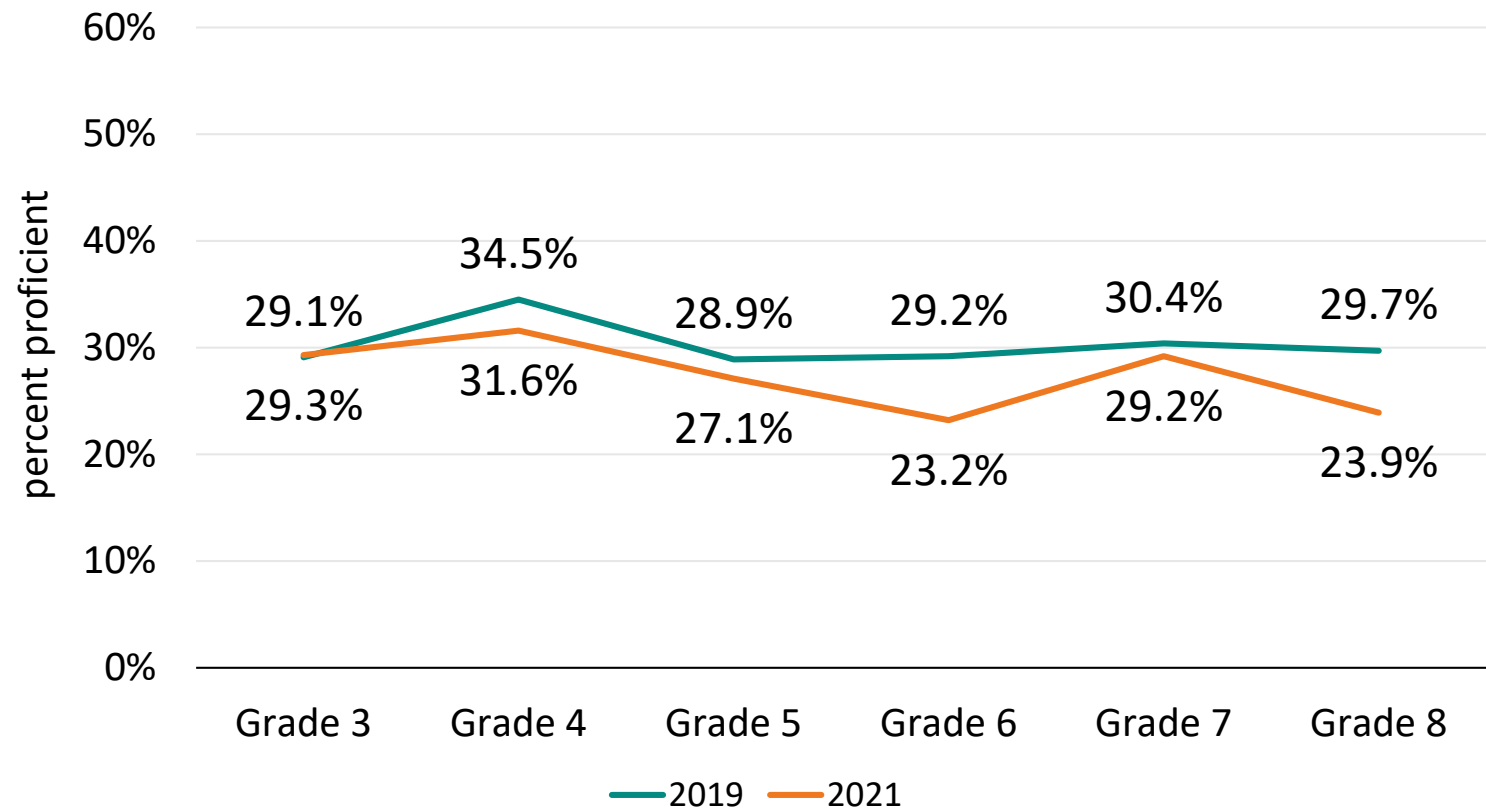
New Mexico Data Study: Reading

Reading:

The percent of students proficient in participating schools declined by 3 percentage points from 2019 to 2021*

*Based upon an analysis of short-cycle assessment data from 19 school districts, not representative of the whole state

Comparison of Reading Proficiency Rates



Source: Center for Assessment, New Mexico Interim Data Study, September 2021

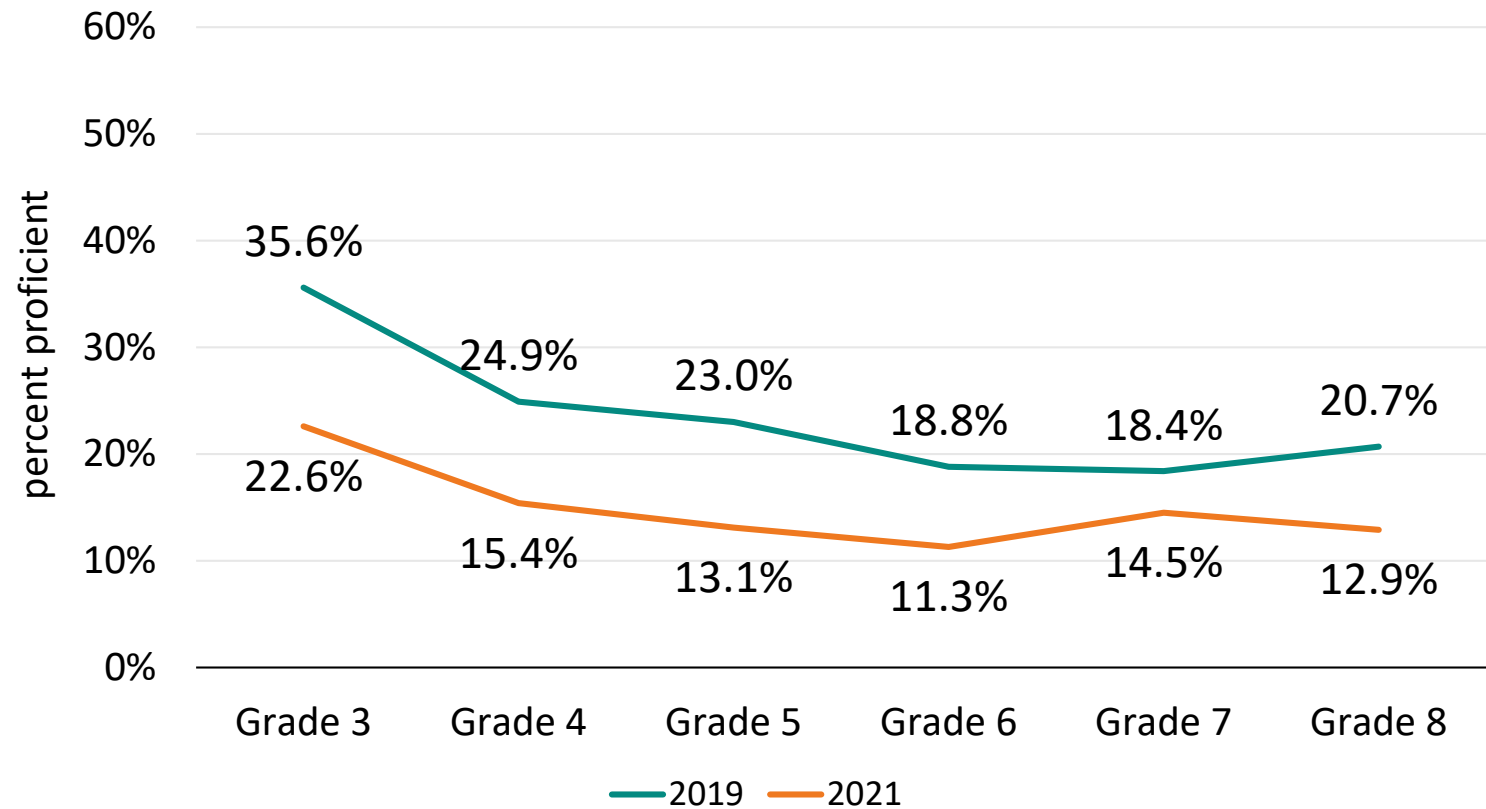
New Mexico Data Study: Math

Math:

The percent of students proficient in participating schools declined by 8.4 percentage points from 2019 to 2021.*

*Based upon an analysis of short-cycle assessment data from 19 school districts, not representative of the whole state

Comparison of Mathematics Proficiency Rates



Source: Center for Assessment, New Mexico Interim Data Study, September 2021

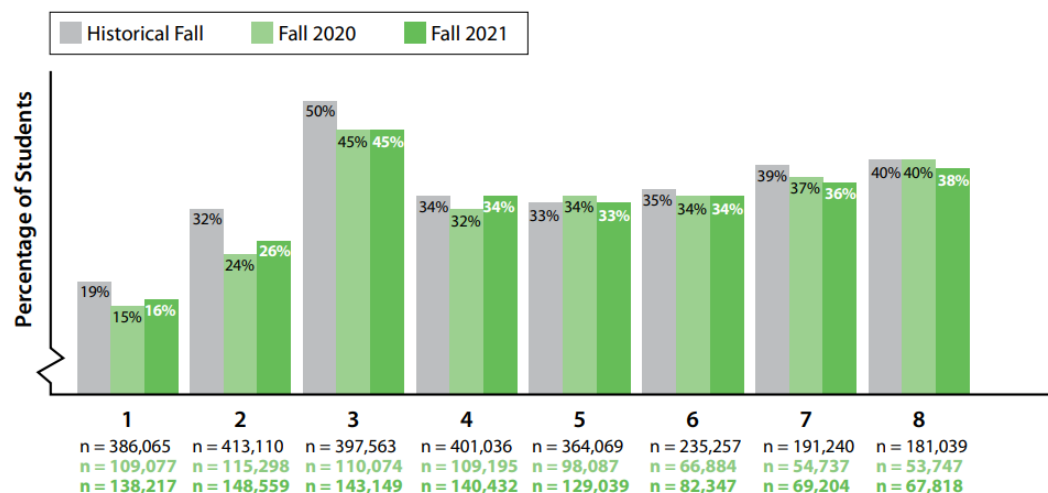
National Study: Reading & Math Performance

One recent national study indicates:

- In reading, the percent of students who are on grade level in the upper-elementary and middle school grades is **close to pre-pandemic levels**. In early grades, the percent of students who are on grade level is **lower** than before the pandemic.
- In mathematics, the percent of students who are on grade level is **lower in nearly all grades** than what we saw prior to the pandemic.

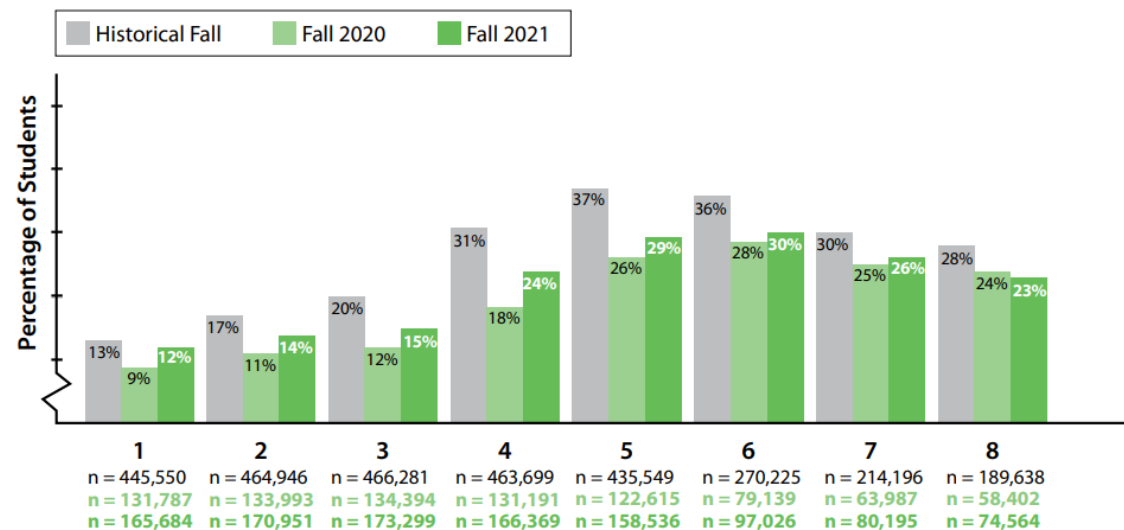
Graph 4.1: On Grade Level in Fall 2020 and Fall 2021, Reading

Data Focus: ■ ■ ■ ↓



Graph 4.2: On Grade Level in Fall 2020 and Fall 2021, Mathematics

Data Focus: ■ ■ ■ ↓



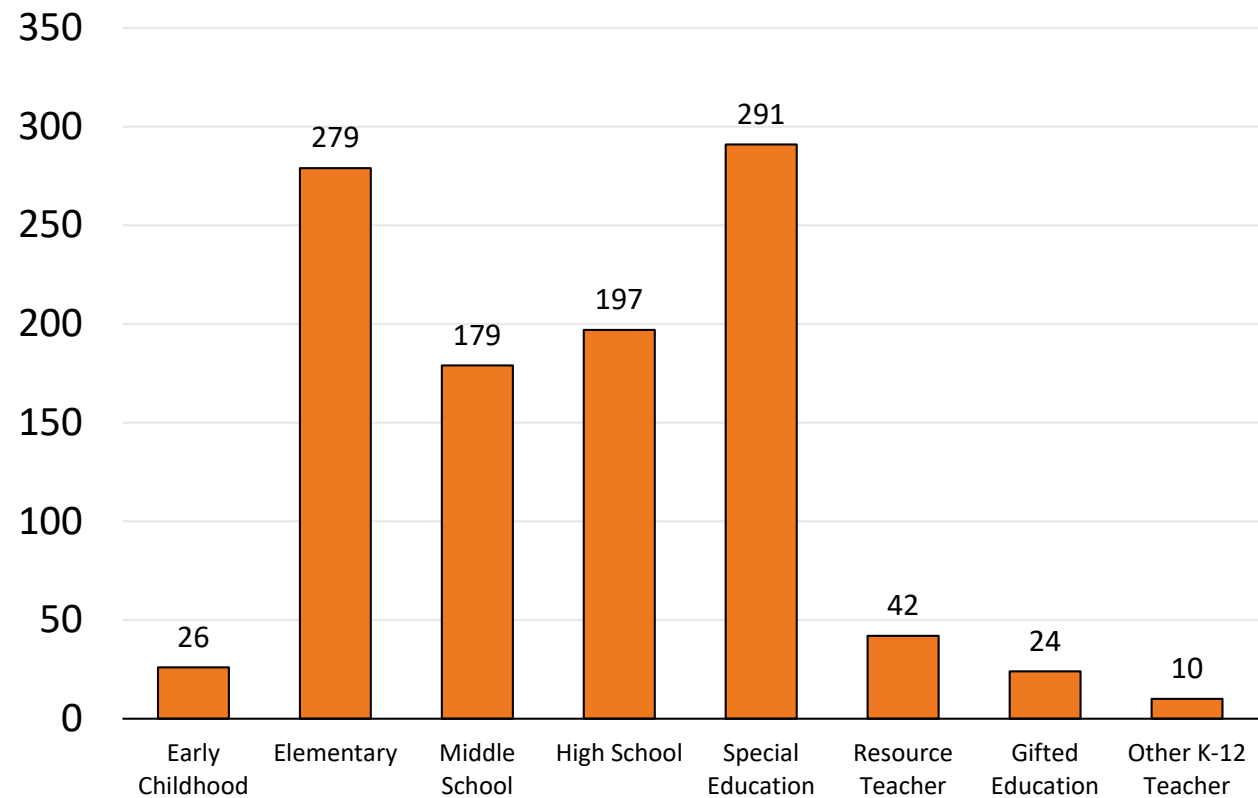
Source: Curriculum Associates, November 2021

The Educator Workforce Crisis

New Mexico has 1,048 vacant teaching positions, nearly double the 571 vacancies reported last year.

Special education and elementary teachers are the largest need.

October 2021 Snapshot of Teacher Vacancies



Source: NMSU Southwest Outreach Academic Research Evaluation & Policy Center, October 2021

Long-term Priorities for Continuous Improvement

Education Department Strategic Plan and Addressing Martinez/Yazzie

Educator Ecosystem

- Educator Recruitment
- Educator Compensation
- Educator Career Ladders
- Supports for Educators and School Leaders

Profiles and Pathways

- Graduate Profiles
- Graduation Requirements
- Experiential Learning (career-technical education, work-based learning, project-based learning)

Support Structures

- Data and Cybersecurity
- Research and Evaluation
- Financial Oversight and Transparency
- Strategic Outreach

Whole Child

- Early Literacy
- Reading and Mathematics
- Special Education
- Fine Arts, PE, and Extracurriculars
- Implementation of Key Acts

Supports and Opportunities

- Community Schools
- K-5 Plus and ELTP
- Closing the Digital Divide

FY23 Public School Support Request

Address Unfinished Learning and Student Achievement



Address the Educator Workforce Crisis



Address Unfinished Learning and Student Achievement

- Additional time for students in high-quality, engaged learning (Lines 5 and 6: no increase requested)
- Improve literacy (Line 58: \$10 million increase)
- Improve mathematics and early numeracy (Lines 77: \$2 million)
- Increase access to career technical education and work-based experiential learning (Line 97: \$7 million increase)
- Expand behavioral health services in schools (Line 70: \$4 million new program)



Address Unfinished Learning and Student Achievement

- Improve Native American student learning (Lines 44 and 45: \$14.8 million increase)
- Expand and sustain community schools (Lines 48 and 98: \$5 million increase)
- Provide sustainable funding for learning technologies (Line 47: \$10 million new program)
- Improve education for students receiving special education services (Line 60: \$2 million increase)
- Improve education for English learners (Line 60: \$1 million increase)



Address the Educator Workforce Crisis

- **Recruit:** Raise teacher minimum salaries to...
 - \$50,000 for level 1 teachers,
 - \$60,000 for level 2 teachers, and
 - \$70,000 for level 3 teachers.
 (Line 17: \$200.5 million increase)
- **Induct and Develop:** Improve teacher residency and mentoring (Line 107: \$10 million increase)
- **Retain:** Provide regionally competitive salary and benefits for all school personnel (Lines 18 and 35: \$79.8 million, 7% increase)
- Ensure salary parity for teachers of Native languages, 520 Certificate (Line 64: \$1.3 million increase)

Current Starting and Average Teacher Salaries

State	Starting Teacher Salary	State	Average Teacher Salary
Texas	\$44,582	Colorado	\$57,706
Utah	\$43,026	Texas	\$57,090
New Mexico	\$41,214	Utah	\$54,678
Arizona	\$39,057	New Mexico	\$54,256
Oklahoma	\$37,992	Oklahoma	\$54,096
Colorado	\$35,292	Arizona	\$50,782

Source: National Education Association, 2021

Thank you!

Q&A

