



# Education in New Mexico:

## What “Reforms” Really Mean

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# A Brief History

In 2003, Governor Bill Richardson moved the Secretary of Education position into the Governor's Cabinet. This meant that he/she would be appointed to the position by the governor, not elected or selected by a commission as previously designed.



# “Raising the Bar” for Teachers

**Prior to Gov. Martinez’s teacher evaluation plan, which is based on student test scores:**

- ❑ Teachers were observed one time a year by principals.
- ❑ A teacher either “met” or “did not meet” responsibilities of the job.
- ❑ Most teachers “met” the responsibilities of the job.
- ❑ In addition to being observed, teachers were required to develop a Professional Development Plan (PDP) at the beginning of the year. The principal and teacher discussed the plan before, during and after implementation.

# A New Era

Gov. Susana Martinez was elected in November 2010. One of her first acts was to name a Secretary of Education. She chose Hanna Skandera, who served under former Gov. Jeb Bush and oversaw a series of education “reforms” in Florida. Skandera brought her ideas to New Mexico. Among them:

- Grading schools A, B, C, D, F
- Teacher Evaluations
- Claiming educational standards for students should be raised
- 3<sup>rd</sup> Grade Retention
- Merit Pay for Performance

# Who is in charge?

Hanna Skandera has never been a teacher, but was appointed by Governor Martinez to be Secretary of the New Mexico Public Education Department. Her policies are dictating how our teachers teach and how our students are tested.

Skandera has been neither confirmed nor unconfirmed by the state Senate, which makes her “Secretary-Designate” during her entire tenure here.





Skandera was taught at the Hoover Institute, a think tank affiliated with the National Governor's Association and the Chief Council of Secondary School officers, run by Jeb Bush. They are backed by Pearson, the textbook monopoly and test publisher. Pearson now has the contract to implement the PARCC assessments. They are financially motivated to test our students.

Schools are being evaluated  
with measures and formulas  
Los Alamos scientists,  
physicists and math experts  
don't understand.

*Santa Fe New Mexican, December 16, 2013*

# School Grades

Derived from a Value Added Model, or VAM, or VAS.

VAM is estimated simultaneously with school growth and is illustrated here for math for elementary and middle schools, with the understanding that there is a parallel calculation for reading.

## LEVEL 1 MODEL

$$SS\_MZ12_{ijk} = \alpha_{ijk} + \beta_{ijk}(FAY_{ijk} - \overline{FAY}_{...}) + \gamma_{ijk}(Q1\_M_{ijk} - \overline{Q1\_M}_{...}) + \delta_{ijk}(GRADE6_{ijk} - \overline{GRADE6}_{...}) + \epsilon_{ijk}(GRADE7_{ijk} - \overline{GRADE7}_{...}) + \zeta_{ijk}(GRADE8_{ijk} - \overline{GRADE8}_{...}) + e_{ijk}$$

## LEVEL 2 MODEL

$$\alpha_{ijk} = \alpha_{00k} + \alpha_{11k}(YEAR\_VAM_{jk}) + \alpha_{ijk}$$

$$\beta_{ijk} = \beta_{00k}$$

$$\gamma_{ijk} = \gamma_{00k}$$

$$\delta_{ijk} = \delta_{00k}$$

$$\epsilon_{ijk} = \epsilon_{00k}$$

$$\zeta_{ijk} = \zeta_{00k}$$

## LEVEL 3 MODEL

$$\alpha_{00k} = \beta_{000} + \beta_{001}(NON\_MOBI_k - \overline{NON\_MOBI}_{...}) + \beta_{002}(N\_BREAK_k - \overline{N\_BREAK}_{...}) + u_{00k}$$

$$\alpha_{11k} = \beta_{010} + u_{01k}$$

$$\alpha_{ijk} = \beta_{i00}$$

$$\beta_{00k} = \beta_{200}$$

$$\beta_{00k} = \beta_{300}$$

$$\beta_{00k} = \beta_{400}$$

$$\beta_{00k} = \beta_{500}$$

**The Problem:** No one except ONE PERSON in the state of NM knows the formula. In April 2014, the American Statistical Association, the largest organization in the U.S. that represents statisticians and related professionals, said this:

- VAMs are generally based on standardized test scores, and do not directly measure potential teacher contributions toward other student outcomes.
- VAMs typically measure correlation, not causation: Effects – positive or negative – attributed to a teacher may actually be caused by other factors that are not captured in the model.

**Source:** <http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/04/13/statisticians-slam-popular-teacher-evaluation-method/>



# The Stigma of School Grades

The governor and secretary-designate, with help from media, tell the public our schools are failing.

These scores can:

- Hurt neighborhoods
- Hurt economies
- Inflame perceptions on false realities
- Do nothing to solve our education issues

Current Standing and Growth represent a combination of Reading and Mathematics. Each school's detailed grade report is available on the PED website  
<http://ped.state.nm.us/ped/index.html>

Overall Current  
Grade Standing

## Clovis Municipal Schools

Barry Elementary	C	C
Bella Vista Elementary	D	D
Cameo Elementary	C	C
Clovis High	B	B
Clovis High Freshman Campus	B	B
Highland Elementary	C	D
James Bickley Elementary	D	D
La Casita Elementary	D	F
Lockwood Elementary	D	F
Marshall Middle	B	B
Mesa Elementary	B	A
Parkview Elementary	D	F

# Parents Question Grades

## APS District Summary

2012-13 Quality of Education Parent Survey Results



ALBUQUERQUE PUBLIC SCHOOLS  
Research, Deployment & Accountability

Surveys distributed: 86,835

Surveys returned: 29,377

Response rate: 33.8%

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
1. My child is safe at school.	31.4%	58.6%	4.1%	1.2%	4.7%
2. My child's school building is in good repair and has sufficient space to support quality education.	31.6%	56.5%	7.4%	1.8%	2.8%
3. My child's school holds high expectations for academic achievement.	34.7%	55.3%	5.5%	1.0%	3.4%
4. School personnel encourage me to participate in my child's education.	34.7%	53.3%	8.3%	1.6%	2.2%
5. The school offers adequate access to up-to-date computer and technologies.	30.9%	53.1%	5.4%	1.1%	9.5%
6. School staff maintains consistent discipline which is conducive to learning.	29.7%	55.9%	6.5%	1.8%	6.0%
7. My child has an adequate choice of school sponsored extracurricular activities.	25.0%	50.5%	12.7%	3.1%	8.7%
8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.	46.5%	46.2%	5.0%	1.3%	1.0%
9. The school staff employs various instructional methods and strategies to meet my child's needs.	30.5%	55.2%	6.1%	1.4%	6.8%
10. My child takes responsibility for his, or her, learning.	38.2%	52.5%	6.7%	1.3%	1.2%
11. My school has an adequate response to bullying.	24.8%	46.9%	8.1%	3.2%	17.0%
12. APS provides opportunity for meaningful parent engagement.	25.5%	57.6%	8.0%	2.0%	6.9%
13. The school staff does a good job of teaching my child mathematics skills.	38.1%	53.1%	5.2%	1.7%	1.9%
14. The school staff does a good job teaching my child literacy skills.	38.5%	54.9%	3.7%	1.0%	1.8%
15. My child will be well prepared for next year because of the education provided by APS.	32.3%	54.8%	6.3%	1.8%	4.8%

- In APS surveys, 85% of parents say they are highly satisfied with their schools.
- VAM models don't take into consideration the challenges that are out of teachers' control, such as poverty, lack of parental involvement, discipline issues, mental-emotional needs, etc.
- How can so many parents be happy with their individual schools, but a school be given a grade of C, D or F on a VAM that no one can explain?

# Skandera: Only 2% of Year Spent on Testing

Let's take a look at what teachers say about testing:

- o **August:** 14 days of school/ 5 days mandated tests  
36% Universal screening for all Kindergarten students
- o **September:** 20 days of school, 10 days mandated tests  
50% Developmental Reading Assessment (DRA2)  
1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> graders
- o **October:** 21 days of school, 4 days mandated tests  
19% Primary Interim Assessment (PIA)  
1<sup>st</sup> and 2<sup>nd</sup> graders  
Riverside Interim Assessment (RIA)  
3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders

o **November:** 15 days school, 10 days mandated tests  
67% Kindergarten Standards Based Progress Report (KSBPR)  
Teacher administers 8-10 tasks per student/day, one on one

o **December:** 15 days, 3 days in high school: End of  
Course exams in health, government, economics  
20%

o **January:** 19 days school, 4 days mandated tests  
19% Assessing Comprehension and Communication in English  
State-to-State for English Language Learners (ACCESS)  
English Language Learners, 1<sup>st</sup>-5<sup>th</sup> grade

o **February:** 18 days of school, 14 days mandated tests  
78% PIA, 1<sup>st</sup> and 2<sup>nd</sup> grades  
RIA 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade  
KSBPR for kindergarten  
DRA2 for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>.

o **March:** 19 days of school, 10 days mandated tests

53% New Mexico Standards Based Assessment (NMSBA)  
3-5<sup>th</sup> grades

o **April:** 17 days of school, 4 days mandated tests

24% PIA 1<sup>st</sup> and 2<sup>nd</sup> grades  
RIA 3<sup>rd</sup> - 5<sup>th</sup> grades

o **May:** 16 days of school, 12 days mandated tests

75% End of Course Exams (EOCs)  
4th Grade, PE EOC  
5<sup>th</sup> Grade, Art EOC  
KSBPR for kindergarten  
DRA2 for 1<sup>st</sup> - 3<sup>rd</sup> grade students

**Total Days Impacted by Tests: 76**

**Total Days School: 174**

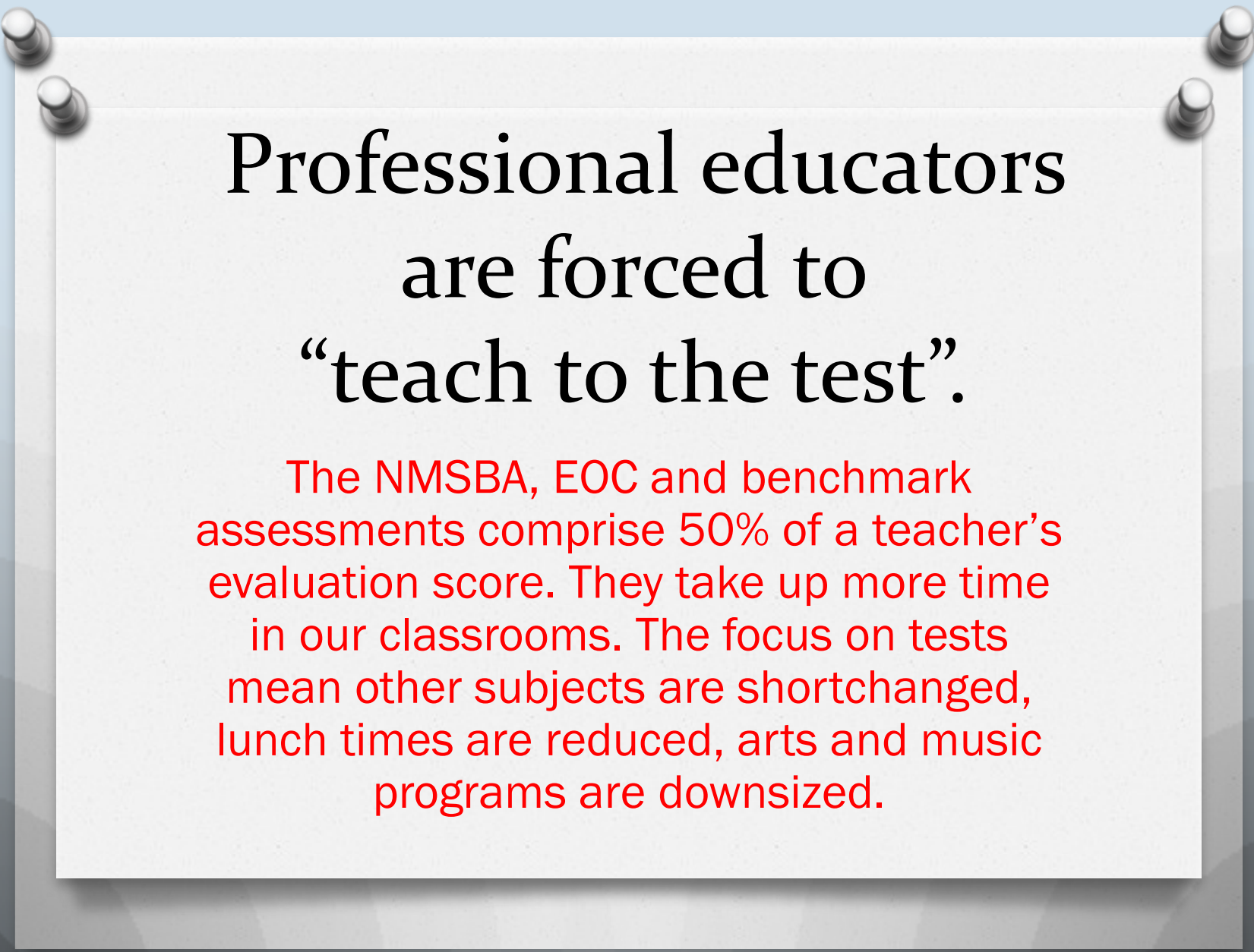
} **43.7%**  
Days Impacted  
by Tests

# How long are the tests?

The NMSBA is given in grades 3-11. It takes from 12 to 15 hours to administer. While high school 10<sup>th</sup> and 11<sup>th</sup> graders test, 9<sup>th</sup> and 12<sup>th</sup> graders stay home.

Next year, the NMSBA will be replaced by the PARCC exam in the same grade levels.

(The NMSBA is longer than the ACT, SAT, MCAT, GRE, LSAT and rivals the bar exam in length and security measures taken.)

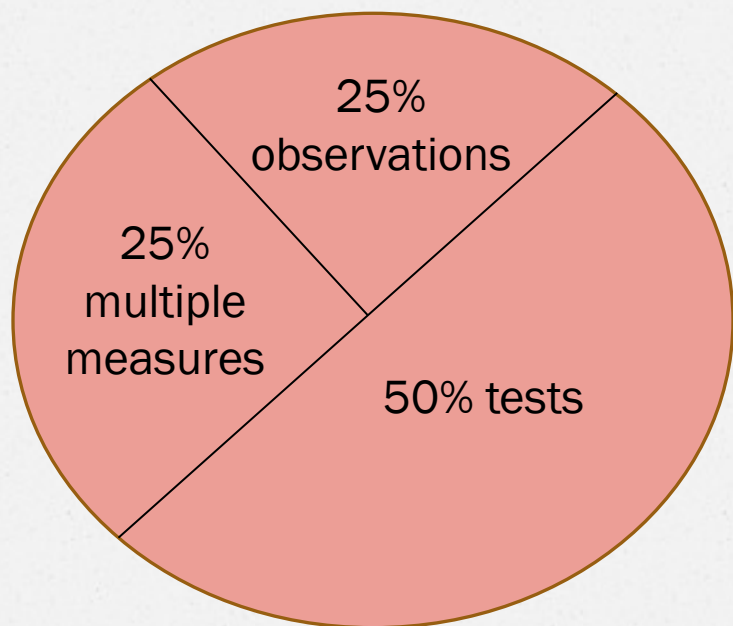


# Professional educators are forced to “teach to the test”.

The NMSBA, EOC and benchmark assessments comprise 50% of a teacher's evaluation score. They take up more time in our classrooms. The focus on tests mean other subjects are shortchanged, lunch times are reduced, arts and music programs are downsized.

# Teacher Evaluations

**MYTH:** The governor and her secretary-designate will tell you those who fight these reforms don't want accountability for our teachers. The governor's plan is the 25-25-50 plan shown below.



**FACT:** APS, and many districts statewide, offered their own plans, based on research and professional educator experience. APS offered a slightly different variation on the weight, offering 50% observations, 35% tests and 15% multiple measures. Skandera rejected APS' plan. But some charter schools have modifications to their evaluation plan, which makes all the plans unequal and nonsensical.



# The Crux of Discontent

The governor's plan puts 50% weight on tests. Her plan uses a Value Added Model, or VAM. Only one person in the state understands the statistical VAM formula.

## **Governor, Skandera Say:**

1. Tests only account for 2% of class time.
2. Tests have been eliminated.
3. \$\$\$ to education has increased.

APS and 43 other districts statewide said the focus on tests is the wrong way to go. Our fight against this evaluation centers on the emphasis on tests.

## **The Reality:**

1. Tests impact 46% of a 174-day school year.
2. The High School Equivalency Exam was eliminated. End of Course exams were ADDED.
3. On the Sunshine Portal, you can find that testing is costing the state **AT LEAST** \$23 million, plus \$5.3 million for test technology.

# Teachers Asked for Facts.

## C'mon folks: Does This Make Sense? Is This How We Should Evaluate Human Beings?

Source: Public Education Department response to IPRA letter

Grades Five through Eight

The VAS results are lagged by one year due to the New Mexico testing cycle (late spring) and receipt of scores (mid-May).

Once a classroom of students has been assigned to a teacher, the data for each student in the classroom is assembled. The assembled data consists of the results in reading and math for the most current year and two prior years.

Then, Equation A (Eqn A) is calculated for each student in a teacher's current classroom. Generally, Equation A considers how a student is expected to perform on a summative assessment (SBA or EoC) compared to how a student actually performed.

Equation A includes the following as each is an important contributor to a student's academic performance:

- o the amount of time a student is enrolled in a course with a teacher (Proportion), and
- o the instructional setting (general or intervention) PLUS
- o the student's prior two years' of academic performance. Prior academic performance describes a student's readiness in reading and math when starting the current school year.

The result from each student is aggregated and incorporated into Equation B (Eqn B), along with the average math and reading scores for the class from the prior testing occasion and the

New Mexico state average in a tested subject. The average difference between a teacher's students' observed score and their expected summative score is the teacher's unique contribution to the academic performance of his or her students, i.e., value added score (VAS).

All models are weighted, mixed effects models. The weight is the (inverse of) conditional standard error of the outcome score. For all models, the following occurs:

1. VAS is calculated from the Empirical Bayes (EB) estimate of  $r_{ij}$ .
2. The EB estimate is normalized.
3. The cumulative distribution function (cdf), which gives the proportion of a population with values less than  $x$  and the probability of having a value less than  $x$ , is applied to the normalized EB estimate.
4. The result is the percentage of points earned and appears in the STAM measure on the EES Summative Report.

The equation which produces the VAS for grades five through eight is:  
(Eqn A)  $NSY_{ijT} = \alpha_j + 1j(NSSM)_{ijT-1} + 2j(NSSM)_{ijT-2} + 3j(NSSR)_{ijT-1} + 4j(NSSR)_{ijT-2} +$

$5j(Intervention)_{ijT} + 6j(Proportion)_{ijT} + e_{ijT}$

$qn_{0j} = \alpha_0 + 01(NSSM)_{ijT-1} + 02(NSSR)_{ijT-1} + r_{0j}$

·  $NSY_{ijT}$  is the SBA (Math, Reading, or Science) or EoC outcome for a student in year = T. For the 2013 VAS, T equals 2013. This score is normalized to the base year of 2012.

·  $\alpha_j$  is the intercept, or expected score, for a student in that course group given the student's prior scores, whether the course is an intervention course, and the proportion of time the student was in classroom j.

·  $1j$  to  $6j$  and  $01$  and  $02$  are the parameter estimates for the associated variables.

·  $(NSSM)_{ijT-1} + (NSSM)_{ijT-2} + (NSSR)_{ijT-1} + (NSSR)_{ijT-2}$  are the math scores from two prior SBA testing occasions in math and reading, respectively. These scores are also normalized.

· Intervention is a variable that indicates whether the student was in an intervention course or not.

· Proportion is the amount of time a student was enrolled in a given teacher's course (as reported in the 40, 60, 120, and EOY snapshots).

·  $\alpha_0$  is the New Mexico state mean of student performance for assessment Y by course group.

·  $(NSSM)_{ijT-1}$  and  $(NSSR)_{ijT-1}$  are the class means of the students' prior assessment occasion scores.

$r_{0j}$  is the unique contribution of a teacher to a student's achievement.

If you have further questions about your teacher evaluation, contact your school principal or your school district testing director.

They got the runaround from the PED instead – with none of the values used in the VAM to derive their individual score.

**Transparency?** Not from the NMPED. Not by a long shot.

# Sad news...

- o Publishing Companies (Pearson, Discovery Education, Houghton Mifflin, etc.), Technology Corporations (Microsoft, Apple) and Virtual Charter Schools (K-12 Academy) want federal education and OUR money.
- o The Sunshine portal, a New Mexico State accountability web site, shows that we have already spent millions on tests and test technology.
- o Currently the Governor/PED budget is \$107million, **THREE TIMES** what it was in 2011. There is no oversight for this money.

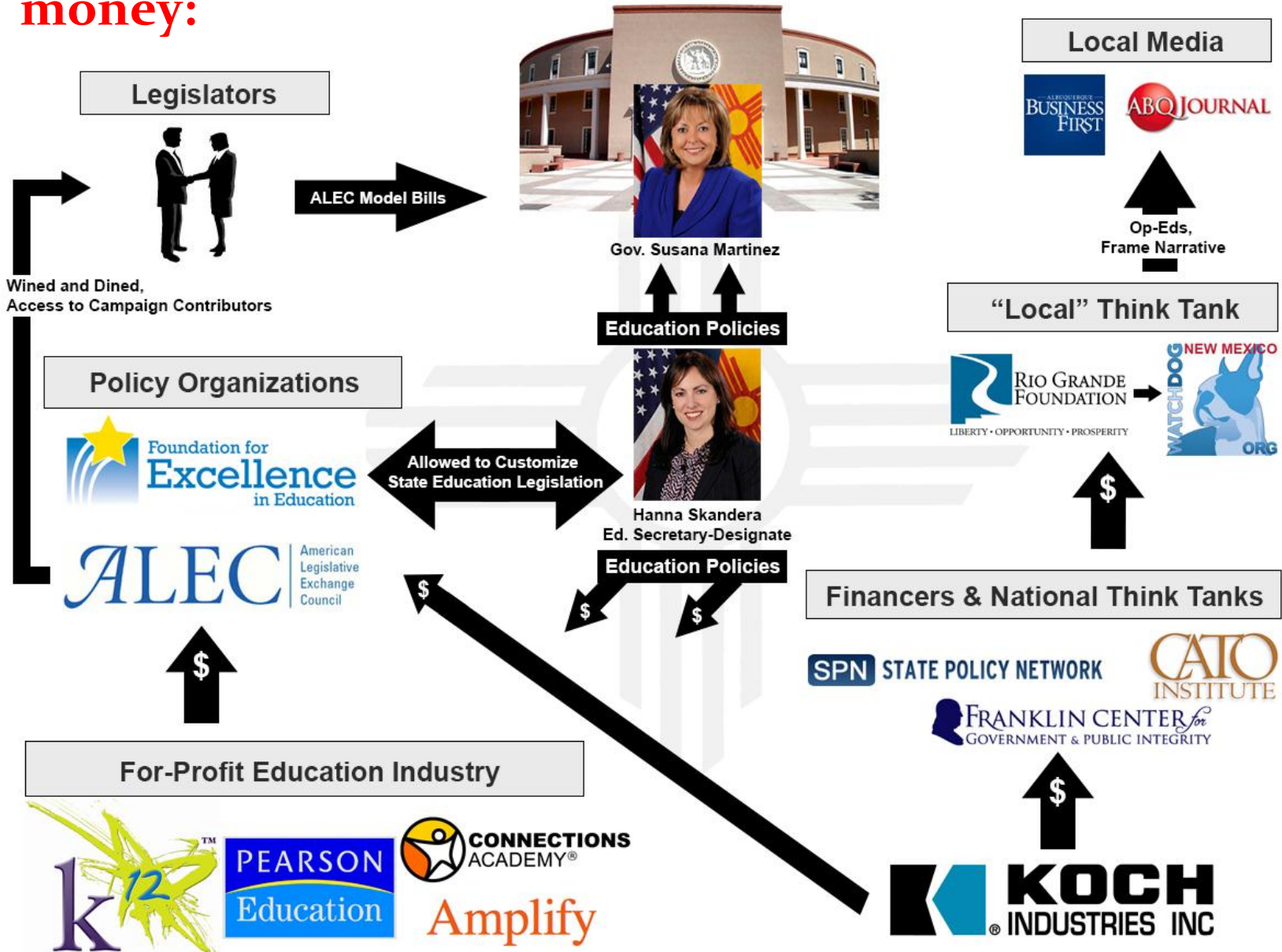


In summary...

These “reforms” are not about the children. If they were, the governor and secretary-designate would be true collaborators with education professionals.

# Follow the money:

## Education Reform in New Mexico





## What are parents and teachers doing about this?

Stand4KidsNM grass-roots movement.

We are parents. We are teachers. We are Democrats. We are Republicans. We value our kids. We value our public schools. There is more to a well-rounded citizen than what is seen on a bubble test. We don't approve spending millions on tests when our schools need more than tests.





## We Are Opting Out of Unnecessary Tests

### NM Refuse the Test

- another grass-roots parent movement from Las Cruces. Working with Stand4KidsNM to get the word out about:
  1. Common core standards
  2. Standardized testing
  3. Unfair teacher evaluations
  4. Unfair school grading



Every New Mexican should  
learn more and VOTE

- **FOR GOVERNOR**
- **FOR LEGISLATORS**
- **FOR SCHOOL BOARD**
- *Be willing to vote outside party lines. Be willing to be a one-issue voter this year.*



# Thank You. Learn More. Value Our Children.

New Mexico parents and voters are taking a stand:

**New Mexico  
Parents  
For  
#Stand4KidsNM**

*This Presentation Can Be Found on Our Web Site!*

[www.stand4kidsnm.org](http://www.stand4kidsnm.org)

[www.facebook.com/stand4kidsnm](http://www.facebook.com/stand4kidsnm)

<http://nmoptout.org>

<http://passnm.wordpress.com>