

**Public School Support****993****Executive Summary**

Public School Support (PSS) funds New Mexico's public education system which is responsible for providing a free education to all the children of school age in the state.

	<u>FY06</u>	<u>FY07</u>	<u>% Change</u>
<b>General Fund</b>	<b>2,116,614.4</b>	<b>2,312,391.8</b>	<b>9.2</b>
<b>Total Sources</b>			
<b>Program</b>			
State Equalization Guarantee	1,967,762.3	2,134,045.8	8.7
Categorical Public School Support:			
Transportation	99,954.0	104,496.8	5.6
Instructional Material	30,500.0	33,000.0	18.4
Other	8,980.0	11,399.2	116.0 <sup>1</sup>
Other Education Support	9,418.1	29,450.0	212.7
<b>Total Uses</b>	<b>2,116,614.4</b>	<b>2,312,391.8</b>	<b>9.2</b>

<sup>1</sup>Excludes Public Education, which is discussed in a separate section of this document

- The Executive's base recommendation for the State Equalization Guarantee includes \$16,508.9 for enrollment growth; \$2,300.0 for fixed costs; \$23,000.0 for insurance costs; and \$12,838.0 for educational retirement contributions.
- For Public School Employee Compensation, the Executive recommendation includes a total of \$107.1 million to provide: a 6% raise for all teachers including those moving to tier-3, educational assistants and principals; a 4% raise for all other school employees including transportation; and \$15.7 million to raise level 3 teachers to the \$45.0 minimum annual salary.
- The Executive's expansion recommendation for the State Equalization Guarantee includes \$4,800.0 for the fourth and final phase of elementary fine arts.
- The recommended increase for the Transportation Program includes \$2,881.7 for operating cost increases and \$1,661.1 for a four percent salary increase for transportation employees.
- The Instructional Material recommendation supports science, health and physical education materials, scheduled for purchase next fiscal year, and factors in \$2.4 million of fund balances.
- The Executive supports other categorical funding of \$10,429.2 to the Schools in Need of Improvement Fund.
- Key Executive initiatives are given priority for Other Education Support: \$4,200.0 for elementary school breakfasts, \$7,800.0 for elementary physical education, \$5,000.0 for Pre-Kindergarten, \$1,000.0 for parental training and involvement activities and \$1,000.0 for NCA accreditation.

### Agency Mission and Program Purpose

Public School Support (PSS) fulfills New Mexico's constitutional requirement to provide a uniform system of free public schools sufficient for the education of, and open to, children of school age. Annually, the State of New Mexico spends almost half of its General Fund on its system of public schools and most of these state funds flow through the PSS mechanism.

These funds are administered by the Public Education Department (PED), an Executive agency created through a constitutional amendment in 2003 as one element of landmark education reform legislation, *Public School Reforms* (House Bill 212), signed by the Governor on April 5, 2003. Other key elements of New Mexico education reform include the *Indian Education Act*; the three-tiered teacher licensure system; a constitutional amendment providing additional funding for education reform from the Land Grant Permanent Fund; the pre-kindergarten program for four-year old children; and establishment of the Higher Education Department.

The responsibility for delivering on the promise of education reform rests on the shoulders of the teachers, administrators and other educational staff in over 760 public schools across 89 school districts. The purpose of the PSS is to provide these professionals necessary resources and support to prepare the next generation of New Mexicans.

The components of the Public School Support budget include the State Equalization Guarantee, Categorical Public School Support and Other Education Support.

Statutory Authority: Article XII, Section 1 of the New Mexico Constitution and Chapter 22, NMSA 1978.

#### *State Equalization Guarantee*

Pursuant to Section 22-8-25 NMSA 1978, the State Equalization Guarantee (SEG) distribution is that amount of money distributed to each school district to ensure that the school district's operating revenue, including its local and federal revenues, is at least equal to the school district's program cost. Components of the SEG include base program costs; increases in enrollment, fixed costs, insurance costs and compensation; and phase-in of new programs, such as full-day kindergarten, elementary fine arts and NCA accreditation. The amount distributed to each school district is based on the number of units generated by each school district pursuant to Section 22-8-20 through 22-8-23.5 NMSA 1978 and the unit value set by the secretary of education in accordance with Section 22-2-1 NMSA 1978.

#### *Categorical Public School Support*

The several programs making up Categorical Public School Support include Transportation, Supplemental Distributions, Instructional Material, Education Technology, Incentives for School Improvement and Schools in Need of Improvement. The methods for distributing these various funds to public schools are described briefly in the following paragraphs.

Transportation funds are distributed to public schools under Section 22-8-26 NMSA 1978, which requires that money in the transportation distribution of the Public School Fund be used only for the purpose of making payments to each school district for the to-and-from school transportation

costs of K-12 students attending public school within the school district and of three- and four-year-old children who meet approved criteria and definition of developmentally disabled and for transportation of students to and from their regular attendance centers and the place where vocational education programs are being offered.

The Secretary of Education is authorized to make the following Supplemental Distributions pursuant to Section 22-8-30 NMSA 1978:

Out-of-State Tuition, which provides for the payment of out-of-state tuition for New Mexico students subject to the compulsory School Attendance law in several districts, who attend school outside the state because of the unavailability of school facilities in the school district in which they live.

Emergency distributions to school districts with unanticipated financial need that must demonstrate through an emergency request that they do not have cash or invested reserves or other resources or any combination thereof equal to five percent or more of their respective net operational budgets.

Emergency Capital Outlay distributions provide funds to school districts that have experienced an unexpected capital outlay emergency demanding immediate attention.

Instructional Materials appropriations flow to PED through the Instructional Materials Fund, established in Sections 22-15-5 through 22-15-6 NMSA 1978, for the purpose of providing resources to purchase and transport instructional materials used in public school classrooms. PED maintains a multiple list of books, publications, and other instructional media with input from communities and districts. Disbursements from this fund are made by the Department of Finance and Administration from warrants submitted by PED on behalf of school districts.

Education Technology funds are appropriated to PED for the purpose of implementing the provisions of the Technology for Education Act (22-15A-1 through 22-15A-10 NMSA 1978). The Act establishes an Education Technology Bureau in PED led by a Bureau Chief appointed by the Secretary of Education. The Bureau develops a statewide plan for the integration of educational technology into the public schools and coordinates technology-related education activities with other state agencies, the federal government, business consortia and others; and assists school districts to develop and implement a strategic, long-term plan for utilizing educational technology in their school systems. Upon annual review and approval of a school district's educational technology plan, the Bureau must determine a separate distribution from the Educational Technology Fund for each school district. On or before July 31 of each year, the Bureau must distribute money in the Fund directly to each school district in an amount equal to ninety percent of the school district's estimated adjusted entitlement

Incentives for School Improvement and Schools in Need of Improvement monies are appropriated to the Incentives for School Improvement Fund (Section 22-2C-9NMSA 1978), which was created in the state treasury by the 2003 Public School Reforms legislation in response to federal accountability provisions of NCLB. This fund includes appropriations, federal allocations, income from investment of the fund, gifts, grants and donations to PED to provide supplemental incentive funding for the adequate yearly progress (AYP) program and the state improving schools program. The law requires distributions for the AYP program to account for at least 60 percent of the fund, including federal funds if those funds are restricted to AYP improvements. Up to 40 percent of the fund, not including restricted federal dollars, may be used for Schools in Need of Improvement. The total number of public schools that receive this supplemental funding must not exceed 15

percent of the student membership in the state. Distributions are made proportionately to public schools that qualify and money received by a public school must not be used for salaries, salary increases or bonuses, but may be used to pay substitute teachers when teachers attend professional development activities.

#### *Other Education Support*

Other Education Support includes programs such as Apprenticeship Assistance, Beginning Teacher Induction, Breakfast For Elementary Students, Elementary Physical Education, and Kindergarten Plus. These programs and others provide targeted resources and support to public schools to enable them to provide quality education while meeting federal requirements, needs and requirements of learners, parents, communities, school districts, educators, and other stakeholders.

### **Executive Recommendation**

#### *Agency Strategic Directions*

During the 2005 interim, the Executive developed a framework entitled Executive's performance and accountability policy. *Making Schools Work* to ensure every New Mexico child gets a world-class education. Under Executive's performance and accountability policy, *Making Schools Work*, the Executive intends to develop a coordinated PreK-20 education system focused on raising the level of excellence for all students by closing the student achievement gap that exists among the diverse student populations within New Mexico, and among New Mexico students and those students in other states and countries.

The Executive's performance and accountability policy, "*Making Schools Work*" agenda outlines the FY07 strategic policy initiatives:

- Ensuring that all young children are ready for school;
- Keeping students healthy and ready to learn;
- Increasing parents' involvement in their children's education;
- Increasing the level of educational excellence for all students;
- Closing the student achievement gap by supporting the children and schools which need the most help;
- Ensuring that all students are taught by competent teachers;
- Developing strong systems of school accountability; and
- Ensuring that students graduate from high school prepared to succeed in higher education.

Last July, the Governor declared 2006 the "Year of the Child" to improve the status of New Mexico's children in terms of education, health care and safety. The recommendations in the following section represent the Executive's "Year of the Child" priorities for Public School Support within the "*Making Schools Work*" policy framework.

#### *Key Elements of Recommendation*

The Executive's FY07 Public School Support recommendation is \$2,312,391.8, a \$195,777,4 (9.2 percent) increase over the FY06 appropriation of \$2,116,614.4. The Executive's budget recommendation, as discussed below within the context of its seven strategic policy initiatives, will enable New Mexico's schools to better prepare all of the state's students to succeed in an increasingly complex world.

The Executive is also recommending a series of multi-year initiatives funded from nonrecurring revenue sources. Some of these initiatives are recommended from the Public School “lockbox,” fund set aside by the Legislature in 2004 to implement public school reform.

The FY07 Executive recommendations are presented in five sections in the attached table entitled “*Public School Support and Related Appropriations for FY07.*” The line numbers referenced throughout this document are associated with that table. The sections include:

- Program Costs and the State Equalization Guarantee (lines 1-25)
- Categorical Public School Support (lines 26-44)
- Related Appropriation: Recurring (lines 45-66)
- Special Nonrecurring Appropriations (lines 67-100)
- Data Processing Appropriations (lines 102-105)

### Open the Doors

*State Equalization Guarantee.* Enrollment growth is funded through the public school funding formula known as the state equalization guarantee (SEG). The enrollment growth factor is designed to provide funds to districts growing at a rate of one percent or greater, based on the 40<sup>th</sup>-day average daily membership of a school year. The intent is to cover the costs incurred as a result of that growth, such as additional instructional staff and supplies. The Executive recommendation is based on the 2005-2006 budgeted enrollment growth units, funding 5,216.06 enrollment growth units.

The fixed costs (line 3) increase is distributed through the funding formula; it is based on increases for energy and other expenses including auditing, rents and leases, buildings and grounds, vehicle maintenance, general supplies, materials and software.

Insurance costs (line 4) are funded through the formula. Increased costs reflect a recalculation based on Albuquerque Public Schools data and request for a special appropriation of \$5 million in nonrecurring revenue to the Public School Insurance Authority Employee Benefits Fund.

The Executive recommends \$15.7 million to implement year four of the five year phase-in of the three-tiered teacher salary structure (line 11) to bring teacher minimum salary to \$45.0, for those teachers meeting the requirements of level 3 licensure. The recommendation is based on an analysis of the Accountability Data System (ADS) and a salary survey data obtained by the Office of Education Accountability.

The Executive recommendation reflects recalculation based on current Educational Retirement Board data (line 13).

The Executive recommendation provides for implementation of the final year phase-in of the elementary fine arts program. (line 17).

There are four sources of revenue for public schools for which the State takes credit in calculating the SEG. The credit for federal impact aid payments, the forest reserve allocation and ½ mill levy property tax is determined by multiplying each of these sources by 75% and is reduced by \$1 million

from FY06. These federal revenues have been declining. The credit for drivers safety fees is reduce by \$450.0 from FY06 because of the new 8-year driver's license.

*Categorical Public School Support.* The transportation distribution (lines 27-33) of the public school fund is used to make payments to each public school district for to and from school transportation costs of students in K-12 grades, of 3- and 4-year-old children who meet approved criteria in the definition of developmentally disabled and for transportation of students to and from their regular attendance centers and vocational education programs. For FY07, New Mexico is behind in its bus replacement schedule and at least 58 busses must be replaced in School Year 2006-07. The funding request will benefit all schools and districts in New Mexico by guaranteeing that students have the benefit of safe transportation to and home from school. In addition to bus replacement, this increase of \$5.6 million over the FY06 level funds takes into account increases in fuel costs.

Based on data and the requests of participating school districts, the Executive recommendation for supplemental out-of-state tuition distributions (line 35) is to decrease by \$10.0. These funds provide out-of-state tuition to Lordsburg and Alamogordo as a cost-savings measure and as a result of this supplemental funding, students in these two districts are allowed to attend school in Arizona and Texas, rather than be bussed long distances to attend an in-district school.

The Executive recommendation for supplemental emergency distributions (line 36) is to fund this program at its current General Fund level. This funding provides for districts that experience a shortfall in their budget. For FY06, 18 districts and three charter schools have emergency supplemental funds in their budget. The districts are: Chama, Cimarron, Quemado, Wagon Mound, Mosquero, Corona, Des Moines, Elida, Fort Sumner, Grady, Hondo, Lake Arthur, Logan, Reserve, Roy, Springer, Vaughn, and Raton. The charter schools are Roots and Wings – Questa, Amistad – Clayton, and Lacy Simms – Alamogordo.

The Executive recommends an increase of \$2.5 million over FY06 level for Instructional Material (line 37) to fund the adoption of instructional materials for Science, Health and Physical Education. These funds will be used to bring educational practitioners together to review current adopted materials alignment to New Mexico standards. The funds will be spent on travel, per diem and review sites. The funding is used to support 2005 statute enacted by Governor Richardson that provides for the creation and limited operational support of an Instructional Materials Standards Review Council comprised of educators and other stakeholders.

The Executive recommendation to the Educational Technology Fund (line 38) is to fund the educational technology fund at its current General Fund level. As a routine matter computers wear out and need to be replaced. PED indicates that some NM public school students are working on obsolete machines. The funds would help all public schools in the state replace technology, at a cost of \$1000 per unit.

The Executive recommendation to the Incentives for School Improvement Fund (line 39) is to fund this program at its current General Fund level.

The Executive recommendation for apprenticeship assistance (line 47) is recommended at the current level. This appropriation will provide classroom instruction to qualified apprentice programs recognized by the New Mexico State Apprenticeship Council and the Federal Bureau of Apprenticeship and Training. The Apprenticeship Assistance program is not a K-12 school

initiative, rather a workforce development effort. Participating businesses and companies provide apprenticeships to adults in skilled occupations and in some instances provide credits toward the completion of two or four year degrees. The program is a continuation of the *Apprenticeship Assistance Act of 1992*. In 2006, funding of \$650.0 provided support to 24 programs serving 1099 apprentices, at an average of \$591.45 annual funding per apprentice.

The Executive recommendation for beginning teacher mentorship (line 48) is to fund this program at its current General Fund level.

The Executive recommendation for the Family and Youth Resource Act (line 52) is to fund this program at its current General Fund level.

The Executive recommendation for teen pregnancy prevention (GRADS, line 54) is to fund this program at its current General Fund level. PED estimates that the requested funds will affect 900-1000 students at 38 sites through career preparation programs. Mothers train in computer technology and fathers train in nursing. In the educational component, the GRADS program standards align to NM benchmarks. After 3 years, the districts pick up the associated cost and state money will be allocated to other sites to begin the prevention program.

The Executive recommendation for the Indian Education Act (line 55) is to fund this program at its current General Fund level. The *Indian Education Act* is designed to increase the number of Native American teachers and administrators and to establish partners for tribal communities and schools. The *Act* provides an equitable education opportunity for Native American students, while maintaining their native languages with the implementation of curriculum and teaching approaches designed to positively impact their success.

The Executive recommendation for Kindergarten Plus (line 56) is to fund this program at its current General Fund level.

In 2004, PED began reconciliation and accounting of all federal flow through funds, revealing consistent, cyclical cash balance shortfalls of federal funds in the nine Regional Education Cooperatives (RECs) that serve school districts statewide. The Executive recommendation includes \$750.0 from the education “lockbox” (line 88) to be distributed at the beginning of each fiscal year to address funding shortfalls due to the structural federal reimbursement cycles and the state fiscal year. A condition of this recommendation is that each REC must retain an equivalent cash balance account at the end of the fiscal year to meet operational requirements for the beginning of the new fiscal cycle. Without such a cash reserve, RECs will be severely limited in their capacity to serve small and rural school districts. The funding is a one-time, non-recurring request. PED plans to develop the rule governing the “float” prior to allocation of the funding.

### Public School Compensation

The Executive’s State Equalization Guarantee compensation recommendation of \$105,386.7 includes funding for the fourth phase of the three-tiered licensure program, a minimum six percent salary increase for all public school teachers, instructional staff, educational assistants and principals, and a four percent salary increase for all other school employees. For transportation compensation, the Executive recommendation includes \$1,661.1 to fund a 4% increase for transportation employees.

### Ensure that All Young Children are Ready for School

*Pre-Kindergarten - \$5.0 million (line 59).* The Executive recommendations for school readiness focus primarily on its pre-kindergarten initiative; a total of \$10 million is recommended, \$5 million to Public Schools and \$5 million to the Children, Youth and Families Department. The Executive's FY07 recommendation will serve 41,932 children, 17,266 more children than in FY06. The total annual cost when fully implemented is estimated at \$62.0 million a year, based on an estimated 70% participation rate of four-year-old children that is modeled on experience in other states. The planned distribution of the funds is as follows:

\$2,278 per child reimbursement rate	\$6,555,401
20% for technical assistance and professional development	1,311,080
4% for evaluation	262,216
10% pre-kindergarten instructional material (grants)	655,540
12% for transportation	786,648
7% for administration	<u>458,878</u>
<b>Subtotal</b>	<b>\$10,029,763</b>

*Pre-Kindergarten Startup - \$1.5 million nonrecurring (education "lockbox") (line 84).* PreK start-up costs include written curriculum materials, hands-on manipulatives for pre-literacy and numeracy activities, equipment for science experiments, furniture, visual displays and any safety improvements in the classroom. The funding to support PreK program start-up costs will be directed to 72 classrooms, at a cost of \$20.0 per classroom.

### Keep Students Ready to Learn By Providing Access to Health Care, Healthy Food and Physical Fitness Activities

*Breakfast for Elementary Students - \$4.2 million (line 49).* Over 760 schools in New Mexico currently operate one or more meal programs. Many schools already provide breakfast on a voluntary basis at a cost of \$1.27 per meal, contingent upon federal eligibility for free and reduced meals. This initiative will provide a breakfast program at approximately 200 (45%) of the 447 elementary schools statewide to serve 21,475 additional students in the remainder of school year 2005-06 and 68,398 additional students during the entire school year 2006-07. The funding will serve a total of 89,873 additional eligible students through the end of FY07.

*Elementary Physical Education - \$7.8 million (line 51).* Academic success is directly linked to physical fitness. Studies show that schools with the lowest percentage of students participating in physical activity also perform less well academically. The Executive recommendation includes funding to hire 200 additional physical education teachers with a goal of having a PE program in every New Mexico elementary school within four years. The program goals are to provide elementary school children access to quality PE; provide PE instruction by a licensed teacher; increase physical activity during the school day and at home; develop skills, knowledge and attitudes related to personal fitness and physical activity; and develop an understanding of nutrition and healthy eating habits.

*After School Obesity Programs - \$500.0 nonrecurring (line 71).* New Mexico's obesity rate more than doubled between 1991 and 2001. Research confirms that the economic burden of chronic disease associated with obesity is \$324 million in New Mexico and \$117 billion nationally. The Executive recommendation includes funding for before- and after-school programs to decrease childhood obesity, increase daily physical activity, and increase parent and community involvement in schools.

This combines with a rigorous anti-junk food initiative that includes sensible rules to regulate vending machines in New Mexico schools. This initiative will ban junk food vending in elementary schools, eliminate carbonated drinks in middle schools, mandate that middle and high school vending machines only carry healthy snacks, and ensure that all snacks in these schools are limited to 200 calories per serving. Under this proposal the state will publish an annual “Healthy Kids Report Card.” This report will track progress including information on school vending choices and lists of New Mexico’s ten healthiest and unhealthiest schools.

### **Increase Parents’ Involvement in their Children’s Education**

*Parental Training and Involvement Initiatives - \$1 million (line 58).* The training and outreach approach will be based on a national model and will provide grants of approximately \$10,000 each to schools or districts. The recommended funding amount will support approximately 100 grants to 100 schools that will be selected and is a core feature of the Year of the Child initiative. Known as “Working Together – School/Family/Community Partnerships,” this initiative is a tool kit of New Mexico strategies for community and parent involvement. All schools in the state will have access to the tool kit, which may be downloaded from a website without cost, and also available in paper and CD formats. This initiative also aligns to New Mexico teacher competencies.

*Parental Training and Involvement Summits - \$500.0 nonrecurring (line 82).* This funding will support ten parent involvement summits statewide to feature speakers, workshops and presentations to educate parents about the achievement gap and to inform them of methods to close it. The summits will emphasize healthy lifestyles, nutrition, physical activity, learning styles, Internet safety, No Child Left Behind Act (NCLB) requirements and parent involvement.

*Parental Involvement Performance Funding - \$2 million nonrecurring (line 82a).* This funding will reward schools that demonstrate measurable improvements in increasing parents’ involvement in their children’s education.

### **Increase the Level of Educational Excellence for All Students**

*Advanced Placement - \$2 million nonrecurring (line 69).* The Advanced Placement (AP) program allows high school students to pursue college-level studies while still in high school. More than 15,000 (60%) United States high schools participate, offering up to 35 AP courses in 20 subject areas. Research indicates that participation in AP courses leads to greater success in postsecondary education. This initiative would expand New Mexico’s current AP program by 15,753 students, giving particular attention to increasing the participation of minority and rural school students. In school year 2004-05, a total of 10,099 New Mexico students from 57 school districts took 9,505 AP exams, a 12.8% increase over 2004; 4,283 of those exams were scored in a range representing a 3.6% increase over 2004. At the date of this writing, a total of 5,991 exams were taken in 2005, representing an 11.4% increase over 2004. Statewide, the Hispanic and Native American minority groups showed significant increases in AP participation between school year 2003-04 and school year 2004-05. For example, 2,031 Hispanic students took an AP exam in 2005, representing an 18.6% increase over 2004 and 285 Native American students took an AP exam in 2005, representing a 32.6% increase over 2004. During school year 2004-05, 29 rural New Mexico school districts reported that a total of 321 students took 418 exams, while 23 primarily rural school districts offered no AP classes.

### **Close the Student Achievement Gap by Supporting the Children and Schools who Need the Most Assistance**

*Schools in Need of Improvement Fund – \$2.4 million recurring and \$8 million nonrecurring (education “lockbox”) (line 40).* The Schools in Need of Improvement Fund is the funding mechanism of the New Mexico School Improvement Framework, which provides support to schools designated as “in need of improvement” or in “corrective action.” In school 2005-06, 235 schools are designated as in need of improvement and for FY07, this number is expected to increase to 352, an estimated 50% increase. The Executive recommendation will provide the resources necessary to continue closing the achievement gap.

A pilot program to lengthen the school day will be implemented in response to a growing concern among education specialists that U.S. students spend too little time in school relative to other countries. Research shows that Americans spend only 40-45 percent of the time that other countries are spending on core academic subjects. School districts will have the option to elect to lengthen their school days in line with local needs and conditions.

In prior years, the PED has provided professional development and technical assistance to designated schools in compliance with the federal NCLB as a means to close the achievement gap. Components of the current PED improvement framework are: (1) building capacity at the school and district level; (2) monitoring/sanctions; (3) rewards/advocacy; (4) additional targeted assistance; and (5) Public Education Department professional development. The Executive recommendation supports a significant \$10.4 million multi-faceted and multi-year effort to improve school leadership.

*Dropout Prevention Program - \$1 million nonrecurring (line 76).* In school year 2003-04, 5,009 New Mexico students (5.2%) dropped out of school and the target of the proposed program is to reduce that percentage to 3%. There is no single reason that accounts for why students drop out of school, but research suggests that a combination of factors acting together contributes to the problem. The funds will provide a case-management prevention model to school districts, communities, and parents—which all play an important role in preventing students from dropping out. The Dropout Prevention program will align with the Governor’s Truancy Prevention Program and priority will be given to schools/districts with the highest dropout levels.

Federal funds are used to support New Mexico’s current dropout prevention pilot project, known as PASS—Positive Assistance for Student Success. Over three years, three schools—Belen High School, Cuba High School and Carlos F Vigil Middle School in Espanola—each received funding to participate in the pilot project structured to provide direct support to ninth grade students who are struggling with grades, attendance or personal issues, which increase the likelihood of dropping out. Federal funding will end this year. The Executive recommendation proposes to expand this pilot to include potentially all 89 districts in the state, with five districts selected for specific interventions, and the remainder receiving technical assistance and training.

The goal of the program is to provide support to students and their families early in their high school education so that they are less likely to see dropping-out of school as an option. A struggling student will be referred to a case manager who will work with the student, their family and the school community to identify problems and create positive solutions to help the student succeed. Case managers will help students and families find other in-school and community support services. The funds are also being used to develop support services in each pilot school such as tutoring,

mentoring, and mental health counseling for at-risk students. PED plans to hire a state-level coordinator to administer the program. The agency will work with UNM Health Sciences Center to evaluate the program.

*Truancy - \$1 million (line 61).* Chronic absence from school is a contributing factor to lack of academic progress, school dropout, and economic and social difficulties in later life. Truancy prevention continues to be a major priority of the Executive and this funding will support the core initiative of the Governor's Truancy Prevention Program. To ensure alignment of initiatives designed to keep kids in school, the truancy program will coordinate closely with the Dropout Prevention Program. This initiative aligns with the compulsory school attendance legislation requiring children of public school age to attend school.

*Early Literacy Initiative - \$1.2 million nonrecurring (line 77).* The Executive recognizes the importance of early literacy to school achievement and success in life. The reasons for reading to children are many: to increase their background knowledge about important concepts; to familiarize them with books and increase vocabulary; and to model fluent reading and foster a love for the written word. The program goal is that every child will read (decode and comprehend) at grade level or above. The program will be offered through partnerships among PED, local schools and community-based organizations to provide one-hour per day literacy programming through after-school and summer school offerings.

*Rural Education and Community Revitalization - \$250.0 nonrecurring (line 89).* The Executive recognizes the important role that schools play in the economic life of rural communities. Many of New Mexico's rural communities need innovative and sustained economic development, better trained local workforces and better access to state agencies. The revitalization initiative will serve as a catalyst for community involvement and improve access to state, national and international resources through private-public partnerships. The initiative includes seven schools and is based on a successful program in Australia. The School-Led Community Partnerships for Revitalization (CPR) focuses on schools as the catalyst for increased community/parent involvement in educational programs and for the economic growth within the communities they serve. During the current school year, 6 school districts, Tatum, Loving, Maxwell, Cimarron, Jemez Valley and Jemez Mountain piloted community/parent revitalization projects. At the end of three years the revitalization initiative will have expanded to 51 school districts, serving an estimated 18,000 students.

*Study on the Status of Indian Education in New Mexico - \$250.0 nonrecurring (education "lockbox") plus an additional \$250.0 from Indian Education fund balances.* In 2003, Governor Richardson signed the *Indian Education Act*. This legislation was developed to provide culturally and linguistically appropriate curricula and instruction to New Mexico's diverse Native American students. Native American students are the academically lowest performing group when data are disaggregated by ethnicity. The proposed study could potentially redefine the Bureau of Indian Affairs (BIA) role in the education of Native American students and redefine the BIA's relationship with the public education system to close the achievement gap. The requested \$500.0 will fund a study on the status of Indian Education in New Mexico initiated through a competitive request for proposals process. Since Native American students attend school in all 89 districts, the scope of the study will be statewide. The study aligns with key provisions of the Indian Education Act signed by Governor

Richardson in 2003, in that it will focus on discovering ways to eliminate obsolete assumptions about Indian Education and provide better educational services and instructional materials to Native American students.

### **Ensure that All Students are Taught by Competent Teachers**

Ensuring that every student in New Mexico is taught by a qualified, competent, and caring teacher is one of the most effective strategies for improving student success.

*Summer Reading and Math Institutes - \$3.0 million nonrecurring (line 86).* Governor Richardson continues to work on initiatives that emphasize the importance of closing the achievement gap in New Mexico. An important element is professional development for teachers in low performing schools. The Executive's recommendation for this initiative will provide summer reading and math institutes for teachers to assist students to meet the NCLB reading and math proficiency levels. The institutes will serve an estimated 400 teachers in seven institutes to be geographically located statewide. Math and science teachers from all 89 districts will participate at a cost of approximately \$500.0 per institute. Institute funds include a stipend for attendees, travel expenses, materials, etc. The expenditure will be for FY07 and FY08.

*Teacher Professional Development Fund – \$2.0 million nonrecurring (line 97).* To ensure that New Mexico's teachers receive high quality professional development, funding will support PED collaboration with education associates across the state to provide opportunities to enhance critical knowledge and skills, focused on continuous improvement and maintaining rigor in the classroom in order to close the achievement gap. Each district's Educational Plan for Student Success (EPSS), a critical strategic planning tool, is utilized to focus districts' work and to provide guidance in order to meet student needs. The eight required professional development components are: (1) understanding and implementing instruction using New Mexico standards and benchmarks; (2) use site assessment data to inform instruction and program development; (3) classroom management strategies and expectations for student behavior; (4) intervention strategies for struggling learners; (5) writing individualized student goals and action plans for every student; (6) principals using effective observation and evaluation strategies; (7) principals trained in facilitation of effective instructional meetings; and (8) methodology in content areas (reading and math).

### **Develop Strong Systems of School Accountability to Monitor the Quality of Education from Pre-School through Higher Education**

*North Central Association Accreditation - \$1.0 million nonrecurring (line 57).* New Mexico laws require that all schools undergo an accreditation process. Governor Richardson proposes state participation in the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a non-governmental, voluntary organization that accredits more than 9,000 public and private schools in 19 states, the Navajo Nation and the Department of Defense Dependents' Schools worldwide. To earn accreditation, schools must meet the association's quality standards, be evaluated by an outside group of professionals and implement a school improvement plan focused on increasing student performance. Accreditation is voluntary, must be renewed each year and focuses schools on improving learning for all students. Research indicates that 79% of participating schools made verifiable gains in student achievement. Educators in accredited schools are given access to additional multiple resources among them: publications, manuals, software, professional development, and conferences. Currently, districts pay \$85,000 to participate and the purposes of

the Executive recommendation are to bring more New Mexico school districts into the process and to create a statewide system.

*Accountability Data System (ADS) Upgrade to Meet NCLB Requirements - \$300.0 nonrecurring (education “lockbox” (line 68).* The Accountability Data System (ADS) currently provides the majority of data for the numerous state and federal public education reporting requirements. ADS databases require a re-design in order to meet the federal reporting requirements under NCLB. Without this system, the PED will be unable to produce these reports, thus jeopardizing significant federal public education dollars. The funding will be used to purchase professional services to maintain the current Accountability Data System (ADS) and guarantee its functioning until the new student data warehouse (STARS) is fully operational. The ADS provides services to all 89 school districts and is currently used to provide the majority of reports required by NCLB requirements. If this request is not funded, PED indicates that it will have to transfer funds from some other program to cover the projected costs.

*Assessment and Test Development – NCLB Compliance - \$6.6 million (line 70).* In order for New Mexico to close the achievement gap, educators and policy makers must have frequent, accurate information about how students are performing.

In FY06, Governor Richardson approved \$6.6 million in funding for the New Mexico Assessment program as follows:

- Continuation of the New Mexico High School Competency Exam;
- Development costs for 11<sup>th</sup> grade language arts, writing and social studies assessment;
- Continuation of the English language proficiency assessment;
- Development costs of language arts/writing and math assessments (11<sup>th</sup> grade) Spanish and English versions); and
- Continuation of the development costs of the Spanish version of the reading and math assessments.

For FY07, the Executive recommends \$6.6 million to enable PED to develop, maintain and oversee the assessment and testing process, and to provide districts with funds to implement, score and report test results to parents and other stakeholders. The PED will: develop Grade 11 Science assessments in English and Spanish; revise the alternate assessment for special education; and implement the alternate assessment for an additional 2% of special education students as required by NCLB.

The proposed \$6.6 million FY07 funding will continue efforts to align New Mexico public student assessments with state and federal statute. The funding will be used for development and administration costs of:

- \$1.5 million for 11<sup>th</sup> grade science assessment (\$1 million for the English version and \$500.0 for the Spanish version);
- \$2.1 million to revise the current special education alternate assessment;
- \$1 million to implement alternate assessment for an additional 2% of special education students; and
- \$2 million to revise the High School Competency Examination to a standards-based assessment (\$1 million for each of the reading and math assessments).

*Uniform Public School Chart of Accounts - \$122.5 nonrecurring (education “lockbox”) (line 99).* In August 2005, PED implemented a new uniform chart of accounts (UCOA) that is aligned with the National Center for Education Statistics (NCES) chart of accounts. This federal accounting alignment will enable New Mexico to more accurately track expenditures of public school districts in compliance with the national standard for state departments of education to use in reporting financial data and for school districts to use in preparing their comprehensive annual financial reports. The Executive proposes \$122.5 to increase training for district data entry staff to ensure that financial information entered by districts into the new UCOA is both accurate and valid.

*Three-tiered Licensure Evaluation System: Teachers – \$300.0 (line 98).* The funds support ongoing teacher professional development efforts – focuses on ensuring that teachers can meet the rigorous competencies used to determine annual evaluations and advancement within the three-tiered licensure system.

*Data Warehouse - \$2 million nonrecurring (education “lockbox”) (line 103).* The Executive recommendation includes \$2 million to fund Phase II and Phase III of the data warehouse project to provide New Mexico’s policy makers, educators and citizens timely and accurate data about student performance, educator quality and education finance. For FY06, Phase I received a multi-year appropriation (FY05, FY06 and FY07) of \$6,650.0 that specifically included four term FTEs. The Phase 2 goal is to develop an Internet-based delivery system, which will require extensive work to map New Mexico’s data requirement to various required systems, including NCLB and the NCES chart of accounts. The total estimated cost of Phase 2 is \$6.0 million. Phase 3 costs are estimated at \$3.8 million to provide interfaces and support at the school level.

*Professional Development Management System - \$1 million nonrecurring (line 85).* This proposed standard, statewide internet-based system will (1) assure schools’ compliance with the annual teacher performance evaluation process, (2) provide data on the state of teacher professional development, and (3) assist local districts, principals and teachers in managing the paperwork related to the professional development and the annual evaluation processes.

### **Ensure Students Graduate from High School Better Prepared to Succeed in Higher Education**

*P-20 Alignment of Exit Exams and College Entrance Exams - \$1 million nonrecurring (line 81).* The Executive recommendation supports the P-20 alignment of high school exit exams and college entrance exams. Too many New Mexico high school graduates need to take remedial courses upon entering college. These funds will help to ensure that the alignment of standards, curriculum and assessment systems across the spectrum of public education are easily understood, non-duplicative, effective and timely. A primary objective is the coordination and alignment of high school outcomes assessments and qualifying entrance and the placement examinations used by colleges and universities, beginning with language arts and math skills. This initiative will also provide students with greater clarity about which skills they need for higher education. These funds will be used to redefine the New Mexico High School Competency Exam by making it more relevant, especially for college-bound students.

### **Performance Report**

The Public Education Department (PED) is charged with dual regulatory and support roles in the implementation of PSS statewide, and as the responsible agency, reports its progress against both agency (PED) performance targets (described in this document under PED 924 section) and Public School Support (PSS) performance targets as a means of assessing effectiveness of education statewide. To accomplish this charge, PED must comply with the requirements of the performance-based budgeting (PBB) framework set forth in Section K of the General Appropriation Act of 2005 as well as the Public School Support and the Executive's performance and accountability policy, *Making Schools Work* that has been established by the Executive for implementation in FY07, for school year 2006-07.

The continuing roll-out of New Mexico's education reform initiatives, begun in 2003, is reflected in the performance and accountability framework applied to PSS for school years 2003-04, 2004-05, and 2005-06. There is scant baseline data and measures for these school years are reflected for fiscal year cycle monitoring in FY04, FY05, FY06, and FY07. PSS measures are under an annual review and revision process to ensure the highest level of accountability to the people of New Mexico for the state's public school dollars. The Executive will continue to work to improve performance data collection and analysis in addition to improving reporting processes.

For PSS performance targets, PED will continue to report through FY08 on FY06 performance measures currently in statute for school year 2005-06. This is a transitional approach as the Executive's performance and accountability policy, *Making Schools Work* is implemented in FY07. For PSS performance targets for FY07 (covering school year 2006-07), PED will report on both FY06 measures and FY07 measures. This approach is practical because public school performance and accountability data collection and reporting requirements do not cycle on the state fiscal year, but are based on federal fiscal and school years.

The Executive's performance and accountability policy, *Making Schools Work* performance measures for PSS will be implemented within the PBB framework for FY07.

### **Recommended Language for the General Appropriation Act**

The rate of distribution of the state equalization guarantee distribution shall be based on a program unit value determined by the secretary of the public education department. The secretary of the public education department shall establish a preliminary unit value to establish budgets for the 2006-07 school year and then, upon verification of the number of units statewide for fiscal year 2007 but no later than January 31, 2007, the secretary of the public education department may adjust the program unit value.

The general fund appropriation for the state equalization guarantee includes four million eight-hundred thousand dollars (\$4,800,000) to fully fund the elementary fine arts program.

The general fund appropriation to the state equalization guarantee includes fifteen million six hundred seventy-seven thousand five hundred dollars (\$15,677,500) to implement the forty-five thousand dollar (\$45,000) minimum salary for level three-A teachers.

The secretary of the public education department, in collaboration with the department of finance and administration office of educational accountability, shall ensure level three-A teachers receiving salary increases under the three-tiered minimum salary have been evaluated under the tiered licensure evaluation system and have the professional competencies of level two and level three-A teachers. The secretary of the public education department shall withhold from the public school district distribution funding for minimum salaries for any teacher that has not been

evaluated. The secretary of the public education department shall report the findings to the legislative education study committee and legislative finance committee by July 1, 2006.

The general fund appropriation to the state equalization guarantee includes eighty-nine million seven hundred nine thousand two hundred dollars (\$89,709,200) for a six percent salary increase for all public school teachers, instructional staff, educational assistants and principals, and a four percent salary increase for all other school employees.

The general fund appropriation to the transportation distribution includes one million six hundred sixty one thousand one hundred dollars (\$1,661,100) for a four percent salary increase.

The general fund appropriation to the state equalization guarantee distribution contains sufficient funding to provide a three-quarter percent increase in the employer contribution to the educational retirement fund.

For the 2006-07 school year, the state equalization guarantee distribution contains sufficient funding for school districts implementing a formula-based program for the first time. Those districts shall use current year membership in the calculation of program units for the new formula-based program.

The general fund appropriation to the state equalization guarantee distribution reflects the deduction of federal revenues pursuant to paragraph (2) of subsection C of section 22-8-25 NMSA 1978 that includes payments commonly known as "impact aid funds" pursuant to 20 USCA 7701 et seq., and formerly known as "PL874 funds".

The general fund appropriation to the public school fund shall be reduced by the amounts transferred to the public school fund from the current school fund and from the federal Mineral Lands Leasing Act receipts otherwise unappropriated.

Any unexpended or unencumbered balance in the distributions authorized remaining at the end of fiscal year 2006 from appropriations made from the general fund shall revert to the general fund.

Budget Summary TablesFY07  
Budget to Recommendation

	FY06 Appropriation	Recom- mendation	Dollar/FTE Change
1 <b>PROGRAM COST</b>	1,903,074.6	2,027,662.3	
2 ENROLLMENT GROWTH	14,700.0	16,508.9	16,508.9
3 FIXED COSTS	2,100.0	2,300.0	2,300.0
4 INSURANCE COSTS	16,300.0	23,000.0	23,000.0
5 COMPENSATION for Public School Employees: 1.25 percent in FY06		TBD	TBD
6 Teachers (6% for all teachers including those moving on 3 tier)	6,252.5	56,730.4	56,730.4
7 Instructional Staff (6%)	2,381.9	11,578.2	11,578.2
8 Other Certified and Non-certified (6% for EAs & Principals, 4% for all others)	5,372.7	21,400.5	21,400.5
9 Minimum Salaries – Three-tiered Licensure Structure			
10 Levels 2 & 3 to \$40,000 in FY06	51,800.0		
11 Level 3 to \$45,000 in FY07		15,677.5	15,677.5
12 Minimum Salary – Educational Assistants	1,900.0		
13 Increase in Employer's ERB Contribution (.75 percent)	11,780.6	12,838.0	12,838.0
14 Full-day Kindergarten – Replace TANF Funds	4,000.0		
15 Student Assessment CRTs/School District Costs	2,000.0		
16 Elementary Fine Arts (Year 3)	6,000.0		
17 Elementary Fine Arts (Year 4) @ 1.0 FTE		4,800.0	4,800.0
18 <b>PROGRAM COST</b>	<b>2,027,662.3</b>	<b>2,192,495.8</b>	<b>164,833.5</b>
19 <b>Dollar Increase Over FY06 Appropriation</b>		164,833.5	
20 <b>Percentage Increase</b>		8.1%	
21 LESS PROJECTED CREDITS	(58,600.0)	(57,600.0)	1,000.0
22 LESS OTHER STATE FUNDS (from driver's license fees)	(1,300.0)	(850.0)	450.0
23 <b>STATE EQUALIZATION GUARANTEE</b>	<b>1,967,762.3</b>	<b>2,134,045.8</b>	<b>166,283.5</b>
24 <b>Dollar Increase Over FY06 Appropriation</b>		166,283.5	
25 <b>Percentage Increase</b>		8.5%	

## CATEGORICAL PUBLIC SCHOOL SUPPORT

CATEGORICAL PUBLIC SCHOOL SUPPORT				
26	TRANSPORTATION			
27	TRANSPORTATION			
28	Operational	88,481.1	91,481.1	3,000.0
29	School-owned Bus Replacements	176.4	476.4	300.0
30	Rental Fees (Contractor-owned Buses)	11,296.5	10,616.2	(680.3)
31	Compensation (4%)		1,661.1	1,661.1
32	Increase in Employer's ERB Contribution (.75 percent)		262.0	262.0
33	<b>TOTAL TRANSPORTATION</b>	<b>99,954.0</b>	<b>104,496.8</b>	<b>4,542.8</b>
34	SUPPLEMENTAL DISTRIBUTIONS			
35	Out-of-state Tuition	380.0	370.0	(10.0)
36	Emergency Supplemental	2,000.0	2,000.0	

FY07  
Budget to Recommendation

	FY06 Appropriation	Recom- mendation	Dollar/FTE Change	
37	INSTRUCTIONAL MATERIAL FUND	30,500.0	33,000.0	2,500.0
38	EDUCATIONAL TECHNOLOGY FUND	5,000.0	5,000.0	
39	INCENTIVES FOR SCHOOL IMPROVEMENT FUND	1,600.0	1,600.0	
40	SCHOOLS IN NEED OF IMPROVEMENT FUND	Federal Funds	2,429.2	2,429.2
41	<b>TOTAL CATEGORICAL</b>	<b>139,434.0</b>	<b>148,896.0</b>	<b>9,462.0</b>
42	<b>TOTAL PUBLIC SCHOOL SUPPORT</b>	<b>2,107,196.3</b>	<b>2,282,941.8</b>	<b>175,745.5</b>
43	<b>Dollar Increase Over FY06 Appropriation</b>			175,745.5
44	<b>Percentage Increase</b>			8.3%

**OTHER PUBLIC EDUCATION RECURRING**

45 <b>RELATED APPROPRIATIONS: RECURRING</b>				
46	Public Education Department	11,761.7	11,561.7	(200.0)
47	Apprenticeship Assistance	650.0	650.0	
48	Beginning Teacher Mentorship	900.0	900.0	
49	Breakfast for Elementary Students	475.0	4,200.0	3,725.0
50	Core Curriculum Framework	381.6		(381.6)
51	Elementary Physical Education	1,425.0	7,800.0	6,375.0
52	Family and Youth Resource Act	1,500.0	1,500.0	
53	Food to Schools		500.0	500.0
54	GRADS – Teen Pregnancy Prevention	1,000.0	1,000.0	
55	Indian Education Act of 2003	2,500.0	2,500.0	
56	Kindergarten Plus (school year 05-06 is year 3 of 3 year pilot)	400.0	400.0	
57	NCA Accreditation		1,000.0	1,000.0
58	Parental Training and Involvement Initiatives		1,000.0	1,000.0
59	Pre-Kindergarten Program		5,000.0	5,000.0
60	Teacher Loan for Service (to HED) <i>Moving to HED's Budget in FY07</i>	186.5		(186.5)
61	Truancy		1,000.0	1,000.0
62	Charter School Capital Outlay Authority		2,000.0	2,000.0
63	<b>TOTAL RELATED APPROPRIATIONS: RECURRING</b>	<b>21,179.8</b>	<b>41,011.7</b>	<b>19,831.9</b>
64	<b>GRAND TOTAL</b>	<b>2,128,376.1</b>	<b>2,323,953.5</b>	<b>195,577.4</b>
65	<b>Dollar Increase Over FY06 Appropriation</b>			195,577.4
66	<b>Percentage Increase</b>			9.2%

**PUBLIC EDUCATION NONRECURRING SPECIAL APPROPRIATIONS**

67 <b>Section 5: Special Nonrecurring Appropriations</b>			
68	ADS upgrade to meet NCLB requirements ( <i>education lockbox</i> )	300.0	
69	Advanced Placement Expansion	190.0	2,000.0
70	Assessment & Test Development - NCLB Compliance – (for FY05, FY06, FY07 and FY08)	7,000.0	6,600.0
71	After School Obesity Programs	475.0	500.0

	FY06 Appropriation	Recom- mendation
72	CHARTER SCHOOLS STIMULUS FUND – (for FY05 and FY06)	1,000.0
73	Curriculum and Film Integration	
74	Cyber Academy	
75	Domestic Violence Curriculum	285.0
76	Dropout Prevention Program	1,000.0
77	Early Literacy Initiative	1,200.0
78	Emergency Supplemental – (for FY05 and FY06)	5,000.0
79	Instructional Materials Standards Review	
80	Mexican/US Border Education Collaborative	50.0
81	P-20 Alignment of Exit Exams and College Entrance Exams	1,000.0
82	Parental Training and Involvement Summits	500.0
82a	Parental Involvement Performance Funding	2,000.0
83	Pre-kindergarten Pilot Program for 4-year-olds (to DFA for FY05 and FY06)	4,000.0
84	Pre-kindergarten Start up ( <i>education lockbox</i> )	1,500.0
85	Professional Development Management System	1,000.0
86	Professional Development - Summer Reading and Math Institutes 06,07,08,09	3,000.0
87	Prueba de Español – (for FY05 & FY06)	100.0
88	REC General Fund Operating Base ( <i>education lockbox</i> )	-
89	Rural Education/Community Revitalization (for FY06, FY07 and FY08) ( <i>education lockbox</i> )	250.0
90	School Improvement Fund ( <i>from education "lockbox"</i> )	8,000.0
91	SCHOOL LIBRARY MATERIAL FUND – (for FY05 & FY06) - Capital Outlay	1,000.0
92	Schools Outreach (to DFA) – (for FY05 and FY06)	250.0
93	Start-up School-based Health Clinics (to DOH) – (for FY05 & FY06)	2,000.0
94	Steroid Testing (Federal Fiscal Relief)	50.0
95	Student ID System (maintenance) – (for FY05 and FY06)	40.0
96	Study on the Status of Indian Education in New Mexico ( <i>education lockbox</i> )	250.0
97	TEACHER PROFESSIONAL DEVELOPMENT FUND – (for FY05 and FY06)	2,400.0
98	Three-tiered Licensure Evaluation System: Teachers – (for FY05 and FY06)	400.0
99	Uniform Public School Chart of Accounts – (for FY05, FY06 and FY07) ( <i>education lockbox</i> )	600.0
100	<b>TOTAL SPECIAL NONRECURRING APPROPRIATIONS</b>	<b>24,790.0</b>
101		
102	<b>Section 7: Data Processing Appropriations</b>	
103	Data Warehouse at PED (includes 4 Term FTEs) – (for FY05, FY06 and FY07) ( <i>education lockbox</i> )	6,650.0
104	Math Standards-based Education Technology ( <i>education lockbox</i> )	2,500.0
105	<b>TOTAL DATA PROCESSING</b>	<b>6,650.0</b>

**Performance Measures**

	FY05 Target	FY05 Result	FY06 Target	FY07 Recomm
<b>Public School Support</b>				
Public School Support (PSS) funds New Mexico’s public education system which is responsible for providing a free education to all the children of school age in the state. (Note that this table reflects refinements in measures between FY06 and those recommended for FY07.)				
Outcome	Percent of fourth-grade students who achieve proficiency or above on the criterion-referenced assessments in reading and language arts	*	61%	61%

		<u>FY05 Target</u>	<u>FY05 Result</u>	<u>FY06 Target</u>	<u>FY07 Recomm</u>
Outcome	Percent of eighth-grade students who achieve proficiency or above on the criterion-referenced assessments in reading and language arts	*	*	65%	65%
Outcome	Percent of fourth-grade students who achieve proficiency or above on the criterion-referenced assessments in mathematics	*	*	67%	67%
Outcome	Percent of eighth-grade students who achieve proficiency or above on the criterion-referenced assessments in mathematics	*	*	62%	62%
Quality	Percent of classes being taught by "highly qualified" teachers in high-poverty schools	*	*	90%	90%
Quality	Percent of classes being taught by "highly qualified" teachers in all schools	*	*	92%	92%
Quality	Percent of stakeholders who rate their involvement with public elementary schools as positive	*	*	91%	91%
Quality	Percent of stakeholders who rate their involvement with public middle schools as positive	*	*	88%	88%
Quality	Percent of stakeholders who rate their involvement with public high schools as positive	*	*	85%	85%
Explanatory	Percent of American Indian language classes being taught in public schools that serve American Indian students	*	*	None	None
Outcome	Percent of students in full-day kindergarten meeting benchmark for nonsense words	*	*	*	60%
Explanatory	Number of school breakfasts served	*	*	*	89,873
Outcome	Annual percent of stakeholders positively rating their involvement with public elementary, middle, and high schools	*	*	*	100%
Explanatory	Number of schools making significant academic gains	*	*	*	35
Outcome	Annual percent of core academic subjects taught by highly qualified teachers Pre-K-12	*	*	*	95%
Outcome	Percent of school districts and charter schools participating in the National Center for Education Statistics chart of accounts	*	*	*	100%
Explanatory	Annual cohort graduation rate for school year 2004-05 ninth graders	*	*	*	90%
Outcome	Percent of recent New Mexico high school graduates who take remedial courses in higher education at two-year and four-year schools	*	*	*	55%
Outcome	Percent of elementary school students who achieve the school year 2006-07 annual measurable objective for proficiency or above on standards-based assessments in reading and language arts to ensure compliance with 100% proficiency target for school year 2013-14 required by federal No Child Left Behind Act	*	*	*	49%
Outcome	Percent of middle school students who achieve the school 2006-07 annual measurable objective for proficiency or above on standards-based assessments in reading and language arts to ensure compliance with 100% proficiency target for school year 2013-14 required by federal No Child Left Behind Act	*	*	*	42%
Outcome	Percent of elementary school students who achieve the school year 2006-07 annual measurable objective for proficiency or above on standards-based assessments in mathematics to ensure compliance with 100% proficiency target for school year 2013-14 required by federal No Child Left Behind Act	*	*	*	33%
Outcome	Percent of middle school students who achieve the school year 2006-07 annual measurable objective for proficiency or above on standards-based assessments in mathematics to ensure compliance with 100% proficiency target for school year 2013-14 required by federal No Child Left Behind Act	*	*	*	20%
Outcome	Percent of American Indian Language classes being taught in public schools that serve American Indian students	*	*	*	100%