

Using Data To Drive Improvement In Preparation: Some Useful Frameworks For Your Consideration

Presented at the State Strategies To Improve School Principal
Preparation Conference
Sponsored by NGA, CCSSO, and NCSL
Orlando, Florida
March 4, 2011

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The Context

- New Mexico developed a systematic plan to enhance the recruitment, preparation, mentoring, evaluation, professional development and support for school principals and other educational leaders.
- That plan resulted in 6 recommendations outlined in Senate Joint Memorial 3 Report: Strong Leaders For New Mexico Schools (December 2008).
- This presentation focuses on Recommendation 4: Establish Data and Accountability Systems.
 - Create data sets to track the career paths of school leaders in New Mexico
 - Include information on school leadership preparation programs in the uniform statewide teacher education accountability reporting system.

The Context

- In 2009, The Legislature passed S.B. 123 (2009) Includes school administrators in the uniform statewide educator accountability reporting system. The statute requires that:
 - Candidates for school administrator positions be measured and tracked from pre-entry to post-graduation;
 - Administrator preparation programs submit data to the Public Education Department to be included in the educator accountability reporting system;
 - The same measures and indicators of program success applicable to teacher preparation programs be applied to administrator preparation programs; and
 - Data on administrator preparation programs be included in the annual statewide educator accountability report.

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New Mexico
2009 Educator Accountability Reporting System (EARS)
Report

Introduction

The NM Educator Accountability Reporting System (EARS) is a unified system that measures how well colleges, schools, or departments of education are performing in the preparation of educators (teachers, administrators, and counselors).

The annual statewide teacher education accountability report complies with Section 22-10A-19.2 NMSA 1978 by including 1) demographic and performance characteristics of teacher education students at NMPED approved institutions, 2) financial measures and other accountability measures, and 3) institutional evaluation plans based upon high performance objectives.

The statute requires the data from the EARS to be reported into the NMPED department's student teacher accountability reporting system (STARS); implementation will occur when technically feasible.

The central purpose of this report is to contribute to the state's efforts to establish and maintain a seamless pre-kindergarten through post-graduate system of education. Seamless educational reform efforts in NM require systematic and comprehensive data to make appropriate policy decisions. Institutions of higher education, K-12 districts, the NM Public Education Department, the NM Higher Education Department, state legislators, and the general public need to be informed regarding the quality of educator preparation.

The EARS report is intended to help inform the decisions made by the Legislature and Governor as they work to improve education in New Mexico. The EARS report will also help education schools improve their practices in regard to 1) preparing highly effective educators, 2) connecting curriculum and learning experiences to the needs of schools, and 3) hiring terminally-degreed faculty who have public school experience and remain active in service and research in the K-20 culture.

Parameters

This report intends to:

- Align data to NCATE standards and assessment system needs that focus on student learning, quality of faculty, and unit operations.
- Utilize NCATE definitions embedded into EARS operational definitions
- Honor different missions of community colleges, comprehensive institutions, and research institutions. Community colleges are more focused on local practice, placement, and employment as outcomes. The programs are more specific to the local districts and their employment needs. Comprehensive institutions are broader in their constituents, focus on teaching and service to the profession, and respond regionally. Research institutions are differentiated by their doctoral programs, as well as focusing on statewide research to practice.
- Connected to PK-12 NMPED data to reinforce a seamless PK-20 reporting system
- Include all initial (including alternative) and advanced licensure programs

2010 Conditions of Leadership Report

Dr. Linda Paul, NM School Leadership Institute
Beata I. Thorstensen, NM Office of Education Accountability

December, 2010

<http://education.nmdfa.state.nm.us/cms/kunde/rts/education/nmdfastatenmus/docs/765505071-01-28-2011-13-13-12.pdf>

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Data Questions, Policy Questions, Political Questions

Question Type	Data Questions	Policy Questions	Political Questions
Policy Challenge	Data For Advocacy and Accountability	Statute, Regulation, Standards, Frameworks, Budget	Diverse Perspectives, Power Groups, Practices & Behaviors, Fears & Hopes
How To Ensure An Adequate Supply Of Effective Principals?	<ul style="list-style-type: none"> •How many students are entering and exiting principal preparation programs? •How many principals are taking positions in schools, particularly high-need schools? •How do we use student growth and school performance to measure principal effectiveness? •What data do we gather to measure impact of policy changes and stakeholder effectiveness? 	<ul style="list-style-type: none"> • How should the certification requirements for principals be strengthened? • How can the principal preparation curriculum be improved? • How does one develop principal evaluation policies that are fair, psychometrically sound, and logistically feasible? • How will these initiatives be funded and where will the money come from? 	<ul style="list-style-type: none"> •Who has the influence to change how principals are prepared? •Who controls where the most effective principals are placed? •Who evaluates the principals? •Who can change how resources are allocated in principal preparation, professional development and support? • Who has the influence to get the state, the universities, the school districts, and the professional organizations to cooperate in the preparation and evaluation of school principals??

Impact Analyses

- How Do You Track The Impact Of Your Policy Changes?
- How Do You Get Past Gridlock?
- How Do You Build State Capacity To Sustain These Changes?

Impact Analyses

1. An Assessment Of The Impact Of SJM 3 – Recommendation 4: Establish Data and Accountability Systems

- What resources have been invested and where are they going?
- How is success being defined and what kinds of outcome are being achieved?
- What are the intended and unintended consequences of these reform efforts?
- What are New Mexicans learning from these efforts and how these lessons are used to increase the impact of the reforms?

2. An Assessment of PED, HED, University, And School District Effectiveness

- How well are the different stakeholders working together?
- Have the stakeholders clearly identified their goals for using data to drive improvements in principal preparation?
- Have the stakeholders developed collaborative and effective theories of action or logic models to get to these goals?
- Are the stakeholders adhering to their plans for achieving their stated objectives?
- Are the stakeholders aligning their financial resources, state statutes, and local policies

[http://education.nmdfa.state.nm.us/cms/kunde/rts/educationnmdfas
tatenmus/docs/308216377-12-18-2008-09-22-57.pdf](http://education.nmdfa.state.nm.us/cms/kunde/rts/educationnmdfas
tatenmus/docs/308216377-12-18-2008-09-22-57.pdf)

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