

SIGNIFICANT ISSUES

The memorial states that there has been support by members of the Legislature for a voluntary target of a twenty-five percent increase in the number of high school students measurably proficient in mathematics by 2020 but that fewer than fifty percent of New Mexico high school students are proficient in mathematics as currently measured by the New Mexico standards-based assessment. The memorial also notes that New Mexico high school graduation requirements include four credits of mathematics culminating in algebra II but that parents are currently permitted to opt students out of the algebra II requirement through a waiver process, and that those students are less likely to pass standards based assessments aligned with state content standards for college and career exams.

The memorial also states there has also been support by members of the Legislature for a voluntary target to increase the number of new mathematics and science teachers by the year 2020. The memorial notes the EARS report collects essential measurement data on the preparation of New Mexico educators, including mathematics and science teachers, but has not been updated since the 2011-2012 academic year. However, it is not clear if the memorial means that a report has not been issued since that time or if that is the most recent data available; a report was issued on November 1, 2014 but reports on data from the 2011-2012 academic year. The report can be found at:

<http://web.wnmu.edu/univ/consumerInfo/EARS%2014%20VInstitution.pdf>

The report states that the data process in student-teacher accountability reporting system (STARS) is being restructured to deliver the most meaningful and succinct report that includes every statutory requirement and that the EARS report will help education institutions improve their practices with regard to preparing highly effective educators, connecting curriculum and learning experiences to the needs of schools, hiring terminally-degreed faculty who have public school experience, and remaining active in service and research in the PreK–20 culture.

The report shows that New Mexico colleges of education (COEs) trained 30 mathematics teachers in the 2011-2012 school year.

Data from recent standards-based assessments shows that student performance in mathematics has held steady or declined in recent years (see LFC Volume I, Policy and Performance Analysis, p. 21).

DUPLICATION

HM 83 is a duplicate.

ALTERNATIVES

PED analysis notes that the Math and Science Advisory Council (MSAC) already exists in statute (22-15E-1 NMSA 1978). The duties of the council include making “recommendations to the bureau and the department regarding the statewide strategic plan for improving mathematics and science education” and to produce an annual report on public elementary and secondary mathematics and science student achievement (22-15E-5 NMSA 1978). The MSAC is required to hold quarterly meetings and produce an annual report. The most recent report can be found at <http://ped.state.nm.us/ped/MathandScienceDocs/Annual%20Report%20%202014.pdf>.

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The Legislature could request PED include the information requested in the memorial in the MSAC's activities.

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