

Presentation to the New Mexico School Board Association: Success in Leadership

July 12, 2024



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Outline

1. Introduction to LESC
2. A Review of How Policy Works
3. LESC Roadmap and Work Plan
4. School Board Leadership
 - Data
 - Policy Issues to Consider
5. Q & A



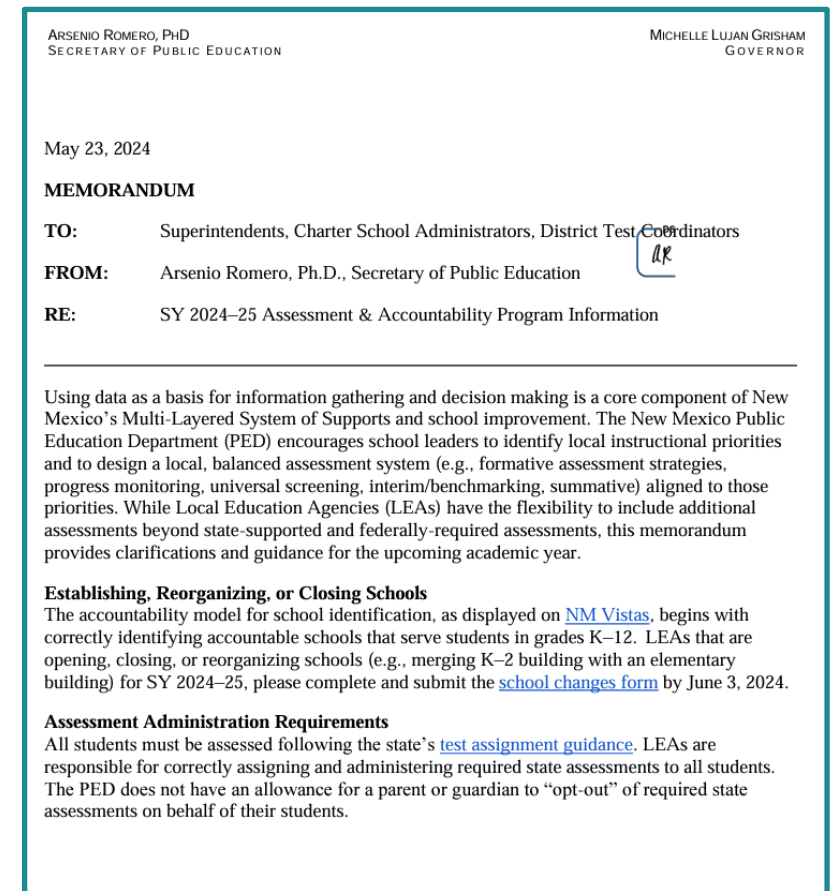
Who is the LES C?

- 31 legislators (10 voting and 21 advisory), 12 permanent staff
 - Bipartisan, bicameral, permanent committee created in 1965
1. Conducts a continuing study of all education in New Mexico, the laws governing such education, and the policies and costs of the New Mexico educational system, including the training of certified teaching personnel in postsecondary institutions;
 2. Recommends funding levels for public education;
 3. Recommends changes in laws relating to education;
 4. Makes a full report of its findings and recommendations.



How Does Policy Work?

- ❑ State Constitution
 - Article XII, Section 1
 - “A uniform system of free public schools”
- ❑ State Statute
 - Section 22-2C-4 NMSA 1978
 - “The department shall establish a statewide assessment and accountability system that is aligned with state academic content.”
- ❑ New Mexico Administrative Code (Rule)
 - NMAC 6.19.8
 - “Each public school shall earn a school index score as calculated by the department according to the state’s system for annual meaningful differentiation detailed in the state’s ESSA plan or department guidance.”
- ❑ Official Memorandum
 - May 23, 2024
 - Required assessment schedule and training schedule
- ❑ School board policies and locally adopted assessments



How Does Policy Work?

- ❑ State Constitution
 - Article XII, Section 5
 - “Every child...shall be required to attend public or other school as may be prescribed by law.”
- ❑ State Statute
 - Section 22-13-1.1 NMSA 1978
 - “Graduation Requirements”
- ❑ New Mexico Administrative Code (Rule)
 - NMAC 6.29.1
 - “The local board of education or charter school governing body shall: award high school graduation diplomas to students who have successfully completed graduation requirements.”
- ❑ Official Memorandum
 - March 14, 2024
 - No longer requiring demonstrations of competency
- ❑ School board policies regarding graduation requirements


ARSENIO ROMERO, PhD
SECRETARY OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

March 14, 2024

MEMORANDUM

TO: Superintendents, Charter School Administrators, District Test Coordinators

FROM: Arsenio Romero, Ph.D., Secretary of Public Education Department 

RE: HB171 Change to Demonstration of Competency Graduation Requirements

This memorandum announces a change to demonstration of competency (DOC) requirements.

The passing of House Bill 171 (HB171) in the 2024 legislative session amends current law to update New Mexico’s high school graduation requirements to no longer require students to complete DOCs in core academic subjects (i.e., mathematics, reading and language arts, writing, social studies, and science) in order to receive a high school diploma.

The bill goes into effect May 15th, 2024. Please note that DOCs will not be required for students, including those students in cohort 2024, who are issued diplomas after May 14th, 2024.

As a reminder, all high school students are required to participate in ESSA Title I federally required state assessments. Please refer to the [statewide test assignment guidelines](#) and page 2 of the [current assessment schedule](#).

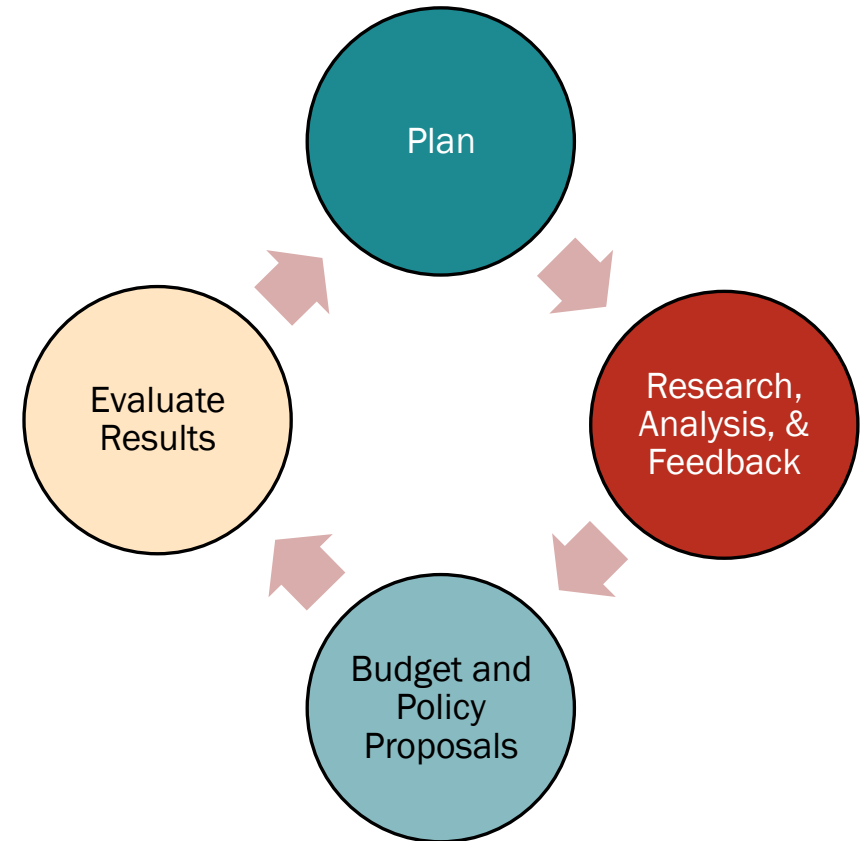
For questions regarding this memorandum, please email PED.Assessment@ped.nm.gov.

cc: Amanda DeBell, Deputy Secretary of Teaching, Learning and Innovation
Gregory Frostad, Assistant Secretary of Policy, Research and Technology
Jacqueline Costales, Division Director of Curriculum and Instruction
Margaret Cage, Director of Special Education
Breezy Gutierrez, Director of College and Career Readiness
Lynn Vásquez, Division Director of Assessment, Research, Evaluation, and Accountability
Denise Terrazas, Director of Policy and Legislative Affairs Division

2024 Interim Roadmap and Work Plan

LESC staff create a research agenda and work plan aligned with the committee roadmap and developed with several principles in mind:

- Having clear timelines
- Ensuring stakeholder input
- Incorporating existing research
- Analyzing existing data
- Leading to well-developed budget and policy proposals
- Including plans for evaluation of implementation and program efficacy
- Comprehensively responding to the *Martinez-Yazzie* Consolidated Lawsuit



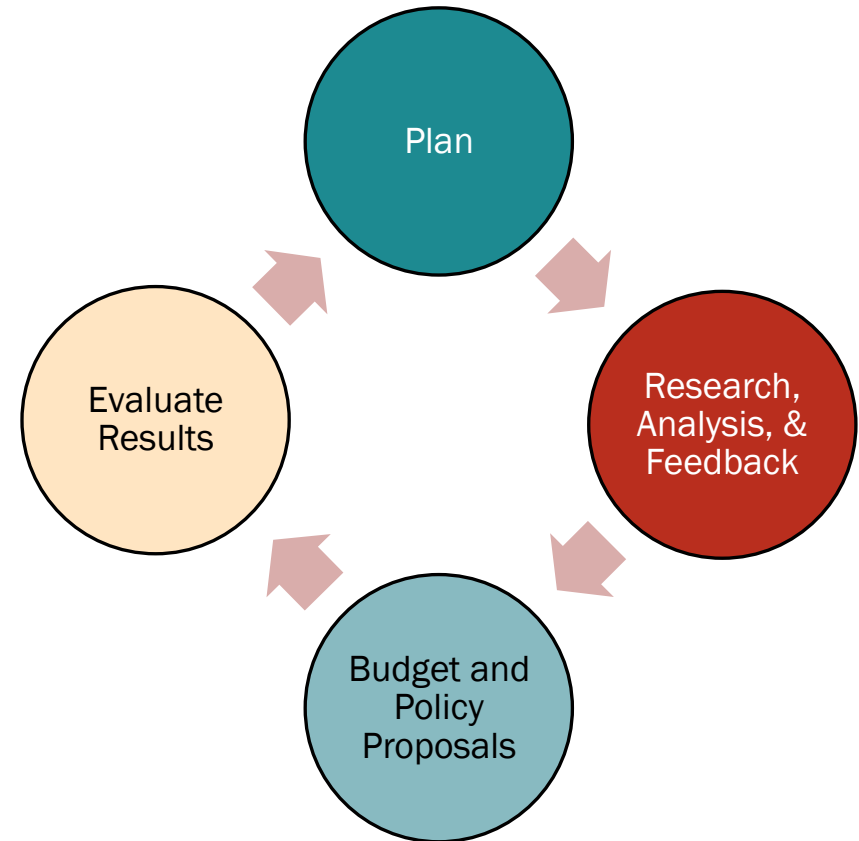
LESC Roadmap

Educator Ecosystem

- Educator Recruitment – Diverse Workforce
- Educator Preparation
- Educator Retention and Rewarding Career Ladders
- School Leadership
- Professional Development, Planning Time
- Ancillary support staff

Academic Design

- Early Literacy and Numeracy
- STEM and Social Studies/ Civics Education
- Career Technical Education and Work-Based Learning
- Culturally and Linguistically Responsive Education
- Bilingual/Multilingual Education



LESC Roadmap

Whole Child Education

- Social and Emotional Learning and Behavioral Health
- At-Risk Student Supports
- Community Schools
- Fine and Performing Arts
- Physical and Health Education
- Guidance Counselors

Overarching Systems

- Data and Accountability
- Finance and Funding Formula
- School District and State Governance
- Capital Outlay and Transportation
- Broadband and Technology



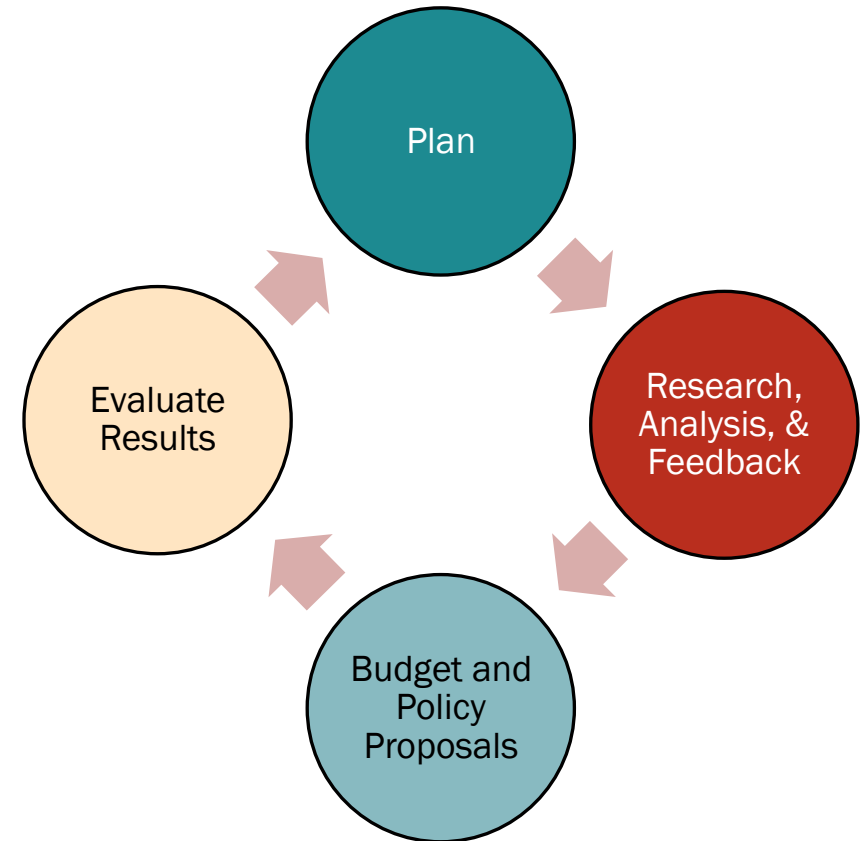
2024 Interim Research Agenda and Work Plan

Major Studies

- Revision of the public school funding formula
- Governance structures for public education
- Middle school
- School Safety
- Class Size and Teacher Supports

On-going research and engagements

- Attendance and chronic absenteeism
- Educator clinical practice and preparation programming
- Site visits and discussions with tribal education directors
- Engaging with partners in mathematics and STEM education
- Early literacy
- Special education
- Capital outlay and transportation





How Work Aligns with Progress

GOAL: Relevant and effective legislation, including both education policy and budget

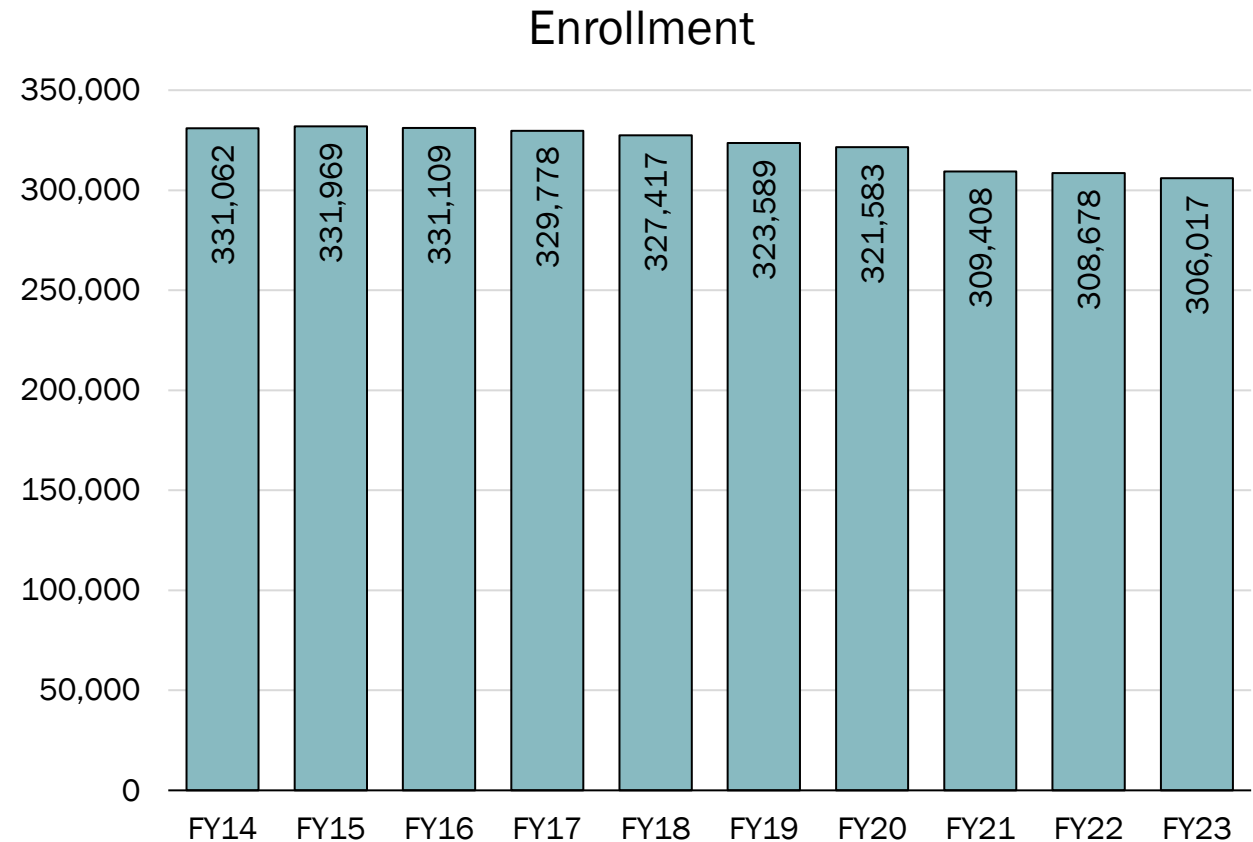
Process for staff

1. Researching needs, gaps, incompleteness, or ineffectiveness identified by understanding the layers within education – importantly, gathering stakeholder input in the process
2. Providing support for policy considerations, initiatives, and priorities of the members
3. Tracking implementation and outcomes, based on a well-developed theory of change
4. Providing information for members regarding iterating on policy, adjusting budget, or scaling initiatives

FY26 Preliminary Budget Considerations

- Trends to Keep in Mind:
 - *What does declining enrollment mean?*
 - *SB26*

- Funding Formula Revision

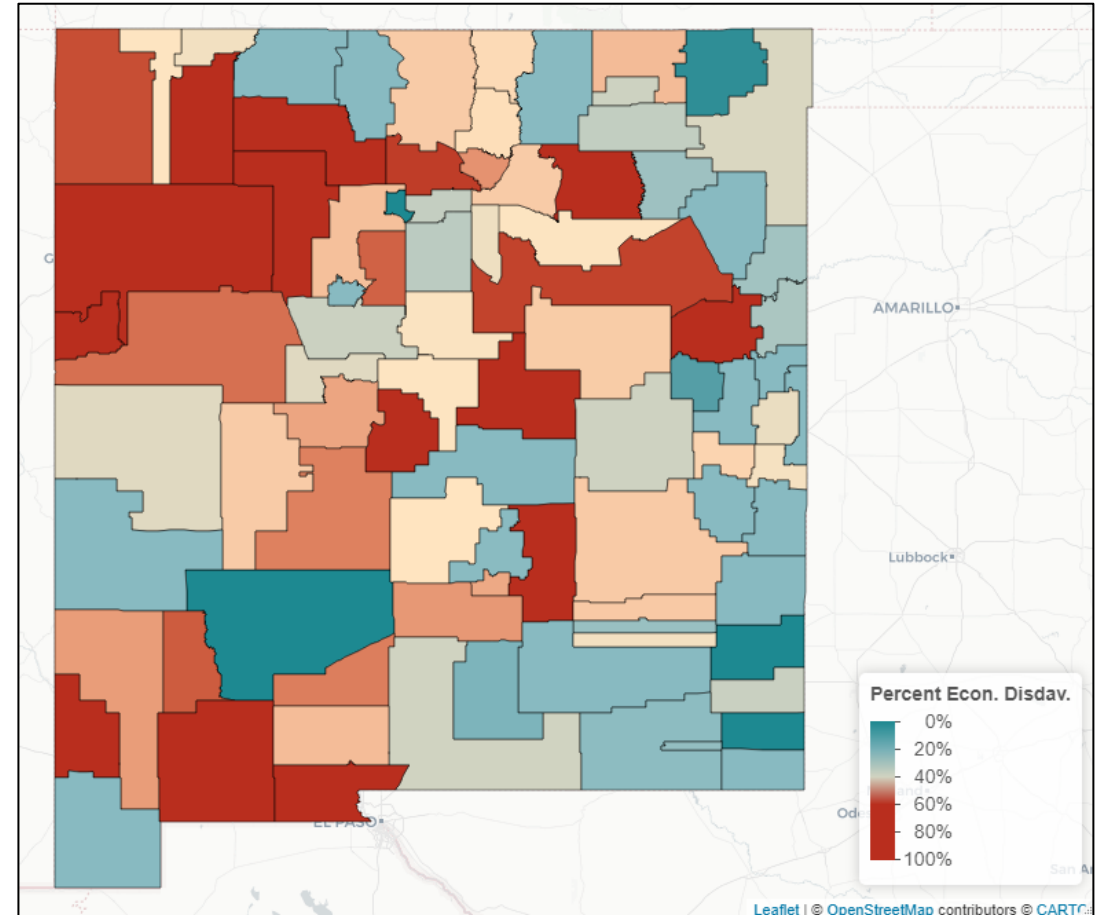




School Board Leadership

How Can I Aim for Maximum Benefit?

1. Begin where you are.
2. Set fewer priorities to get more done.
3. Stick to them. Time is significant.
4. Stability is undervalued. Help them, help you.
5. Establish and advocate for policy.

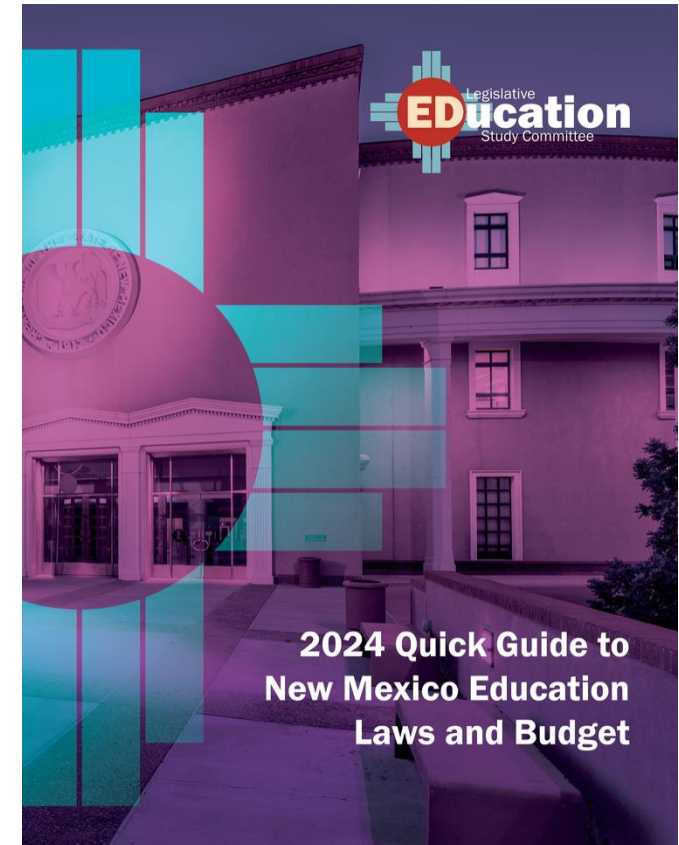


Some Items to Consider:

- What do you know about how students are doing?
- How do you share this?
- How do parents and students understand the purpose of school *for your community*?
- Do you understand and communicate opportunity costs effectively?
- What innovative strategies or programs are occurring?
- How do you know what works (or doesn't), and when do you scale or pivot?
- Can educators describe how they are supported to achieve results?
- What gaps can you identify in your system that you can target or prioritize?

What Tools and Resources Can I Leverage?

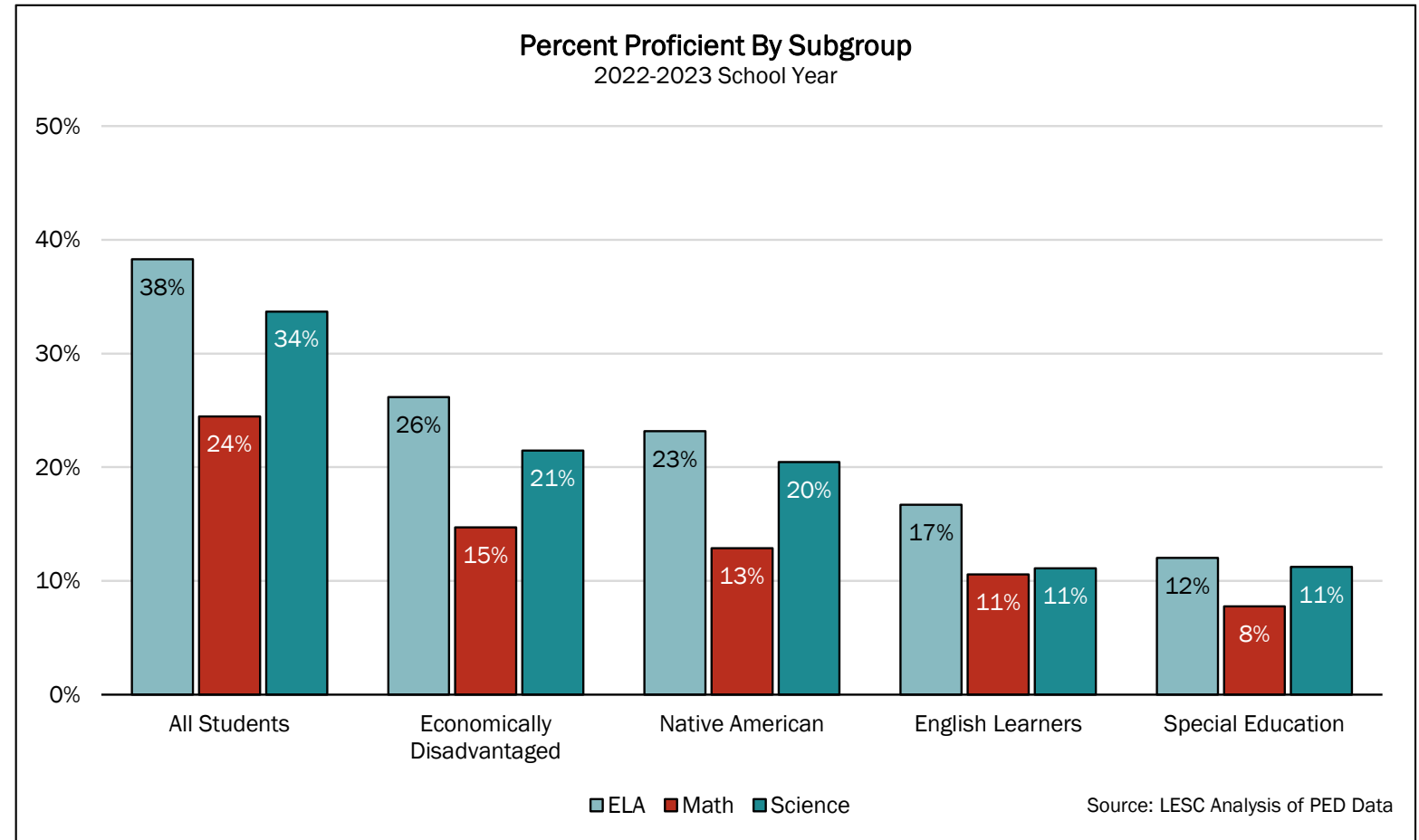
- LESC District Dashboard: <https://newmexicolesc.shinyapps.io/DistrictDashboard/>
- PED NM VISTAS: <https://nmvistas.org/>
- Local Dashboards or Reports: <https://sites.google.com/aps.edu/sapr/aps-dashboard>



Differences in Achievement

Assessment results differ by student subgroups.

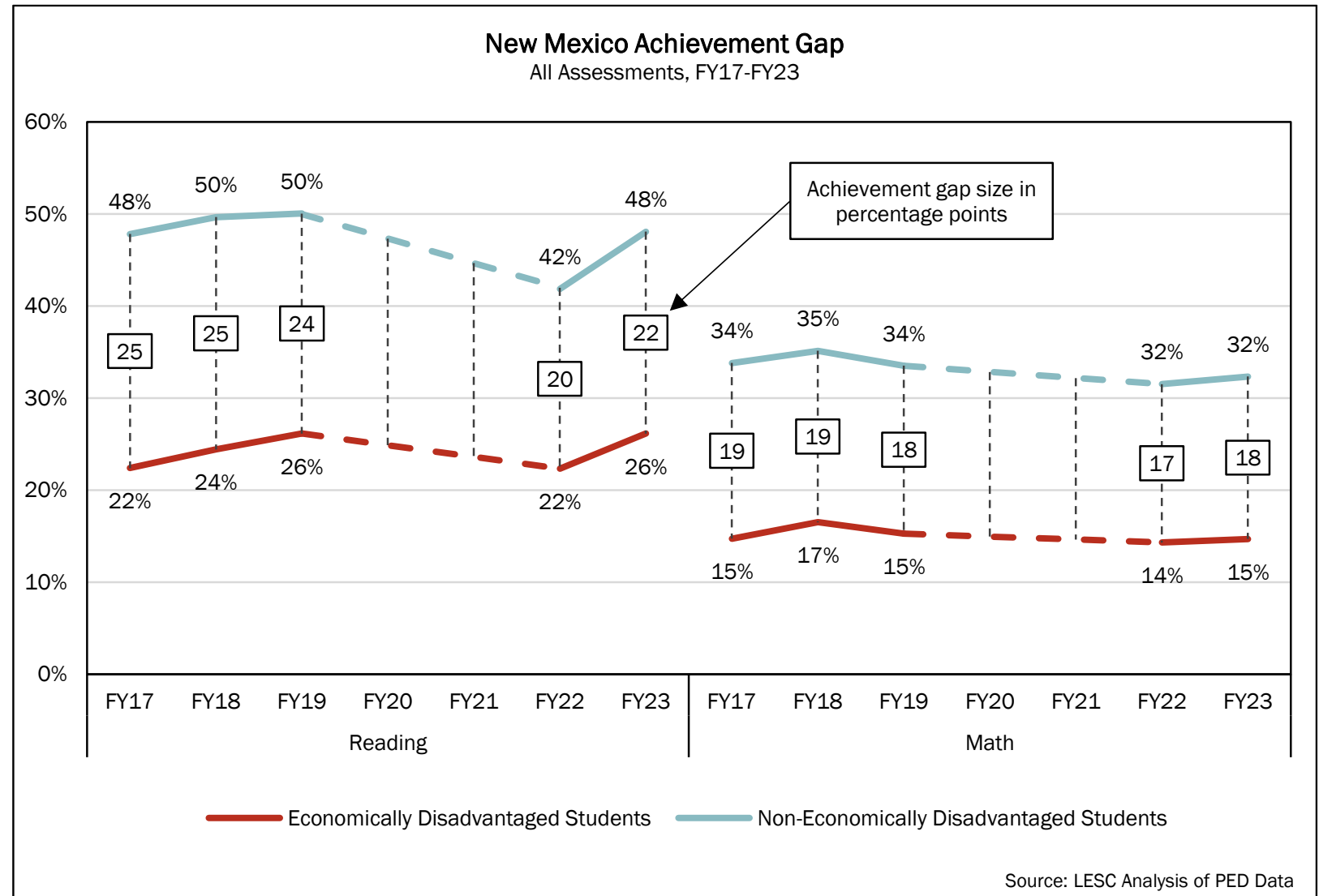
Students who are economically disadvantaged, Native American, English learners, or in special education have a harder time reaching “proficiency,”



The Achievement Gap

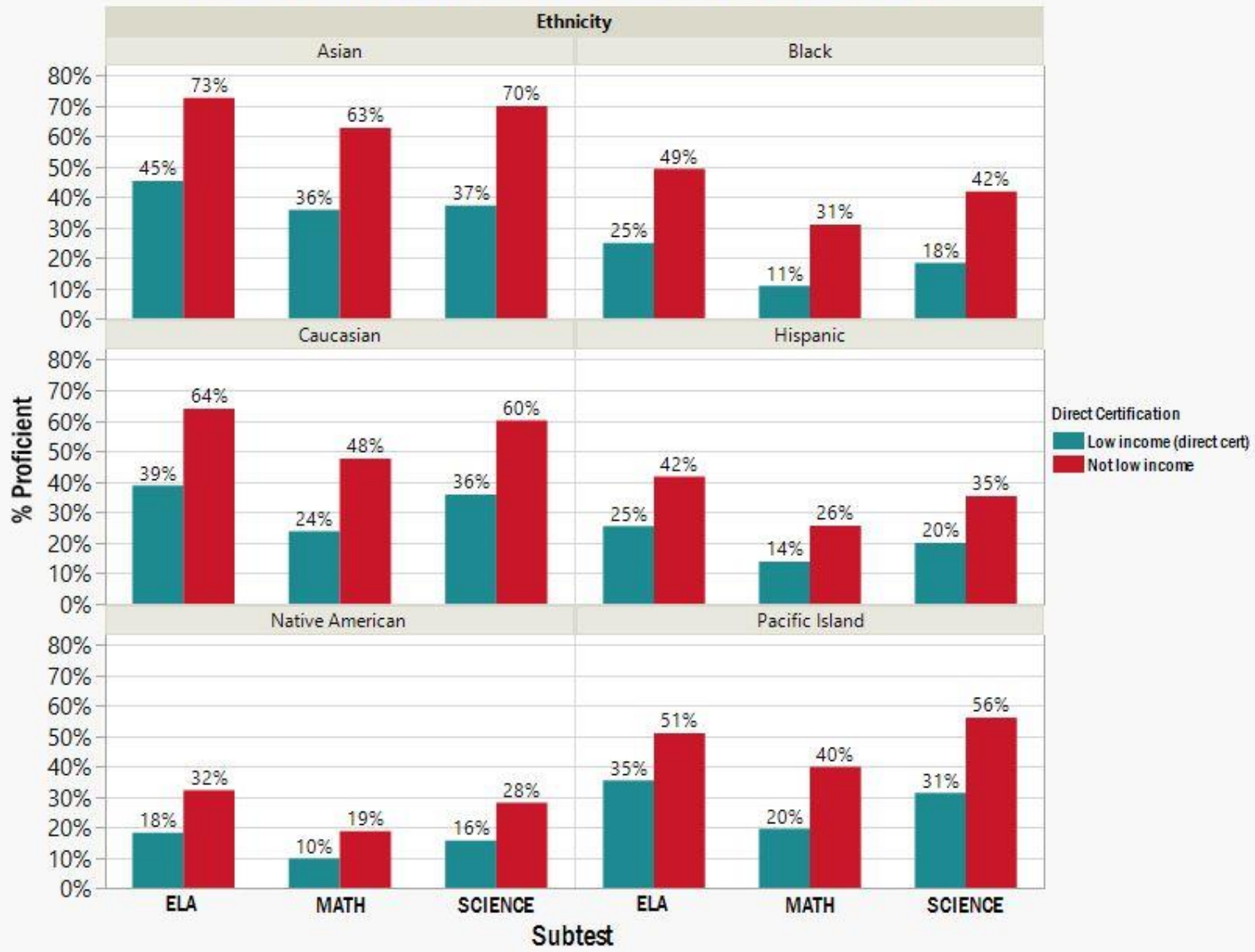
There is a wide achievement gap between economically disadvantaged and non-economically disadvantaged students.

New Mexico has not taken significant steps to address the disparity.





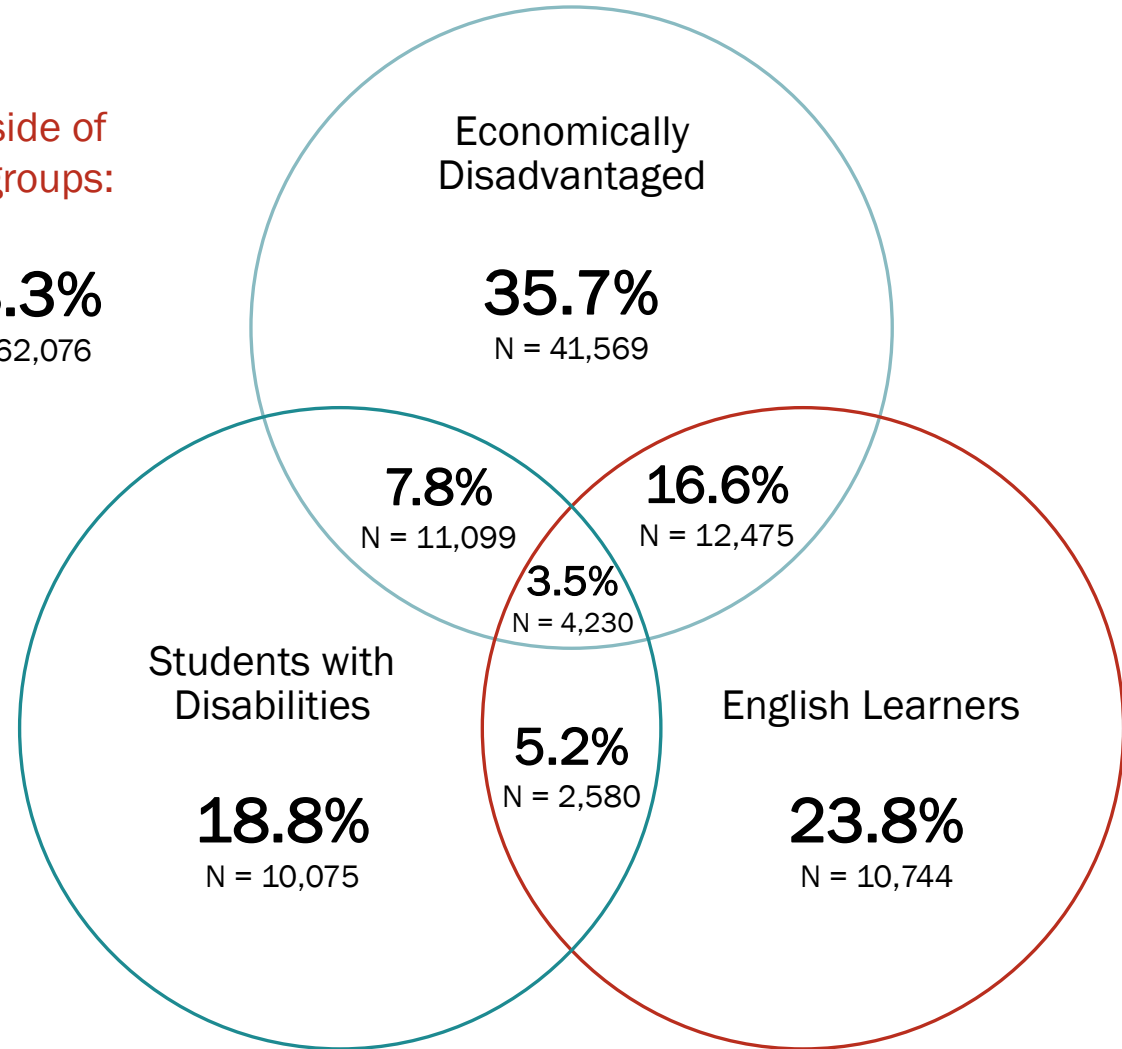
Income gap in Proficiency Rates by Subject Area within Student Group



Percent of Students Proficient Across Multiple Subgroups FY23, ELA

Outside of
subgroups:

58.3%
N = 62,076



Compounding Disadvantages in Reading

Students who belong to multiple subgroups face significant challenges.

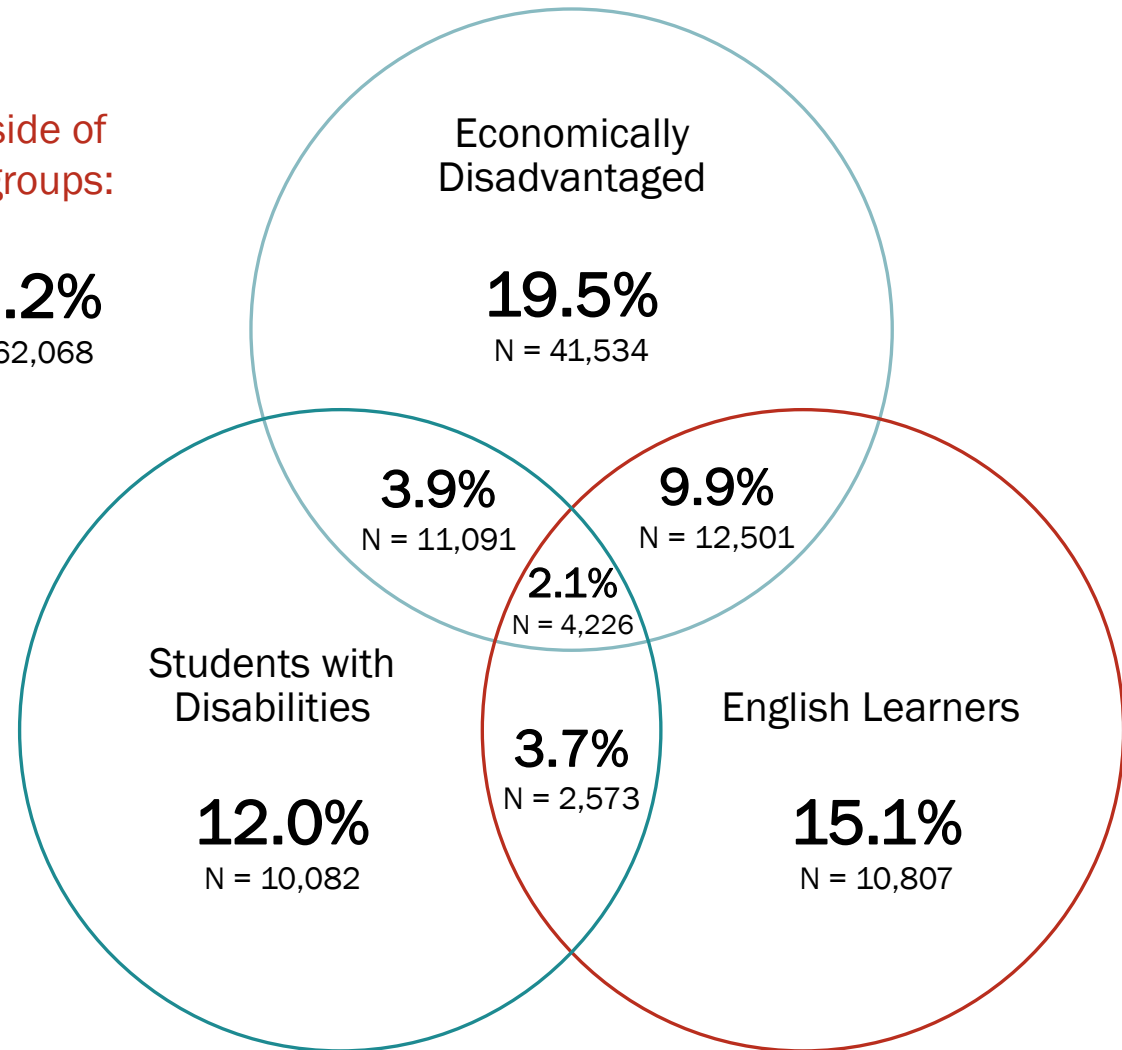
Source: LESC Analysis of PED Data



Percent of Students Proficient Across Multiple Subgroups FY23, Math

Outside of
subgroups:

39.2%
N = 62,068



Compounding Disadvantages in Math

Students who belong to multiple subgroups face significant challenges.

Source: LESC Analysis of PED Data

Policy Issues

1. Chronic Absenteeism
 - Student engagement
 - Rigorous instruction
 - Student wellbeing
2. Sustaining the Workforce
 - Fulfilling careers
 - Innovative staffing models
 - Brave leadership
3. Pervasive Gaps
 - Targeted supports
 - Tutoring; Summer programming
 - Explicit expectations/shared goals



Q & A

