

New Mexico Educator Equity Plan



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Submitted by

The New Mexico Public Education Department



Executive Summary

Ensuring equal access to an excellent education for all children is a promise the New Mexico Public Education Department (PED) is committed to deliver. Unequal access to effective education has been the norm for too long, and today in New Mexico the problem persists. Minority students and those growing up in poverty are less likely to have an effective teacher. These inequities are exacerbated when looking at certain subjects, particularly in Math and Science – key industries to the New Mexico economy.

Recent developments initiated by Governor Susana Martinez and Secretary Hanna Skandera allow us to see this historical problem in a new light. Data emerging from the new NMTEACH Educator Effectiveness System is allowing us to better see the inequities and take action based off of our analyses. Information from NMTEACH is beneficial from a multifaceted perspective, benefitting all stakeholders, including students, teachers, district leadership, and PED. The system gives decision makers better information than the state has ever had to identify inequities and leverage resources to acutely target the sources of inequity. PED and local districts have already begun to use this data to inform programming and support. As a result, much of New Mexico's Educator Equity Plan focuses on programs that have already been implemented. Many of these are in their first or second year of implementation, and PED is committed to making programmatic decisions based on their results and impact. Programs creating more equity will be expanded, and those with no impact will be modified or abandoned in favor of efforts that develop more access to effective teaching for all students.

The development of this plan provided an opportunity to create cohesion around how we will create equitable access to effective teachers. Our developmental process was rooted in the following vision and theory of action when conducting analyses and stakeholder meetings:

Vision:

Every student has access to an effective teacher that advances their learning towards the ultimate goal of being college and career ready.

Theory of Action:

If we prepare teachers to be successful in the classroom with the necessary pedagogical and cultural tools,

And if we create an environment that strategically recruits and retains effective teachers to teach our most needy students by rewarding effectiveness and providing continued support aimed at success,

Then all teachers have the ability to be effective and we will prioritize our best teachers to serve in our most needy areas.

Our initial analysis, a root cause exercise and stakeholder engagement meetings led us to focus on the following: 1) teacher preparation, 2) recruiting and retaining teachers, 3) cultural competency, and 4) professional development. PED has instituted several programs in each of those areas. In the future we will look to determine the effectiveness of these programs and make adjustments to them as necessary. In addition, further analysis of data will assist to better identify the specific underlying causes for inequity. PED plans to update the public on progress via their website, district report cards, and an annual convening to share progress on closing equity gaps.

Introduction

Both the U.S. Department of Education and the New Mexico Public Education Department (PED) believe that equal opportunity is a core American value. Equal access to excellent education provides meaningful opportunities for students to achieve their goals. Recognizing that family income and race often predicts a student's ability to access excellent education in our country, the U.S. Department of Education asked state education agencies, including PED, to submit a State Educator Equity Plan in accordance of Title I of the Elementary and Secondary Education Act. These reports must express how the state will take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.

The public K-12 education system in New Mexico serves over 330,000 students through 89 school districts and 96 charter schools. New Mexico's student population is 60% Hispanic and 75% minority. Over two-thirds of the state's students qualify for free or reduced price lunch. The state's demographics add urgency to this plan, as any unequal access minority or economically disadvantaged students impacts a majority of the state.

The following document is PED's response to this call to ensure equal access to all students to an excellent education.

The report features 7 sections:

1. ***Stakeholder Engagement*** – delivers a summary of our engagement process, including those invited
2. ***Effectiveness: The Foundation for Equity*** – provides a rationale for why our Educator Equity Plan focuses on teacher effectiveness
3. ***Glossary of Terms*** – interprets selected terms used in New Mexico's Educator Equity Plan
4. ***Equity Gap Analysis*** – examines student gaps in equal access to effective teachers
5. ***Root Cause Analysis*** – investigates the root causes for our identified equity gaps
6. ***Current Strategies for Eliminating Equity Gaps*** – explains current efforts for eliminating equity gaps
7. ***Ongoing Monitoring and Support and Future Analysis*** – provides a plan of how PED will share progress in eliminating equity gaps and next steps the Department plans on taking

Stakeholder Engagement

In May, 2015 PED provided opportunities for stakeholders to provide both in-person and written feedback on existing equity gaps and efforts to address them. Three in-person stakeholder meetings were hosted in Albuquerque, Roswell, and Santa Fe. Stakeholders from parent groups such as the New Mexico Parent Teachers Association were invited to each meeting. The following stakeholders were invited to each in-person meeting:

- American Federation of Teachers /Albuquerque Teachers Federation
- National Education Association
- Principals Pursuing Excellence participants
- New Mexico Elementary and Secondary Principals Associations
- Regional Educational Cooperatives
- District Superintendents
- New Mexico Coalition of School Administrators
- New Mexico Parent Teachers Association
- Institutes of Higher Education
- State Bilingual Advisory Council
- New Mexico Hispanic Education Advisory Council
- New Mexico Indian Education Advisory Council
- New Mexico Center on Law and Poverty
- New Mexico Employability Partnership
- Chamber of commerce executives from Albuquerque, Gallup, Las Cruces, and the Hispano Chamber of Commerce
- New Mexico School Boards Association
- New Mexico Council of Administrators of Special Education
- New Mexico Office of African American Affairs
- Schools of Education Deans and Directors Workgroup
- Leadership from Native American communities across the state

Included in the Appendix are the invitations and sign-in sheets from each meeting, the notice requesting written comments, all written comments received as of May 25, 2015, and the materials used at each stakeholder meeting. Future stakeholder meetings will include invitations to additional stakeholders and stakeholder groups, including school-based stakeholders like school counselors and ancillary service providers.

Each meeting followed the same agenda: PED opened by sharing the equity data and describing current efforts to address the gaps and then engaged in an open dialogue with attending stakeholders. The guiding questions used for the discussions were:

- What does educator equity mean to you?
- What are the barriers to closing equity gaps in your community?
- How can New Mexico begin to close equity gaps?
- What is the best way to annually report equity gap data and progress towards closing those gaps?

Prior to the first meeting and request for written comments, the PED team went through a half day root cause exercise to determine the causes of equity gaps across the state. The results of that exercise were not part of the presentation to stakeholders. However, during the discussion portion of each meeting similar root causes and barriers were identified. The themes identified included:

- Lack of adequate teacher preparation, in general, as well as how it relates to cultural competence
- Inadequate mentoring and professional development
- Lack of instructional leadership at the school site
- Competition for time and resources
- Local district zoning
- Teacher pay
- Geographic challenges (e.g. extremely rural communities)

The themes identified above were also reflected in the written comments received.

As New Mexico continues implementation of its educator equity plan, it has made the following commitments in regards to ongoing stakeholder engagement:

- Annual meetings to report on equity gaps and progress in implementing programs to address the gaps
- Annual, public reporting on educator equity progress through the district report card and PED website

Effectiveness: The Foundation for Equity

New Mexico’s Educator Equity Profile shows little difference in the rates at which economically disadvantaged and minority students are taught by inexperienced, out-of-field and unqualified teachers. The Educator Equity Profile can be found as Appendix 1 and the definitions of various terms are listed on the fourth page of the profile. From the profile, there are very small differences between high poverty and high minority student groups being taught by teachers who are not highly qualified, are unlicensed or in their first year of teaching. One notable difference between the two subgroups is the percent of teachers absent more than 10 days. There we see a large gap between the teachers in high-poverty and high-minority schools when compared with low-poverty and low-minority schools.

Summary Statistics From New Mexico's Educator Equity Profile

	High Poverty Schools	Low Poverty Schools	High Minority Schools	Low Minority Schools
Inexperienced ¹	4.8%	4.7%	5.6%	4.8%
Out-of-field ²	1.2%	0.9%	1.0%	0.7%
Unqualified Teachers ³	0.2%	0.3%	0.3%	0.4%

In lieu of meaningful differentiation amongst the traditional measures identified by the Educator Equity Profile, the state will focus on equity amongst student groups in being served by an effective educator. The presence of an effective teacher in every classroom in the state is the only measure of true equity, as it allows all students in the state equal opportunity to achieve their goals. As a result, New Mexico’s analysis and action plan in this Educator Equity Plan will focus on teacher effectiveness. Effectiveness is an appropriate replacement for a number of other factors traditionally associated with educator equity, including a teacher’s educational background, experience, and additional credentialing.

Among school-related factors, the quality of a teacher has the most impact on a student’s academic achievement. According to RAND, “When it comes to student performance..., a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities and even leadership.”⁴

The quality of an educator cannot be determined by reviewing their educational background or number of years of experience in the classroom. A highly effective teacher is not the same as a

¹ Referred to in the Educator Equity Profile as “Percent of teachers in first year”

² Referred to in the Educator Equity Profile as “Percent of classes taught by teachers who are not highly qualified”

³ Referred to in the Educator Equity Profile as “Percent of teachers without certification or licensure”

⁴ http://www.rand.org/content/dam/rand/pubs/corporate_pubs/2012/RAND_CP693z1-2012-09.pdf

highly qualified teacher. New Mexico has made great progress in ensuring highly qualified teachers are in the classroom over the last 15 years. These advancements in qualifications have not generated better educational outcomes for the state's students. As a result, New Mexico's Educator Equity Plan focuses on teacher effectiveness rather than highly qualified teachers.

Further, research by Kane, Rockoff and Staiger (2006)⁵ found certification status of teachers has at most small impacts on student performance, and there was wide variation in effectiveness of teachers with the same certification. Their research suggested that classroom performance in the first two years of teaching is a more reliable indicator of a teacher's future effectiveness than any type of certification. In 2007, the same group of researchers stated, "Simply put, a teacher's certification status matters little for student learning."⁶ Their study compared the effectiveness of traditionally certified teachers and alternatively-licensed teachers in New York City schools and found each of the groups affected student achievement similarly. Research from Boyd, Grossman, Lankford, Loeb and Wyckoff (2006) further confirmed this⁷, stating that there are relatively small differences in student achievement attributable to certification type, and these differences exist only when comparing first-year teachers. Both studies found that any gaps between teacher effectiveness based on certification were not long lasting, as they were eliminated in the first years of teaching.

Studies also find prevailing notions connecting teacher experience and effectiveness are inaccurate and that more teaching experience does not equate to more effectiveness in the classroom. A 2012 evaluation conducted by the State of New Mexico's Legislative Finance Committee found experience had little to do with effectiveness, as teachers of varying experience levels yielded similar results in the classroom⁸. National research bears similar findings: teachers greatly improve in their first 3-5 years of teaching, but plateau afterwards⁹. Information on how teacher experience impacts teacher improvement is an important indicator when considering workforce balance, but it does not guarantee effectiveness.

Ensuring all students have access to an effective educator is the only way to ensure equitable access to opportunity and advancement for all New Mexico students. In light of the research above, New Mexico's Educator Equity Plan will focus on the access student subgroups have to effective teachers in the state rather than teacher qualifications and experience.

NMTEACH, New Mexico's Educator Evaluation System (EES), is at the crux of identifying effectiveness. For eligible teachers, 50% of their evaluation is now based on student

⁵ <http://www.nber.org/papers/w12155.pdf>

⁶ <http://educationnext.org/photo-finish/>

⁷ <https://cepa.stanford.edu/sites/default/files/Reducing%20Entry%20Requirements%20EPF%202006.pdf>

⁸ <http://www.nmlegis.gov/lcs/lfc/lfcdocs/perfaudit/Public%20Education%20Department%20%E2%80%93%20Promoting%20Effective%20Teaching%20in%20New%20Mexico.pdf>

⁹ <http://www.nber.org/papers/w11936>

achievement data. The range for an ‘effective’ student achievement rating is set wide enough to demonstrate a teacher’s impact on student growth at the minimum of an acceptable level – a year’s worth of academic growth in a year’s worth of time.

The NMTeach value added model is regularly tested for reliability and validity to ensure the accuracy of results. The reliability of each model for each year and subject is tested individually, and unreliable models are not included in the final evaluations. Most models have a reliability above 0.75 (where 1.0 is perfect reliability). All tests included in the VAS calculations are also assessed for their reliability and accuracy. This reliability found in VAS is consistent from one year to the next: from 2013-14 to 2014-15, the correlation of overall teacher value added is 0.707, a strong correlation, demonstrating the consistency of scores over time.

Glossary of Terms

Economically Disadvantaged – qualifying for free and reduced-price lunch

Effective Teachers – teachers with summative evaluation ratings of ‘effective’, ‘highly effective’, or ‘exemplary’

Equity Gap – a difference between different student groups’ access to an effective teacher

Experienced Teachers – teachers with more experience in the classroom, as articulated by teachers in the classroom with a Level II or Level III teaching license

Less-than-Effective Teachers – teachers with summative evaluation ratings of ‘minimally effective’ or ‘ineffective’

Inexperienced Teachers – beginning teachers in the state, as articulated by teachers in the classroom with a Level I teacher license

LEA – local education agency or school district

Minority – Hispanic, Native American, African-American and other subgroups that are not Caucasian or Asian

Out-of-Field Teachers – teachers without the required license or endorsement required to teach a course

Qualified Teachers – teachers meeting standards for certification, experience, and education

Stakeholder – a community member with a direct interest in or connection to New Mexico’s education system

Summative Teacher Evaluation – an annual teacher evaluation; the New Mexico model (NMTEACH) incorporates multiple measures of student progress, administrator observations and evaluations, and other district-selected measures, while accounting for a teacher’s content area and number of years of available data

Teacher Preparation Program – a traditional or alternative means of training and preparing a teacher to be successful in a classroom environment

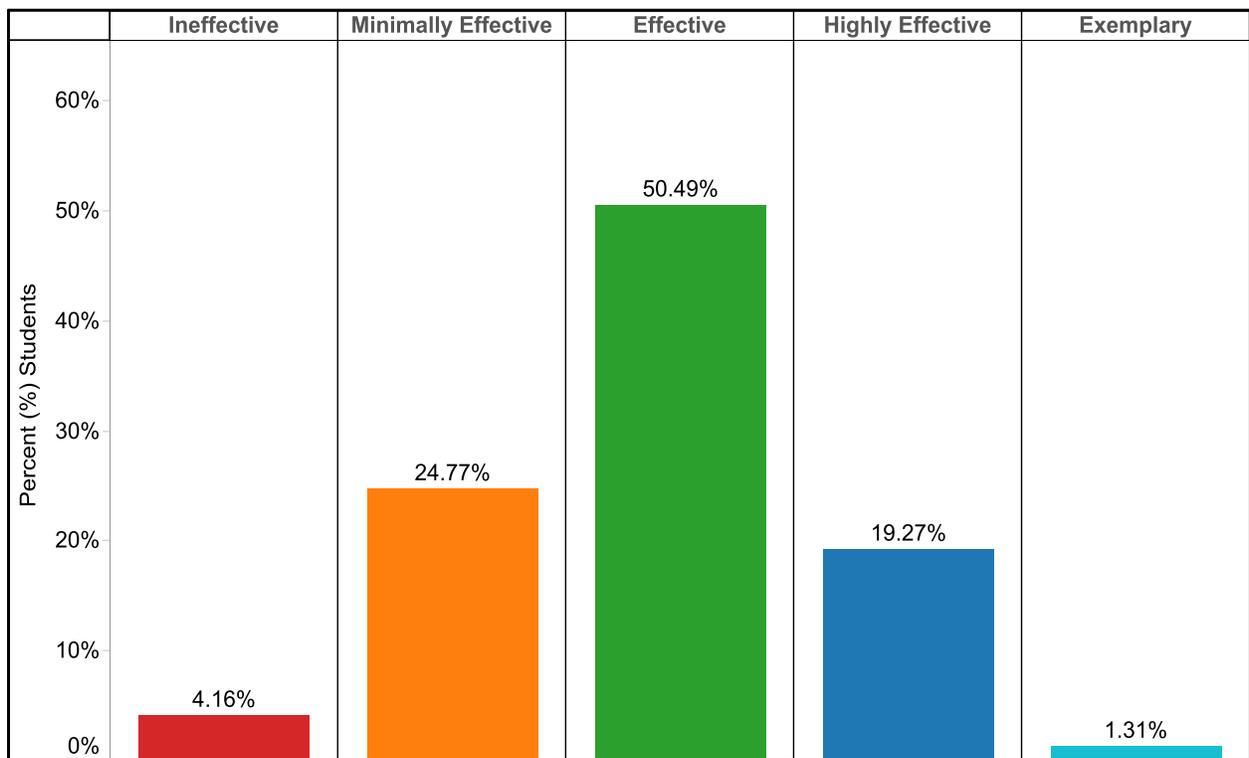
Unqualified Teachers – teachers not meeting standards for certification, experience and education

Equity Gap Analysis

In analyzing the equity gaps in the state, the PED investigated student subgroups and their access to effective teachers. The Public Education Department works toward the goal of having an effective teacher in every classroom - teachers with a summative evaluation rating of 'Effective', 'Highly Effective', or 'Exemplary'. All data used below is from the 2013-2014 school year. In analyzing our equity gaps, we have put a priority on ensuring subgroups have equal access to effective teachers.

To best contextualize the analysis below, it is important to understand how the overall distribution of students in New Mexico are served by educators. Overall, 71 percent of students were served by an effective teacher in 2014. Twenty-nine percent were served by minimally effective and ineffective teachers.

Chart 1. 2014 Distribution of Teacher Summative Evaluation Ratings in New Mexico

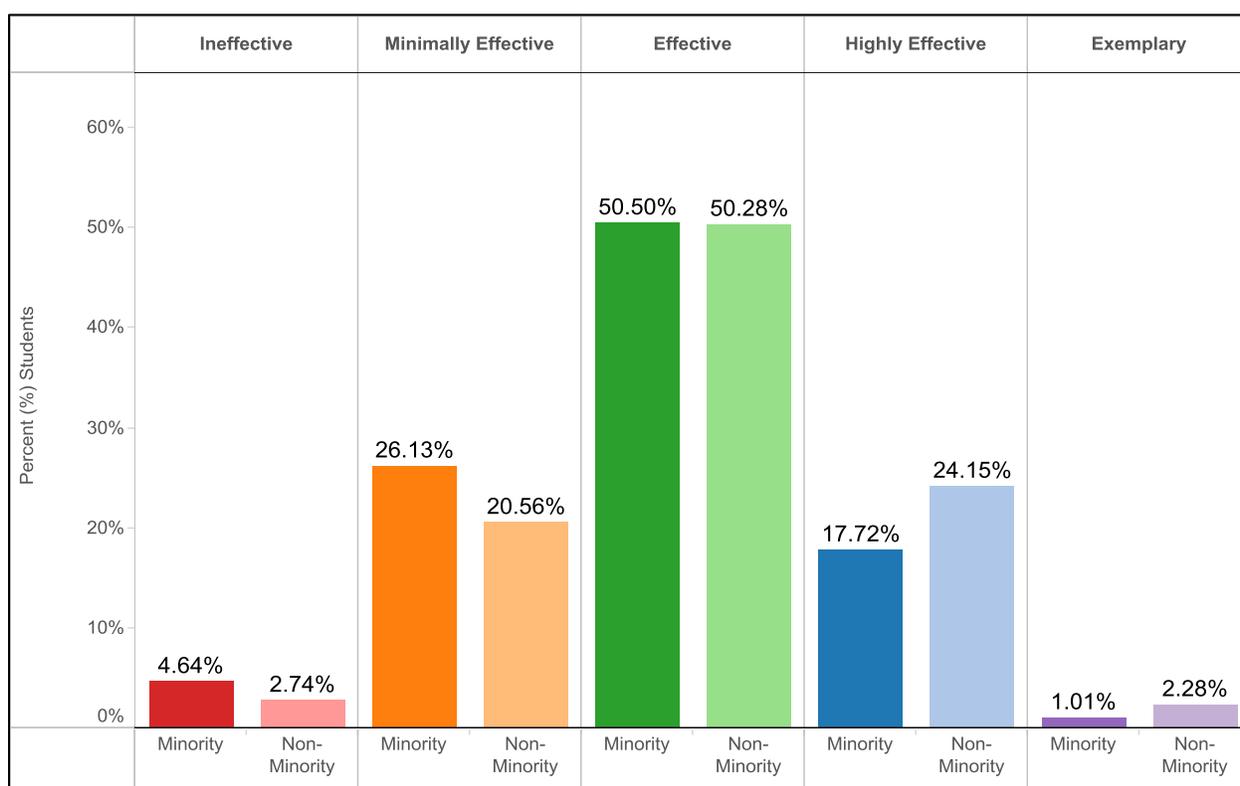


Overall, this accounts for 21,016 educators in the state for over 330,000 students in the state. Approximately 69% of those students are eligible for free and reduced price lunch and 74% are minorities. New Mexico is a majority-minority state with significant challenges associated with poverty.

Minority and Economically Disadvantaged¹⁰ Students Have a Greater Chance of Having a Minimally Effective or Ineffective Teacher

By analyzing data on the type of teacher serving New Mexico students, we find some student subgroups have a worse chance of having access to effective educators. Minority students are one of these groups. As seen in the chart below, minority and non-minority students have an equal opportunity to be taught by a teacher with an ‘effective’ rating. However, 5% more of minority students were taught by a minimally effective teacher and a 2% more were taught by an ineffective teacher when compared to non-minority students. Non-minority students were taught by an exemplary teacher at twice the rate of their on-minority peers. In all, 31% of minority students in New Mexico were taught by a less-than-effective teacher, while only 23% of non-minority students were taught by a less-than-effective teacher.

Chart 2. 2014 Distribution of Teacher Ratings Comparing Minority and Non-Minority Students

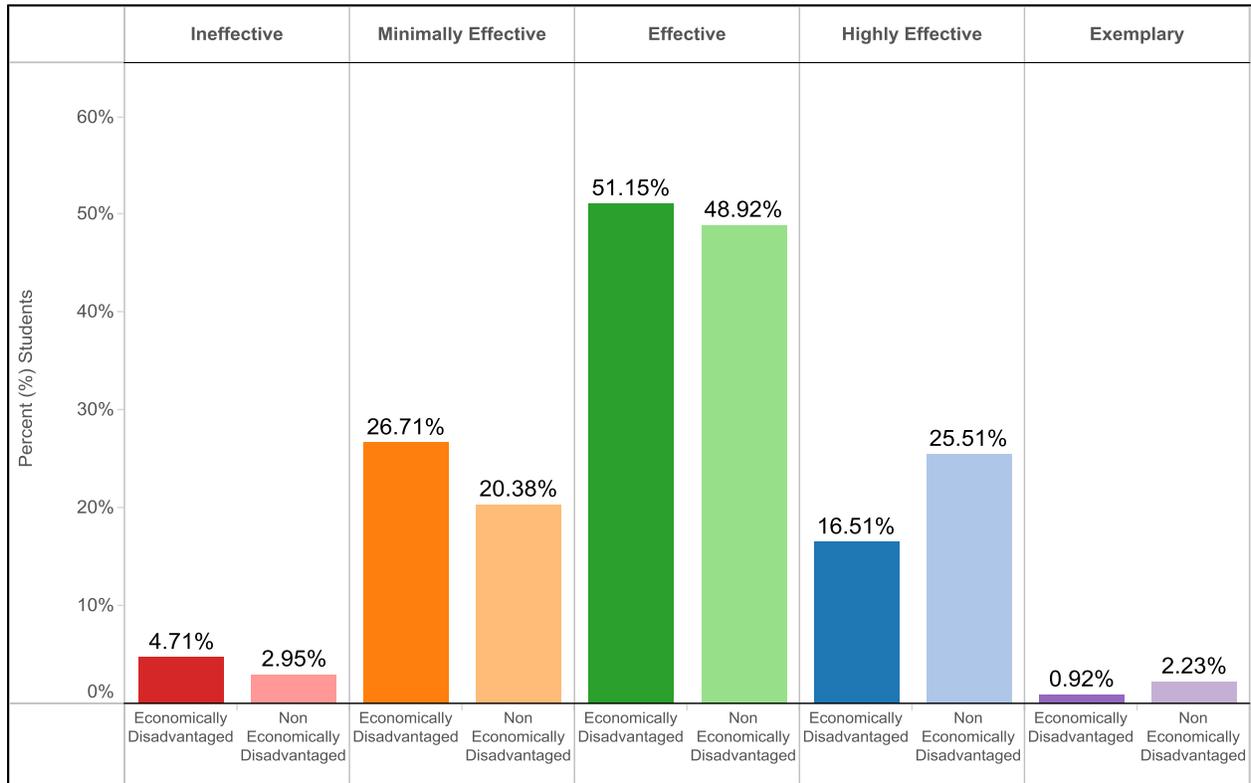


We observe similar findings for economically disadvantaged students. In fact, economically disadvantaged students have a greater chance of being taught by an effective teacher (see chart 2). However, 6% more of economically disadvantaged students have a minimally effective teacher and 2% more are taught by an ineffective teacher when compared to their non-

¹⁰ Minority and Economically Disadvantaged data comes from New Mexico’s Student Teacher Accountability Reporting System. Minority status is reported by districts and economically disadvantaged reflects students eligible for free and reduced-price lunch.

economically disadvantaged peers. In all, 31% of students growing up in economically disadvantaged homes were taught by a less-than-effective teachers and 23% of non-economically disadvantaged students were taught by less-than-effective teachers.

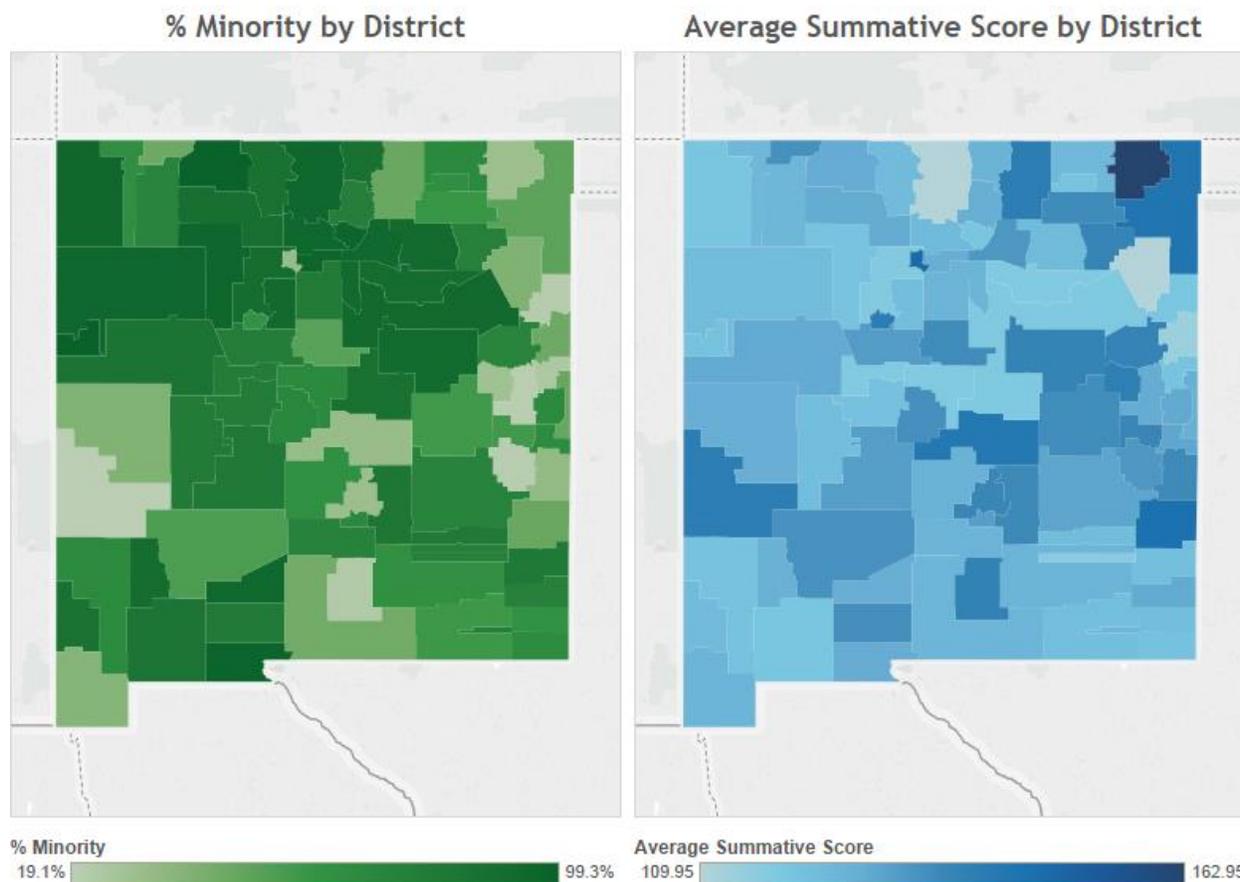
Chart 3. 2014 Distribution of Teacher Ratings Comparing Economically Disadvantaged and Non-Economically Disadvantaged Students



These trends play out as well when analyzed geographically. While less uniform than the charts above, a map of the state separated into public school districts also shows districts with higher minority enrollment rates correspond with lower average teacher effectiveness. The map below shows the minority rates in green (darker equates to a higher proportion of minority students attending the district) and teacher summative evaluation ratings in blue (darker blue indicates a higher average summative teacher evaluation rating, and, on average, a more effective teacher).

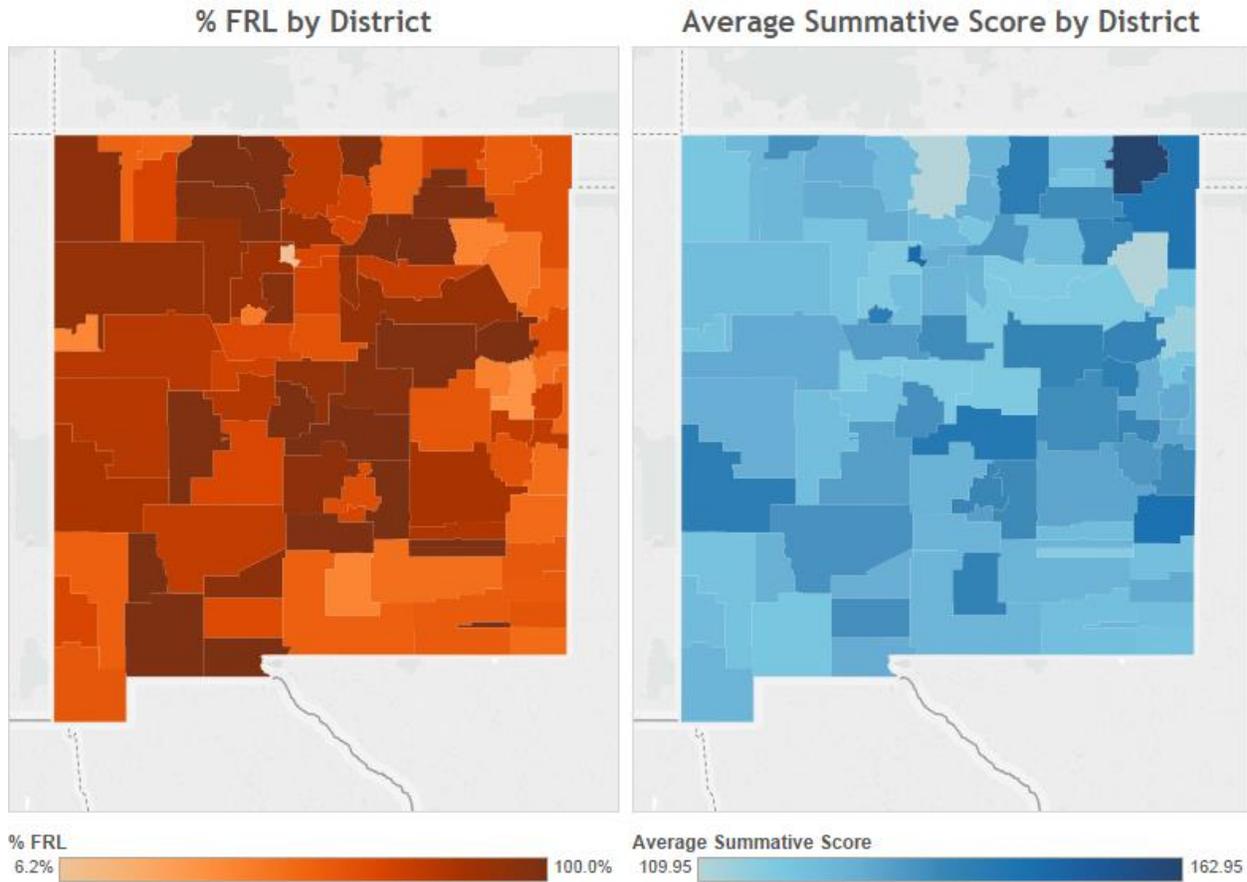
There are several areas of the map that illustrate the finding that minority students are more likely to be served by a ineffective teacher. The northwest corner of the state features a very high proportion of minority students and low teacher effectiveness rates. In the northeast corner, the opposite is shown: these districts have a lower proportion of minority students and a higher average summative score for their teachers.

Chart 4. 2014 Proportion of Minority Students and Average Summative Teacher Evaluation Score by District



A geographic analysis comparing rates of economically disadvantaged students has similar findings. Districts with higher economically-disadvantaged populations, as indicated by the darker orange/brown color, correspond with lower average summative scores for their instructors. In this series of charts we see similar outcomes for the northwest and northeast corners of the state, and also find certain districts showing strong examples of how economically disadvantaged students are served by less effective teachers. Deming Public School District has 99.1% of their students qualifying for free and reduced price lunch, and has a teaching body whose average summative evaluation score is 120, just above the summative score needed to be considered effective. On the other hand, Los Alamos Public Schools has the lowest rate of eligible students for free and reduced-price lunch at 6.2%, and have one of the highest average summative evaluation scores in the state at 148, just above the score needed to be considered highly effective.

Chart 5. 2014 Proportion of Economically-Disadvantaged Students and Average Summative Teacher Evaluation Score by District



It is important to note that these findings are not a result of New Mexico’s Educator Evaluation System (NMTEACH) having bias toward teachers of non-minority and non-economically disadvantaged students.

When we examine equity gaps in relation to educator effectiveness, it is natural to question the fairness of the underlying measures, so that we can be confident that the gaps we are seeing are real, and not a product of the methodology. In particular, the value added model utilized in NMTEACH is one place where the equity gap can and should be examined. This model estimates a teacher’s contribution to student learning by isolating the variance in the end of year test score (the outcome) that can be attributed to the teacher, from the variance that can be explained by other factors such as prior achievement, grade level, and the intervention status of a class. This variance becomes the value added score which contributes up to 50% of a teacher’s summative evaluation score, or teacher effectiveness level.

To assess whether the equity gaps we find are a true variation or a result of the model, we compare the equity gaps when student level demographic characteristics are included in the model and when they are not. We find that the gaps do not change in a significant way when these demographic variables are included. In addition to this test, we assess the strength of the relationship between the percentage of poor and minority students in a teacher's class. We see a small negative relationship – teachers with more minority or poor students have slightly lower ratings. However, the variance in the value added score that is explained by demographics tends to be less than 5%. Combined with the fact that the effectiveness gap does not change when demographics are included in the model, this indicates that it is likely that the gaps exist for other reasons.

The Lowest Performing Students in the State Have a Similar Chance of Being Taught by an Effective Teacher.

The New Mexico school grading system separates students into Q1 and Q3 to track their performance as a group. Q1 students are students scoring in the lowest quartile of their school's students on state standardized tests, and Q3 students are the top 75% of performers. When we compare these two subgroups and their chance of being taught by an effective teacher, we find similar trends as were found in our analysis of minority and economically-disadvantaged students, though with much smaller differences between these two subgroups. For example, in both reading and math, Q1 students have a better chance of being taught by an ineffective teacher or minimally effective teacher, and a lower chance of being taught by a highly effective teacher.

However, the gaps between the two groups are much smaller. Two percent more of Q3 students were taught by a highly effective teacher and only .24% more were taught by an exemplary teacher in reading.

Chart 6. 2014 Distribution of Teacher Ratings Comparing Q1 and Q3 Reading Students

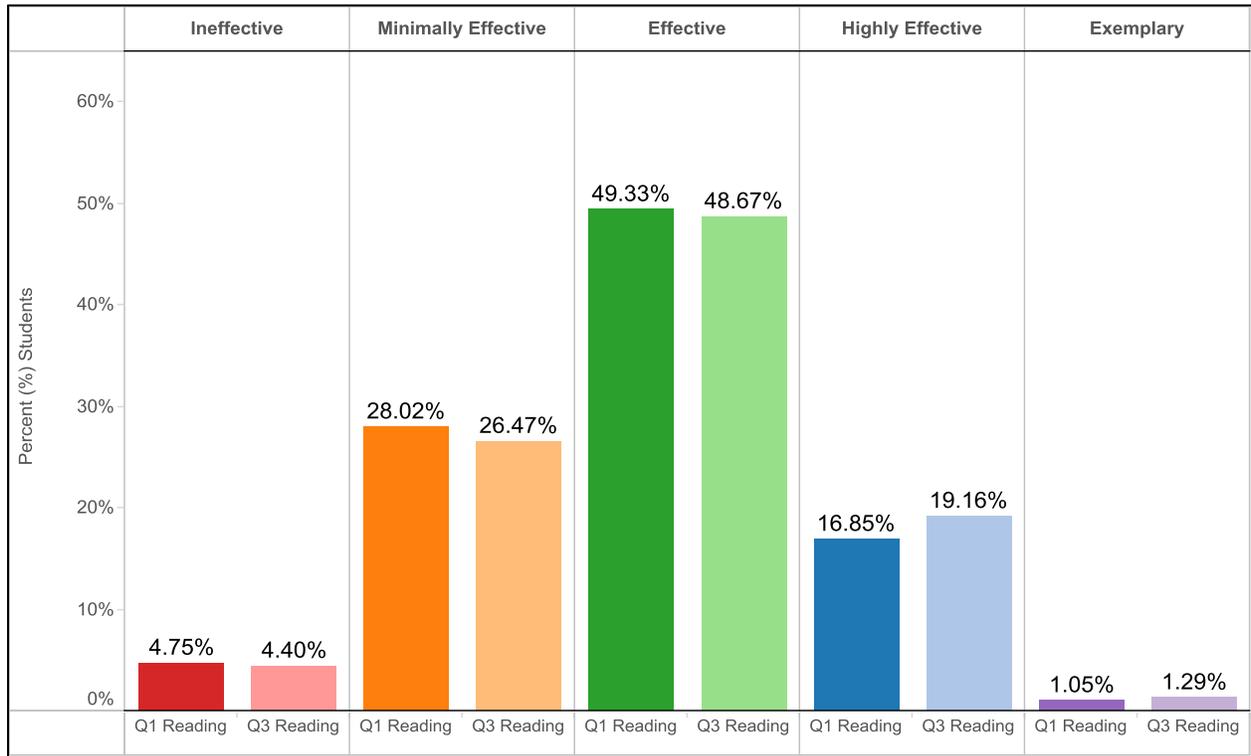
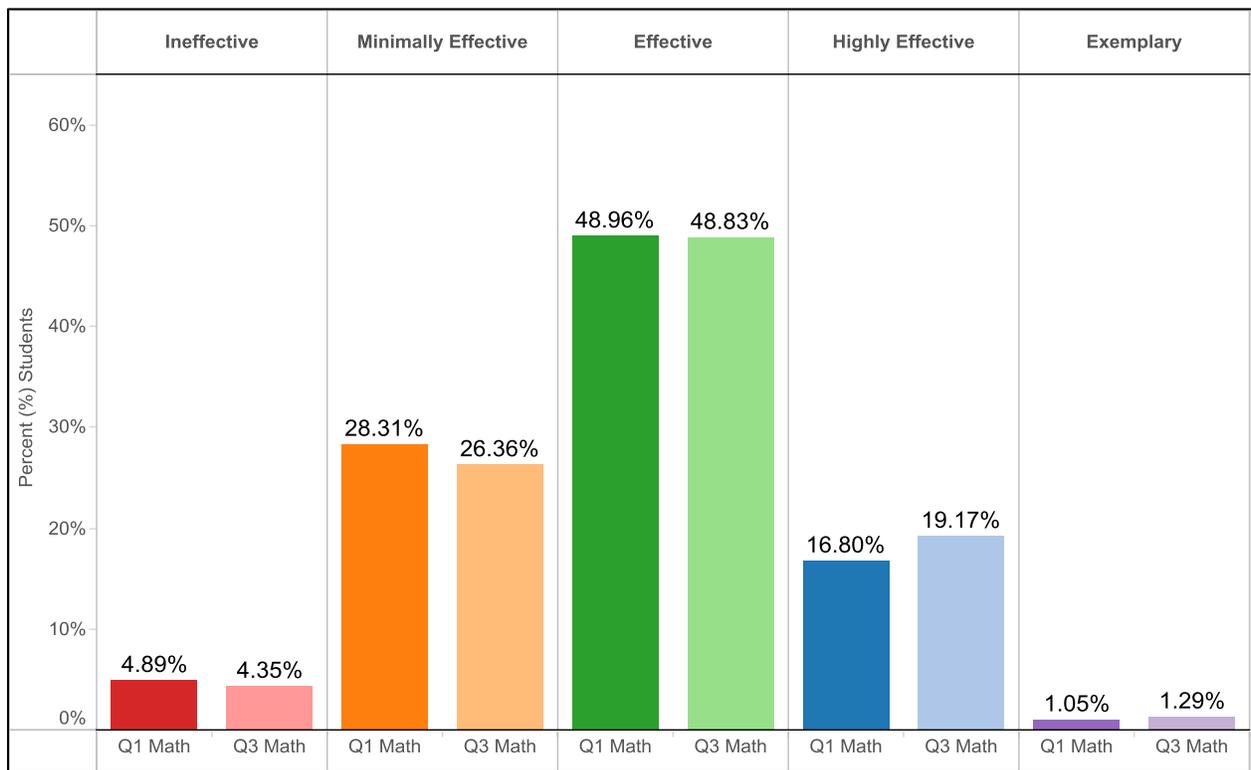


Chart 7. 2014 Distribution of Teacher Ratings Comparing Q1 and Q3 Math Students

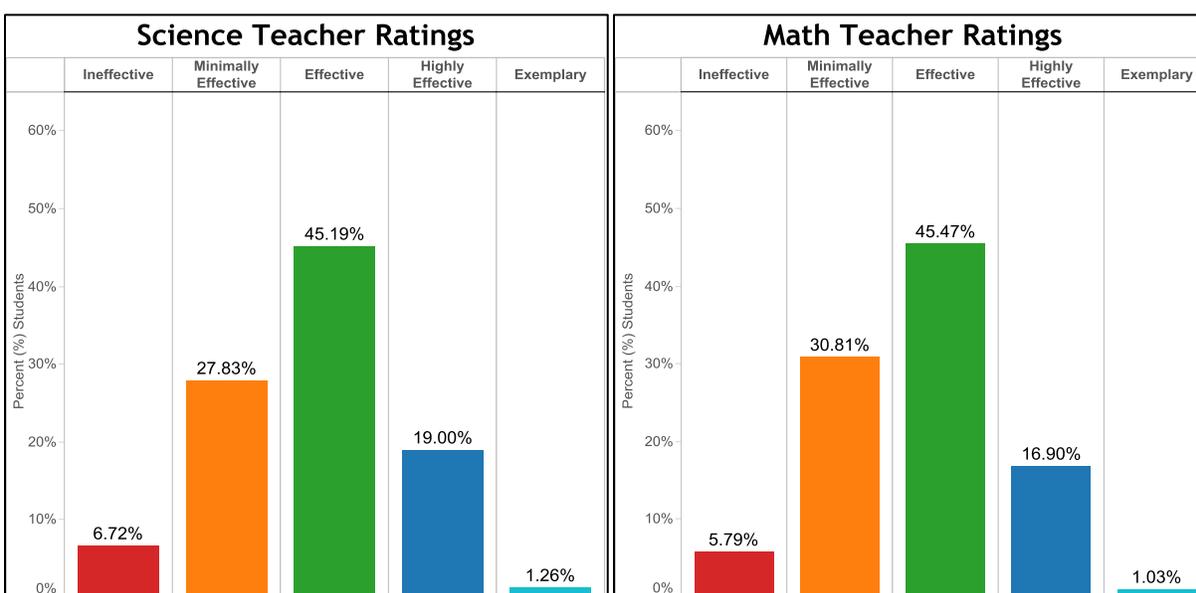


Q1 and Q3 students are taught by ineffective, effective, or exemplary math and reading teachers at an equal rate. There are more significant differences in Q1 and Q3 student's being taught by a teacher with a 'minimally effective' or 'highly effective' teacher. But those differences are slight when compared to the gap in chances between a minority or economically disadvantaged student and their peers.

The Gaps Between Minority and Economically Disadvantaged Students' Access to an Effective Teacher is Exaggerated in Math and Science

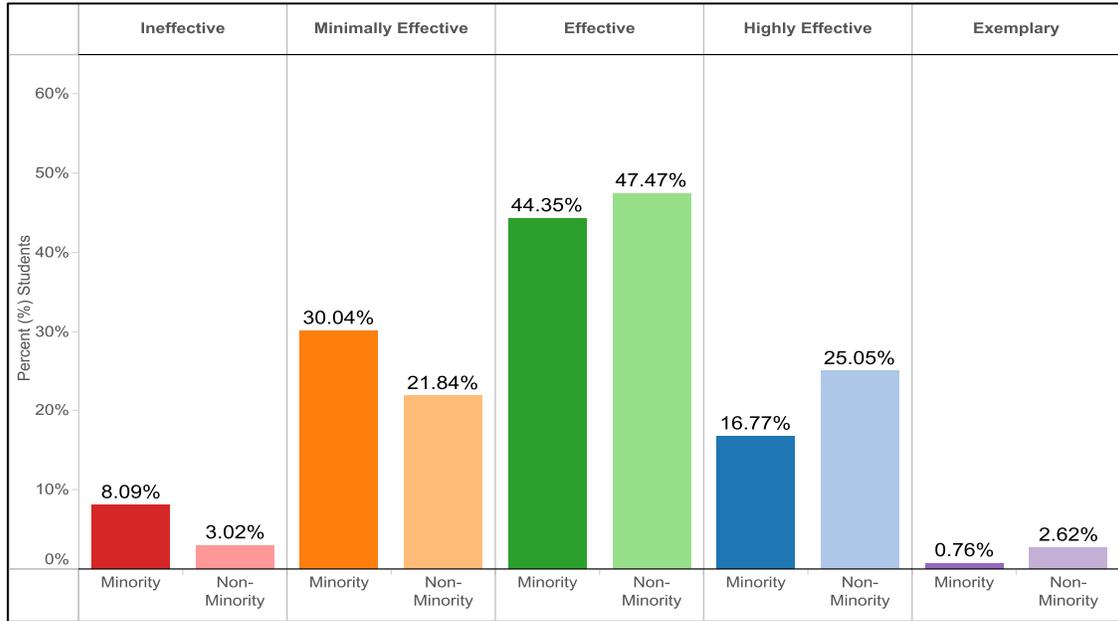
Low-income and minority students generally have less access to effective educators in New Mexico, but this problem is exacerbated when we look at math and science compared to other subjects. Below is the global distribution of science and math teacher ratings in the state:

Chart 8. 2014 Distribution of Teacher Ratings in Math and Science Subject Areas



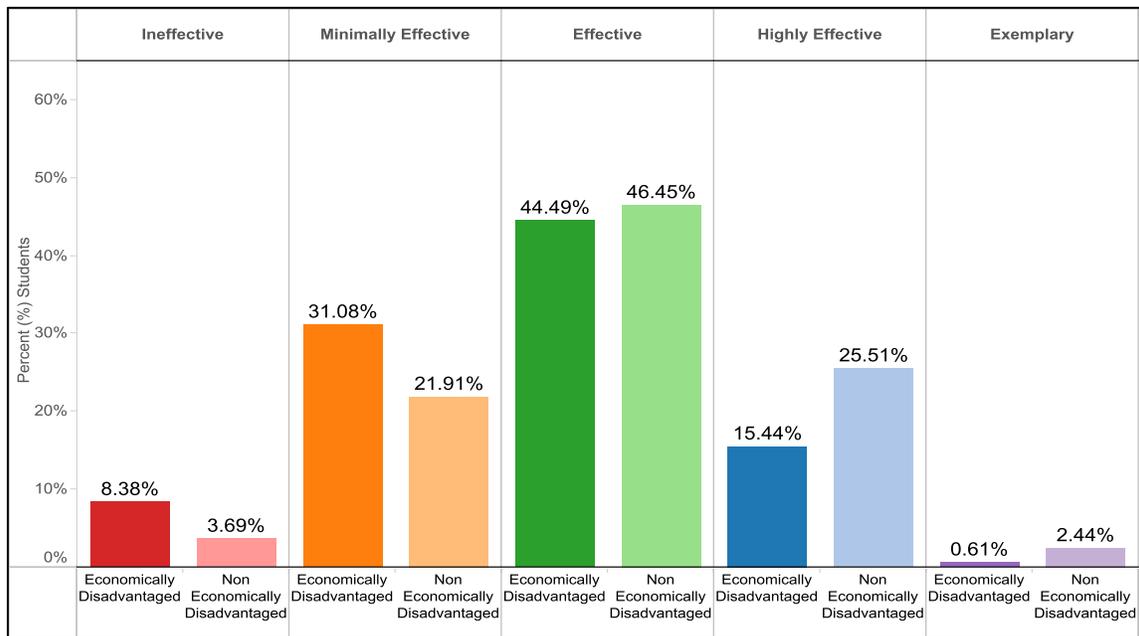
There are fewer effective teachers in these subjects across the state, as only 65.5% of science teachers and only 63.4% of math teachers have a summative rating of effective or higher. Across all subject levels, more than 75% of teachers are effective or higher. When the effectiveness data in these subject areas is analyzed for its distribution among low-income and minority students, we find more stark inequities than amongst the distribution as a whole. Thirty-eight percent of Minority students in New Mexico were taught by an ineffective science teacher, while less than 25% of non-minority students were taught by a science teacher with a rating of less than effective. Additionally, there is a 3.5% difference between the proportion minority students served by an effective teacher compared to non-minority students.. Further, more than 8% of science teachers teaching minority students are rated as ineffective, the highest rate of ineffective ratings in the teacher evaluation system.

Chart 9. 2014 Distribution of Teacher Ratings in Science Among Minority and Non-Minority Students



Findings are similar in the distribution of science teachers among economically-disadvantaged students, with an even higher proportion of teachers falling in the ineffective and minimally effective categories.

Chart 10. 2014 Distribution of Teacher Ratings in Science Among Economically Disadvantaged and Non-disadvantaged Students



While the inequities found are most stark for student access to effective science teachers, a similar trend is present when examining math teachers of minority and economically disadvantaged students.

Chart 11. 2014 Distribution of Teacher Ratings in Science Among Minority and Non-Minority Students

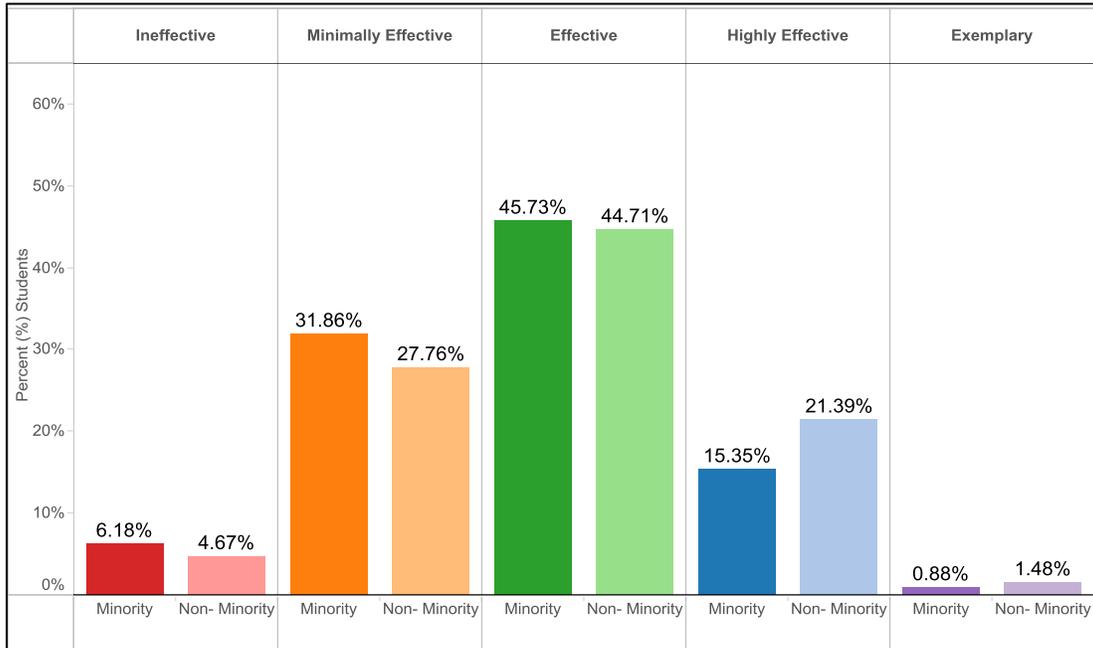
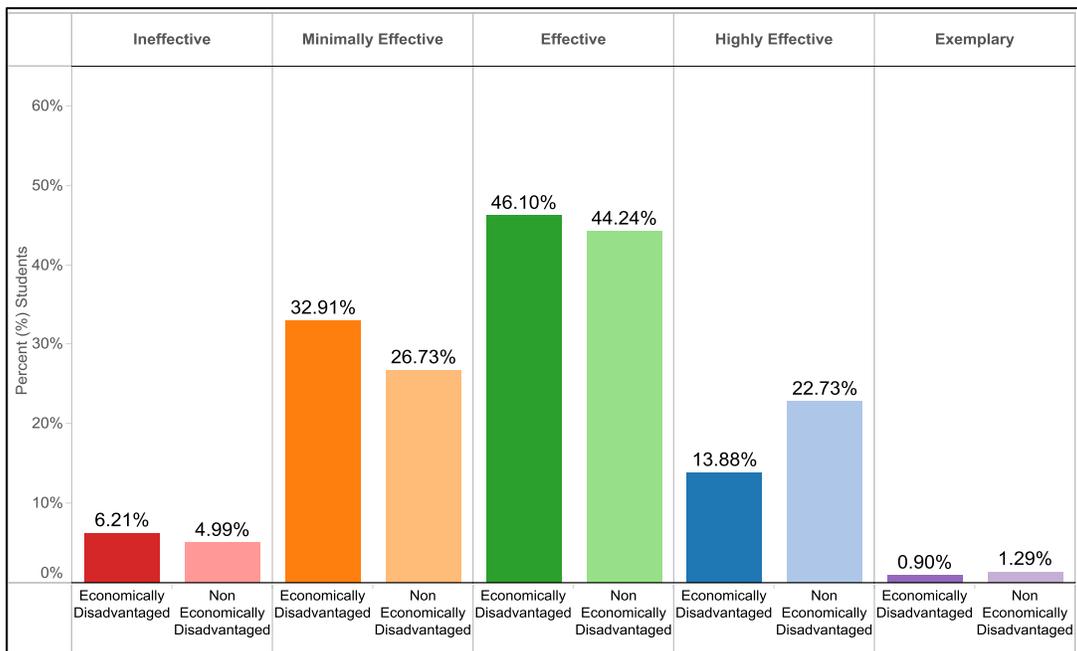


Chart 12. 2014 Distribution of Teacher Ratings in Science Among Minority and Non-Minority Students



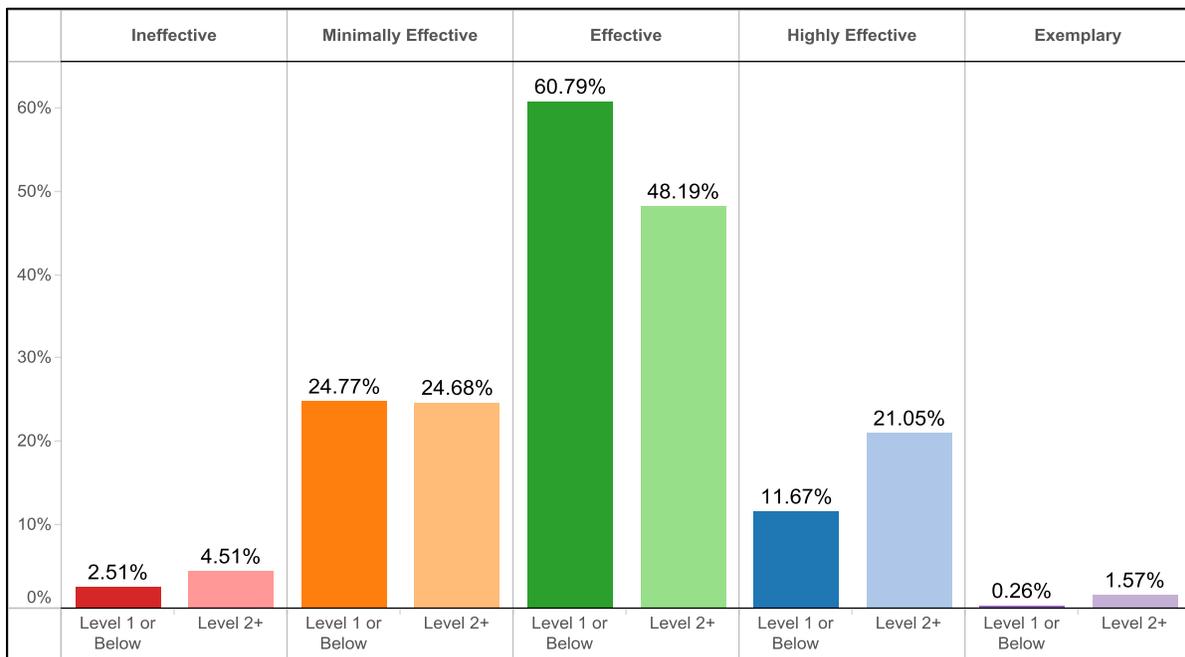
These analyses clearly articulate specific equity gaps for certain subgroups of students in New Mexico. However, more information and analysis is needed to more clearly understand the obstacles our students face in consistently and equitably gaining access to effective teaching. The PED plans on conducting more in-depth analysis in the future on teacher equity in order to better target their resources to generate more equity amongst sub-groups.

PED plans to conduct more analyses in the future to better understand our equity gaps. This includes studying 2014-2015 NMTEACH data in a similar way as the above to determine any trends and/or progress we've made in closing equity gaps. Further, we'd like to extend this study into looking at other demographic subgroups such as English language learners and students with disabilities as well as using other statewide accountability measures such as school grades. Further, the state is committed to measuring progress in closing equity gaps, adjusting efforts when necessary, and scaling new and innovative support for schools, teachers and students.

Inexperienced teachers have similar rates of ineffectiveness to experienced teachers, but are less likely to be highly effective or exemplary; there are very few unqualified teachers in the state

Analysis of inexperienced teachers in New Mexico found they are about as likely to be minimally effective teachers, but less likely to be ineffective. Inexperienced teachers are much more likely to be rated as effective, but much less likely to be rated highly effective or exemplary. Inexperienced teachers hold Level I licenses, which are granted to first year teachers. Level I licenses last for up to 5 years; teachers are eligible to advance to a Level II teaching license after their third year teaching. Level I teaching licenses cannot be renewed.

Chart 13. 2014 Distribution of Teacher Ratings Amongst Inexperienced and Experienced Teachers



Root Cause Analysis

In the process of developing the Educator Equity Plan, PED conducted a root cause analysis and asked stakeholder meeting participants why inequities in access to effective teaching exist. We believe the views of these stakeholders are integral to determining how best to reduce and eventually eliminate educator inequity in the state. Through these inquiries, several root causes were identified, around which interventions and strategies should focus to have the greatest impact on the inequities presented in the previous section.

Teacher Preparation

A recurring theme in all stakeholder meetings was the thought that teachers were unprepared to be effective in their first years teaching immediately after completing a teacher preparation program. There is much evidence to suggest teacher preparation programs are not well-aligned with expectations in the field. Level I teachers are less-than-effective at approximately the same rate as the rest of the teaching population, and surveys of new graduates indicate they are not ready to be effective in the classroom. Stronger, better aligned teacher preparation programs would allow new teachers to be effective in the classroom immediately and increase the chances of having an effective teacher in all classrooms. By aligning the expectation of what teacher effectiveness looks like from the beginning of training until the end, teachers can be more prepared to be successful in the classroom from day one. Limited experience interacting with students in a classroom setting was often cited as an example of the schism between the preparation of teachers and the practice of teaching. Stakeholders felt this would provide teachers with more context and potentially begin to address the issues teacher preparation programs have in preparing teachers to deliver culturally competent instruction. In general, both colleges of education and K-12 stakeholders recognized the need for a better relationship.

Cultural Competency

Preparing teachers to have the appropriate cultural competency to reach all students was another root cause stakeholders identified, especially in a rich, culturally diverse state like New Mexico. This root cause is supported by the equity gap found between minority and non-minority students in the state. Several stakeholders felt strongly that all teachers should be able to teach students in ways that are culturally relevant to ensure educator equity across all subgroups. As one of the most culturally, linguistically and ethnically diverse states in the country, every New Mexico teacher will require an understanding and ability to engage with students of many backgrounds to be effective.

Recruiting and Retaining Effective Teachers

Attracting effective teachers to the profession and keeping them in the classroom is integral to having equitable access to effective teachers in the state. The fact that 29% of New Mexico teachers are less-than-effective means that strategically recruiting and retaining effective teachers

is important. Stakeholders noted that low teaching salaries made it hard to attract talent into the field, particularly in math and science, where demand for employees with that background has created competing opportunities that are more lucrative. Stakeholders also made clear that it was not just salary that helped recruit and retain talent in the classroom. Appropriate resources and the training and support to develop and continue effectiveness were cited as large factors in ensuring great teachers stay in the classroom.

Mentorship and Professional Development

The support mentioned in recruiting and retaining effective teachers was the focus of another root cause in and of itself. Many stakeholders argued for a more meaningful and integrated structure of professional development aligned with effective practice and supported by significant roles for highly effective or exemplary mentor teachers. Many stakeholders noted that mentorship, a mandatory practice across the state for first year teachers, is implemented with great variation across the state. Additionally, we are unsure whether the mentorship provided at the local level is having an impact on a teachers' ability to be effective. Further, teachers of all subject matters can lack the kind of professional development needed to be effective. During the stakeholder convening's, many articulated that professional development as currently delivered must change to include more follow-up on how practice in the classroom is changing as the result of a training or course.

Theory of Action

These root causes are closely related to one another. A root cause analysis session conducted by staff at the Public Education Department found that each of these root causes overlapped with one another. For example, when discussing cultural competency of teachers as being a root cause for educator inequity, staff found that teacher preparation and professional development as reasons to why many teachers didn't have those skills. PED staff synthesized these root causes into a theory of action to guide our work in eliminating inequitable access to effective educators:

If we prepare teachers to be successful in the classroom with the necessary pedagogical and cultural tools,

And if we create an environment that strategically recruits and retains effective teachers to teach our most needy students by rewarding effectiveness and providing continued support aimed at success,

Then all teachers have the ability to be effective and we will prioritize our best teachers to serve in our most needy areas.

Current Strategies for Eliminating Equity Gaps

The Public Education Department has established several programs aimed at ensuring equal access to effective teachers across the state. Below is a description of those current strategies/programs. Throughout the data analysis and stakeholder input discussions leading up to the completion of the Educator Equity Stakeholder plan, PED has begun to determine ways in which these programs can be more targeted and impactful. These additions, where applicable, are also included in the below.

Teacher Preparation

Preparing teachers to be effective in any setting is an integral part to ensure students have equal access to effective educators. PED has established new teacher preparation programs focused on practice-based training, and recruiting teachers with the cultural competency to be effective in their own communities. PED will begin to hold teacher preparation programs accountable for the impact of their program completers to better align preparation to effective teaching.

NMPrep

Starting in the fall of 2015, the Public Education Department's NMPrep initiative established innovative teacher preparation programs to train individuals with a past record of proven success to begin careers as effective classroom teachers. New programs will streamline the training of teachers by providing practice-based programming that is distinct from a traditional preparation program. The programs eliminate financial barriers by providing scholarships for the programs, and are aimed at targeting the following teacher shortage areas: special education, bilingual and STEM teachers. The following programs have been started through the NMPrep initiative in partnership with the state's institutions of higher education:

New Mexico Highlands University Prep – New Mexico Highlands University and the Three Rivers Education Foundation's partnership with Albuquerque Public Schools Special Education Department and seven school districts in the Northeastern Regional Education Cooperative to provide a rigorous and ongoing on-site training for up to 40 new teachers.

- Three Rivers Education Foundation will provide on-site courses and supervision
- APS special education Master Teachers will provide co-teaching, mentoring, and supervision, including support for at least the first two years of teaching following completion of the program
- The state has provided funding of \$337,589 to establish NMHU Prep's initial 2015 cohorts of 22 participants

University of New Mexico Accelerated Alternative Licensure Program – UNM's College of Education Institute for Professional Development's partnership with Albuquerque Public Schools, UNM's Veteran's Resource Center, the National Network for Educational Renewal,

Teach for America New Mexico, and the Woodrow Wilson National Fellowship Foundation to establish a program designed to recruit science, technology, and math professionals and veterans into secondary schools as alternative licensed teachers.

- Courses will be co-taught by UNM College of Education faculty and APS Master Teachers
- APS will provide supplementary online trainings, best practices symposia, and field liaisons
- The state has provided funding of \$664,959 to establish AALP's initial 2015 cohort of 13 STEM teachers

Aggie Prep – New Mexico State University's partnership with Western New Mexico University, Northwest Regional Education Cooperative #2, and Three Rivers Education Foundation to establish a program to supply highly qualified science and math teachers to high-need districts.

- Each 12-15 teacher cohort will be provided with training, expanded content-knowledge, and improved clinical experiences during an intensive 12-month program followed by two years of additional professional development and training
- The state has provided funding of \$425,694 to establish Aggie Prep's initial 2015 cohort

American Indian Education Training Program

The goal of the American Indian education training program (AIETP) is to train effective and qualified teachers, counselors, and/or administrators who are members of New Mexico's 22 tribes, pueblos and urban American Indian population. Beginning in the fall of 2015, Northern New Mexico University will identify and recruit at least 30 Native American candidates from New Mexico's 22 tribes, pueblos and Urban American Indian population to increase the pool of Native American teachers, counselors, and/or administrators within New Mexico who can pursue and obtain a teaching, counseling, and/or administrative degree/certificate on a full-time or part-time basis and/or attract applicants from a non-traditional prospective teaching pool and provide a path for candidates to qualify for alternative licenses.

Currently, the State of New Mexico indicates a total 2.1% of American Indian educators teaching in public schools statewide. AIETP will support the New Mexico Indian Education Act by developing and implementing a culturally responsive instruction program, by implementing a teacher support system for prospective, new, and continuing teachers. The program will seek support from the 23 school districts and 3 state charters that enroll a substantial American Indian student population for placement and mentoring of educators, counselors, and administrators. A total of 15 effective and qualified educators and school leaders will be recruited to support the mentoring aspect of the program. As well, the program will work directly with the 8 Northern Pueblos for development of curriculum to support the program. This program is first initial

program directly recruiting the Native American population that specially supports the Indian Education Act fund. The program is based around performance based outcomes and deliverables. For school year 2014-2015, the program is in its planning and recruitment year.

Teacher Preparation Report

In the winter of 2015/16, the Public Education Department is developing a comprehensive report to evaluate the 17 teacher preparation programs in the state. PED approves teacher preparation programs in the state and currently uses NCATE standards to approve/validate. PED is working with the deans and directors of New Mexico teacher preparation programs to begin sharing NMTEACH evaluation data on program graduates. New Mexico state statute Section 22-10A-19.2 NMSA 1978 requires that the evaluation of preparation programs include data related to improving student achievement, retaining teachers and administrators, placing teachers in classes and subjects that they are qualified to teach, and increasing the number of teachers trained in science, technology, and mathematics areas. To adhere to this statute the report will expand the previous Educator Accountability Reporting System (EARS) by incorporating data from the New Mexico Teach (NMTEACH) evaluation system. The teacher preparation program report will specifically analyze how teachers in their first three years in the classroom perform on the classroom observation and student achievement portions of the NMTEACH evaluation. In addition, we will examine placement and retention trends in high needs schools to assess how teachers are being distributed across the state after graduation.

The results of this evaluation will impact the accreditation of the prep institutions and will provide more information about the policy incentives that PED can give to ensure an equitable distribution of highly trained teachers across the state.

Cultural Competency

Ensuring all teachers are equipped with the skills to connect with their students in a culturally relevant way will enable teachers to be successful in the classroom. This is particularly true due to New Mexico's student demographics: more than 70% of students in New Mexico public schools are Hispanic, Native American or from another other ethnic/racial groups. Seventeen percent of our state's students are classified as English Learners (ELs), and 17% of all students in our state participate in state-funded bilingual multicultural education programs (BMEPs). Cultural competency must be addressed within teacher preparation, but ongoing professional development is also important to ensure teachers can effectively reach all students. PED will continue to look for ways to incorporate the development of cultural competency into existing policies and programs.

Enhancing the NM TEACH Educator Effectiveness Classroom Observation Protocol

Since its inception, the NMTEACH Educator Effectiveness System has endeavored to provide school leaders more information to better assist them in developing and supporting teachers to increase student achievement. Given the diversity of the state and the needs of our students, the State Bilingual Advisory Committee (SBAC)—an ad-hoc group in existence for over 40 years—advocated for an NMTEACH Classroom Observation Protocol that explicitly addressed the needs of culturally and linguistically diverse (CLD) students, ELs, and bilingual learners in BMEPs, by using a language lens around differentiated instruction and effective scaffolding. The SBAC developed the English Learner (EL) Crosswalk is to provide school leaders with specific guidance on what to look for when evaluating teachers serving CLD and ELs students, and in bilingual classroom settings. In 2014, the SBAC presented its English Learner Crosswalk guidance document to PED so that further collaboration and work could be moved forward to enhance the current NMTEACH Classroom Observation Protocol.

Since the development of the EL Crosswalk, PED has partnered with local providers—the Center for the Education and Study of Diverse Populations (CESDP) and Dual Language Education of New Mexico (DLeNM)—to continue improving the NMTEACH Teacher Classroom Observation Protocol. The SBAC EL Crosswalk guidance document has served as the basis for enhanced protocol, together with extensive review and comment from educators across the state. Two pilot professional development events have occurred in Albuquerque and Las Cruces to provide an opportunity for school leaders to review the enhanced NMTEACH protocol. Once PED has approved the final version, the enhanced rubric will use more nuanced language to ensure the academic and language needs of diverse students, including CLD, EL, and students with disabilities (SwD) are addressed by their teachers. The enhanced NMTEACH Protocol will be introduced during summer 2015 trainings across the state. New and expansive teacher reporting, along with additional support for school leaders through the summer trainings, will empower schools leaders to make data-driven decisions to develop and plan professional learning opportunities that target teacher needs.

Academic Language Development for All (ALD4ALL) in New Mexico

To successfully integrate New Mexico’s vulnerable children into their learning environments, educators must leverage students’ experiential backgrounds - especially culture and language - as a resource for student learning and effective instruction. Educators must create systems and schools that effectively support and respond to students’ academic learning needs by using rigorous culturally and linguistically responsive pedagogy that focuses on building academic language and developing bilingualism/biliteracy to improve student learning, academic achievement, and educational outcomes. Beginning in 2013, the Academic Language Development for All (ALD4ALL) in New Mexico project is a three-year, \$1.2 million dollar project supported by the W.K. Kellogg Foundation. The program currently works with 60 educators in 8 schools, with plans to expand the number of schools and educators in 2015.

The purpose of the ALD4ALL in New Mexico project is to provide statewide teacher training and build the capacity of administrator leadership to address the needs and academic language development of culturally and linguistically diverse (CLD) students, including English learners (ELs) in New Mexico. The work of the ALD4ALL schools has already been presented to national audiences (WIDA National Conference, National Association for Bilingual Education, and at the Annual Educational Research Association Conference) and state audiences (Dual Language Education of New Mexico's Annual Conference La Cosecha, New Mexico Association for Bilingual Education's annual state conference, and PED's Results for All: Culturally and Linguistically Responsive Instruction Conference).

In addition to working locally with schools offering effective bilingual multicultural education for CLD and EL students, the project has two other main objectives: adoption of CCSS-aligned language arts and language development standards and assessment in heritage languages to improve accountability for bilingual multicultural education programs (BMEPs); and adoption of a state seal of bilingualism-biliteracy. The PED-BMEB, at the recommendation of State Bilingual Advisory Council (SBAC), an ad-hoc group in existence for over 40 years, established a Spanish Language Arts/ Spanish Language Development (SLA/SLD) Taskforce to review and make recommendations to PED around CCSS-aligned Spanish language development standards, assessment and professional development to ensure effective implementation of any new standards and assessment. Parallel work will continue to address similar needs for indigenous native languages.

Recruitment and Retention of Effective Teachers

Creating an environment that attracts and supports effective classroom teaching begins with good information about teacher performance that is used as a platform for a multitude of development practices. PED has also incorporated several financial incentives to recruit and retain teachers in high-need areas.

NMTEACH

During the 2013-2014 school year, New Mexico fully implemented the NMTEACH Effectiveness System. Under the NMTEACH system, all teachers must be evaluated annually, using the multiple measures adopted through administrative regulation in 2012. This evaluation process includes teacher practice as measured by effective pedagogical implementation. In order to improve the previous evaluation system, PED has promulgated regulations that outline the requirements of a new teacher and principal evaluation system. Included in the NMTEACH system are:

- Multiple measures, including student achievement, to evaluate teachers and school leaders;

- Five levels of performance – Ineffective, Minimally Effective, Effective, Highly Effective, Exemplary – to differentiate among teachers and school leaders;
- Annual evaluations of teachers and school leaders;
- Professional development aligned to evaluation results to provide teachers and school leaders with opportunities to improve their practice; and
- Informed personnel decisions based upon the results of the evaluation¹¹.

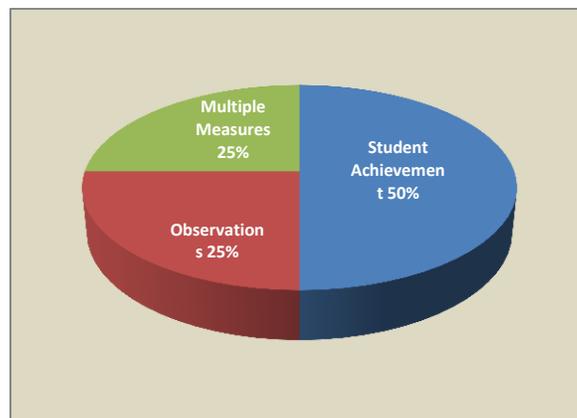
PED feels strongly that the inclusion of multiple measures in a redesigned teacher evaluation system is critical to ensure efficiency, accuracy, and an accurate portrayal of a teacher’s impact on student learning.

In initial implementation, teachers were separated into groups A, B, and C. Group A consists of teachers in tested subjects and grades, Group B are teachers in non-tested subjects and grades, and Group C are teachers in Kindergarten through 2nd grade. Group D teachers - including library-media specialists, interventionists, instructional coaches, and special education teachers of students with severe disabilities - entered the NMTEACH system in 2014-2015, following the same framework as groups A, B, and C.

For teachers in tested subjects and grades, the following evaluation structure has been implemented:

- 50% based on a Value Added Model (VAM) of student achievement;
- 25% based on NMTEACH observation model; and
- 25% based on locally adopted (and PED-approved) multiple measures.

Chart 12. NMTEACH Evaluation Structure Breakdown



¹¹ Additional details and information on NMTEACH can be found in New Mexico’s approved ESEA Waiver Renewal: <http://ped.state.nm.us/skandera/waiver/index.html>

PED's VAM seeks to use three years of data for every area possible, providing LEAs and teachers with longitudinal data regarding practice and needs. Those teachers who do not have three years of data will be placed on Graduated Considerations¹² in which they have a reduced percentage of their individual evaluation based on standardized assessments until three years of data is available.

For teachers in non-tested subjects and grades, the following evaluation structure has been implemented:

- 50% based on a school's End of Course exams or locally adopted (and PED-approved) measures;
- 25% based on NMTEACH observation protocol; and
- 25% based on locally adopted (and PED-approved) multiple measures.

Like Group A Teachers, all grades and subjects that do not have an assessment will be placed on Graduated Considerations until valid and reliable measures of student achievement growth are available.

Student achievement data is the building block for a Teacher Value Added Score (VAS). This score is derived from an aggregate of the Student Achievement VAM. Reliable VAS will contain at least three years of student achievement data. Until a teacher has 3 years of VAS, teachers will be scored using Graduated Considerations, which serve two purposes: one, to recognize that new teachers are developing skills over the first few years; and two, to provide veteran teachers an opportunity to hone their instruction as they embrace more rigorous academic standards. Graduated Considerations are applied independently to two separate assessment categories and are in affect for three testing occasions (e.g. three years of SBA data, or two years of EoC data).

NMTEACH acknowledges and rewards exemplary and highly effective teachers through both salary and enhanced professional growth opportunities. For example, plans are underway in 2015 to utilize those scoring exemplary and highly effective ratings as academy leaders and mentors for the cadre who need further assistance in becoming effective teachers. Several incentive programs also incorporate NMTEACH effectiveness data.

Salary Increases

In an effort to make the teaching profession more attractive, New Mexico has increased salaries for beginning teachers by 13% in the last two years. In the 2014-15 school year, salaries for beginning teachers increased from \$30,000 to \$32,000, and in the 2015-16 school year, salaries for beginning teachers will increase from \$32,000 to \$34,000.

¹²Details on Graduated Considerations can be found here:

<http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/Grad%20Cons%20Table%20with%20Tags2014-2017final.pdf>.

Pay for Performance Pilot Program

Beginning with the 2014/15 school year, the New Mexico Pay for Performance Pilot program established incentive pay pilot programs to reward New Mexico's best teachers and principals throughout the state, as evaluated by NMTEACH. By using local expertise and negotiating with local partners, IPP applicants created innovative systems to reward teachers and principals for their excellence. Awards are prioritized for teachers and principals in low-performing schools as judged by school grades and/or by areas with teaching shortages such as special education, bilingual and secondary math and science. 8 school districts and 19 charter schools received awards.

Based on analysis conducted for New Mexico's Educator Equity Plan, Pay for Performance awards will be prioritized for districts and schools with high proportions of economically-disadvantaged students.

Streamlined Teacher Licensure Advancement

On December 22, 2014, the New Mexico Public Education Department put in place an alternative method for teachers to advance their licensure level. This flexibility is open to all teachers in New Mexico who are evaluated using the NMTEACH protocol and who have the opportunity to earn student achievement data. The goal of this program is to provide flexibility to teachers to advance to the next level of licensure using the results of their most recent Summative Evaluations. Teachers are able to advance when they meet the following criteria: teach a minimum of three years on their current level of license, earn an overall rating of effective, highly effective or exemplary on their most recent summative evaluation, earn at least 50% of the points available to them in the student achievement portion of their summative evaluation and have the approval of their district. Providing this flexibility to teachers in every district in New Mexico means that shortage and at risk areas have the same opportunity to retain and develop their top performing teachers.

Santa Fe Fellows Program

The Santa Fe Public Schools has developed this partnership to recruit and select recent college graduates with the academic expertise to teach in critical shortage subjects. The goal is to build on deep content knowledge that the applicants already possess and provide the educational component that is needed to successfully teach in Santa Fe Public Schools. The program commenced in 2014 and began work with a cohort of 10 participants. The fellowship begins with an intensive 8-week training program prior to the beginning of the school year; participants are then placed in a school in the district as a level I teacher with a commitment to serve at the district for three years.

Policy Enabling Better Recruitment and Retention of Effective Teachers

Recent legislative efforts have made an impact on recruiting and retaining teachers and school leaders by expanding career advancement opportunities for educators and eliminating unnecessary barriers to entering the teaching profession.

- 1) *Administrator Licensure* – In March 2015, Governor Susana Martinez signed the Administrative Licensure Bill, which expanded career advancement opportunities to teachers across the state by allowing both level II and level III teachers the ability to obtain an administrative license. Prior to the bill’s passage, only level III teachers were able to obtain an administrative license, which translated into a requirement for administrative license holders to have at least 6 years of teaching experience: one of the highest experiential requirements in the nation. The Administrative Licensure Bill changed that experiential requirement to 3 years, which aligns with much of the country and bordering states. As a result of the legislation being signed and passed, over 11,000 additional teachers will have the opportunity to obtain an administrative license.
- 2) *Level I Teacher Licensure Alternatives* – In the 2011 Legislative Session, Senate Bill 361 was passed and signed, allowing alternatively licensed teachers to begin counting their experience toward a level II license immediately. Prior to passage of the bill, teachers teaching with an alternative Level I license needed to complete the requirements to convert the license to a full Level I teaching license before their years of experience counted toward the experiential requirement to obtain a level II license. This allows alternatively licensed teachers to advance a licensure level in as little as three years, instead of the five to six years under the previous system.
- 3) *Eliminating unnecessary credit requirements* – In March 2015, Governor Susana signed SB329, which eliminated teacher preparation credit requirements that made teacher preparation programs in the state both more expensive and longer to complete. The bill reduced the amount of mandatory credit hours in math, science and the humanities from 57 credit hours to 41 credit hours. Such credits have not been shown to increase a teacher’s effectiveness in the classroom. This action will allow teacher preparation programs the flexibility to provide curriculum more directly aligned with preparing participants to become successful in the classroom.
- 4) *Highly Qualified Teacher Waiver* - Federal law focuses on teacher quality as measured by front-end qualifications. Specifically, the No Child Left Behind Act specifies that a Highly Qualified Teacher is to have passed a content area exam, possess a minimum of 24 semester hours in the content area of choice, or have attained the status of nationally board certified.

Over the course of the last decade, however, research as well as popular thinking has shifted considerably, with a vast majority considering the inputs or credentials associated with the highly qualified status as an insufficient measure of teacher quality. As noted in several contemporary research journals, qualifications only weakly predict how teachers will do in the classroom (USDE, 2009; Buddin & Zamaro, 2009; Rivkin, Hanushek, & Kain, 2005).

In May 2015, New Mexico was granted flexibility to establish criteria in which LEAs could place teachers in high need positions and difficult to staff positions based upon their effectiveness rating from the prior year and provide more students access to an excellent teacher. In addition, LEAs would need to establish support and professional development for these teachers.

For LEAs to determine flexibility, the following criteria must apply:

- A teacher is Effective, Highly Effective, or Exemplary on the summative rating of their NMTEACH evaluation, AND
- A teacher must earn at least 50% of their possible Student Achievement Measures (STAM) to be qualified, regardless of summative rating.
- Districts will submit a completed application for flexibility identifying the following:
 - Teacher being assigned
 - Content/Grade level
 - Proposed supports

The flexibility granted by the federal Department of Education to PED will allow schools and districts to utilize the NMTEACH system to provide more equitable access to effective teachers. PED began full implementation of this policy on June 10. In future years of the Equity Plan, PED will report on outcomes and the impact the flexibility had on providing equitable access to excellent educators for New Mexico's low-income and minority students.

PED, in collaboration with the legislature and federal partners, will continue to pursue policies that eliminate unnecessary barriers for teachers, reward effectiveness in the classroom and provide for multiple entry points to the profession.

Mentoring and Professional Development

Providing support to teachers helps develop them to become as effective as possible. New information from the NMTEACH educator effectiveness system allows for more strategic professional development targeted to teachers' needs.

AP Teacher Training

Since 2012, New Mexico has expanded training and support for AP teachers. The newly available support is available not just to new AP teachers, but for existing AP teachers as well. The goal of this initiative is simple – provide teachers support to ensure they are prepared for success in teaching the rigorous AP content and effectively preparing students for success in AP courses and exams.

In the past 4 years, New Mexico has targeted almost \$3 million in support to the AP initiative as a whole, with more than \$1 million specific to supporting teachers. Where previously teachers only participated in AP summer institutes, they are now provided in-service training throughout the school year specific to their content area.

Each year, based on student outcomes data, PED determines which AP content areas are showing the lowest growth to focus priority for the summer institutes and in-service training throughout the school year. Thirty-five districts and 15 charter schools participated in AP training in the 2014-15 school year.

Teachers Pursuing Excellence

Beginning in the 2013-14 school year, New Mexico teachers receive more feedback on their performance than ever in the state's history through the NMTEACH statewide evaluation system. The Teachers Pursuing Excellence program (TPE) will initiate a statewide effort beginning in the fall of 2015 in providing support to minimally effective and ineffective teachers to help them be more effective in the classroom.

Following the model of the Public Education Department's Principal's Pursuing Excellence program (PPE), minimally effective teachers will be hosted at a series of trainings on high-yield classroom practices and be paired with a highly effective or exemplary teacher to mentor them through their efforts to improve. After the first year of PPE, more than half of the schools participating in the program improved their school's letter grade at least one level, and in some cases, the school improved three letter grades –more than double the rate of improvement compared to the rest of the state. Mentor teachers will hold mentees accountable for their progress related to the trainings and be available to answer any questions needed.

Funding will be used to host trainings, and provide financial support for attendees in the form of stipends, mileage and accommodations. Mentors will also be provided separate training to learn how to best support their teachers.

Regional Capacity-Building in New Mexico: WIDA Professional Certification

Until the establishment of this program the summer of 2015, there were no WIDA professionally certified trainers based in New Mexico. Consequently, procuring training directly from WIDA's

professional development staff on ELD standards and assessments is challenging due to scheduling conflicts, travel logistics, and cost. As a second approach to develop expertise within the state and in addition to extensive training provided to the state through WIDA, PED's Bilingual Multicultural Education Bureau (PED-BMEB) issued districts and schools an invitation to encourage qualified personnel to submit applications for WIDA's Professional Certification Program. PED-BMEB has agreed to fully support the cost of training and travel-related expenses for any accepted New Mexico district/school personnel in exchange for their in-kind service (i.e., providing professional development) to local districts needing support. The program plans to certify more next summer to continue to build capacity.

Ongoing Monitoring, Support and Future Analysis

The plan outlined several programs the state implemented or plans to implement to accomplish our vision: *Every student has access to an effective teacher that advances their learning towards the ultimate goal of being college and career ready.* As a result, future analysis will focus on the impact of these programs to train, develop and retain effective teachers in all classrooms in the state, with an explicit focus on ensuring we are moving toward eliminating inequities in access to effective educators across the state.

Since 2012, New Mexico has made tremendous progress in implementing an educator effectiveness system that truly differentiates teacher performance and is foundational to ensuring that all students, regardless of background or location, have access to an effective educator. The NMTEACH Educator Effectiveness System has given the New Mexico educational community a wealth of information on teacher impact and performance. The analyses included in this report are examples of how this data can be used, and the PED expects to conduct deeper analyses in the future to better understand our equity gaps and take action based on our findings.

These deeper analyses include internal program evaluations. As outlined earlier in the report, there are multiple efforts underway that will directly impact the goal of ensuring that every student has access to an effective teacher that advances their learning towards the ultimate goal of being college and career ready. As PED begins the task of evaluating new and ongoing efforts, the work will be led by several guiding questions:

- How has the program impacted student outcomes?
- How has the program impacted teacher growth within the NMTEACH system? Which students are those teachers teaching?
- Where the dollars invested in a manner that specifically address the equity gaps outlined in New Mexico's educator equity plan?

As PED implements its educator equity plan, the state is committed to measuring progress, adjusting efforts when necessary, and scaling new and innovative support for schools, teachers and students. Initially, this will result in rigorous program evaluations for the efforts outlined above. After an initial analysis of outcomes, a more refined review will take place to guide next steps for each program. Next steps may include:

- Aggressive expansion (presuming robust student outcomes)
- Refinement of efforts within the program, including scaling certain components and eliminating others
- Elimination of the program as a whole
- Investigating districts that are increasing equity to discover and propagate best practices

In addition to reviewing currently implemented programs, PED will conduct future analyses to better understand our equity gaps and develop interventions and incentives to close them. The Department plans to:

- Determine the impact of teachers in their first 3 years of teaching on student achievement and collaborating with Colleges of Education on how to improve their performance,
- Review first-year mentoring programs across the state and finding best practices for sharing across districts and charters
- Implement a teacher preparation approval process that drives effectiveness from training programs
- Analyze potential gaps between English language learners and non-English language learners and students with disabilities and those without.

Further, on an annual basis, PED will conduct the same analyses documented in this report and create a longitudinal data set to track the state's progress in closing educator equity gaps. Specifically, the annual analyses will focus on minority and economically disadvantaged students' access to effective teachers, with a specific look at math and science teachers, Q1 and Q3 students and geography.

The results of these analyses will be shared at annual educator equity plan monitoring meetings. Held in the summer, the monitoring meetings will showcase comparative teacher distribution data and provide relevant findings from additional analyses, evaluations and support structures. PED staff will also discuss with relevant stakeholders as data from internal analyses and program evaluations become available. PED will discuss changes in programming and prioritization at annual public budget hearings held in the winter.

PED will monitor local educational agencies on their progress in closing the gaps in access to effective teachers through their Web Educational Plan for Student Success, an annual plan submitted to the Public Education Department. This plan articulated the educational program of a school and will ask what steps a school is taking to move toward equitable access to effective teachers.

This plan, along with documents associated with annual monitoring meetings will be posted on the PED website (<http://ped.state.nm.us/ped/index.html>) when finalized.

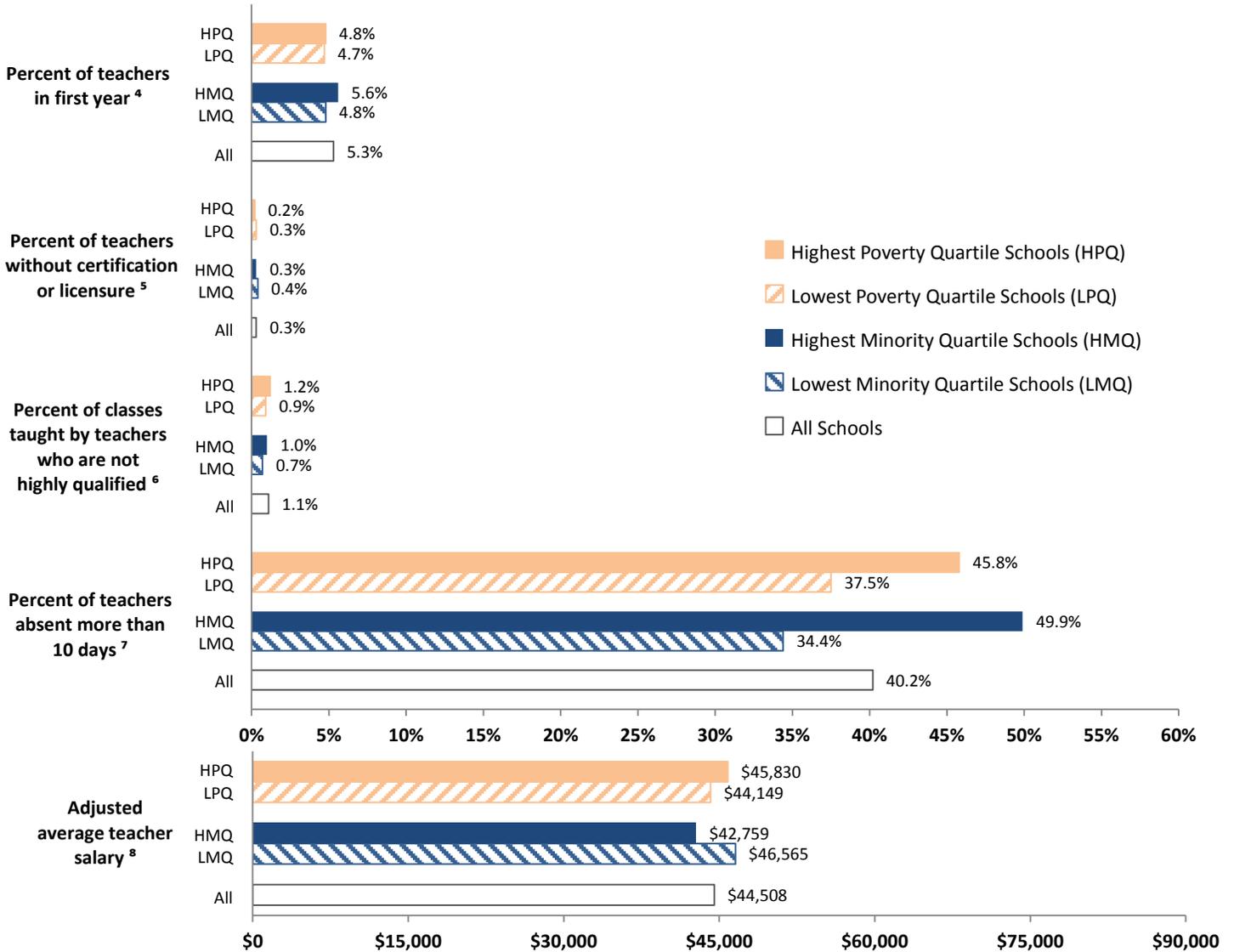
Appendix A

This profile compares certain characteristics of educators in schools with high and low concentrations of students from low-income families and minority students. These data are the best available to the Department. In working to ensure that all students have access to excellent teachers and leaders, states and districts are encouraged to supplement these data with additional measures of educator quality.

About this State

Number of Schools	858	Average Percent Students in Poverty²		Average Percent Minority³ Students	
<i>In each quartile</i>	<i>about 215</i>	All Schools	68%	All Schools	74%
Number of Districts	135	Highest Poverty Quartile Schools (HPQ)	99%	Highest Minority Quartile Schools (HMQ)	96%
Total Student Enrollment	335,236	Lowest Poverty Quartile Schools (LPQ)	37%	Lowest Minority Quartile Schools (LMQ)	46%
Total Number of Teachers¹	21,440				

Educator and Classroom Characteristics



Other metrics

States are encouraged to add other measures of educator quality using their own data (e.g., teacher and principal effectiveness ratings and turnover rates).

Chart reads: In the quartile of schools with the highest percentage of students in poverty (HPQ), 4.8 percent of teachers were in their first year of teaching, compared to 4.7 percent of teachers in the quartile of schools with the lowest percentage of students in poverty (LPQ). In the quartile of schools with the highest percentage of minority students (HMQ), 5.6 percent of teachers were in their first year of teaching, compared to 4.8 percent of teachers in the quartile of schools with the lowest percentage of minority students (LMQ). Among teachers in all schools, 5.3 percent were in their first year of teaching.

Note: Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

State's Highest Poverty Schools – by District and Locale

District	Number of State's highest poverty schools		Total number of schools	Percent of teachers in first year in State's highest poverty schools	Percent of teachers without certification or licensure in State's highest poverty schools	Percent of classes taught by teachers who are not highly qualified in State's highest poverty schools	Percent of teachers absent more than 10 days in State's highest poverty schools	Adjusted average teacher salary in State's highest poverty schools
	Number of State's highest poverty schools	Total number of schools						
District								
Albuquerque	48	161		5.3	0.0 ✓	0.5 ✓	67.1	\$40,490
Gadsden Independent	21	22		5.0	0.0 ✓	0.1 ✓	82.4	\$45,794 ✓
Gallup-McKinley County	18	36		4.1 ✓	0.5	0.0 ✓	33.0 ✓	\$38,483
Las Cruces	17	40		4.8	0.0 ✓	0.9 ✓	0.5 ✓	\$44,838 ✓
Central Consolidated	15	17		3.0 ✓	0.0 ✓	5.4	29.5 ✓	\$47,700 ✓
Roswell Independent	13	21		5.3	0.0 ✓	0.1 ✓	48.9	\$50,567 ✓
Deming	9	11		6.3	0.3 ✓	0.0 ✓	51.6	\$56,791 ✓
Clovis Municipal	8	18		9.0	1.6	0.3 ✓	51.6	\$48,116 ✓
Belen Consolidated	7	11		2.1 ✓	0.0 ✓	0.6 ✓	41.4	\$49,729 ✓
Hatch Valley	5	5		5.8	0.0 ✓	1.8	17.4 ✓	\$46,752 ✓
Cobre Consolidated	5	6		0.4 ✓	1.4	2.6	9.5 ✓	\$56,987 ✓
Bernalillo	5	10		3.0 ✓	0.0 ✓	—	19.3 ✓	\$44,775 ✓
Taos Municipal	5	10		3.2 ✓	0.6	10.0	14.0 ✓	\$52,174 ✓
Tularosa Municipal	4	4		2.7 ✓	0.0 ✓	0.0 ✓	43.9	\$53,655 ✓
West Las Vegas	4	10		1.2 ✓	2.5	2.4	28.7 ✓	\$53,374 ✓
Locale⁹								
City	48	211		5.5	0.0 ✓	0.5 ✓	54.6	\$40,846
Suburb	26	75		4.7 ✓	0.0 ✓	0.6 ✓	54.4	\$43,728
Town	61	234		4.3 ✓	0.6	1.8	34.1 ✓	\$50,631 ✓
Rural	79	338		4.9	0.1 ✓	1.6	45.3	\$46,862 ✓
For comparison								
State average for lowest poverty schools				4.7	0.3	0.9	37.5	\$44,149

How to read this table:

Among the State's highest poverty schools, 48 are located in Albuquerque. In those schools, 5.3 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest poverty schools in the State (4.7 percent). Among the State's highest poverty schools, 48 are located in cities. In those schools, 5.5 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest poverty schools in the State (4.7 percent).

Note: Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

- ✓ Indicates that the State's highest poverty schools in that district (or locale) have equal or lower percentages for each characteristic (or higher salary), on average, than the lowest poverty schools across the entire State.
- Indicates missing data.

State's Highest Minority Schools – by District and Locale

	Number of State's highest minority schools		Total number of schools	Percent of teachers in first year in State's highest minority schools	Percent of teachers without certification or licensure in State's highest minority schools	Percent of classes taught by teachers who are not highly qualified in State's highest minority schools	Percent of teachers absent more than 10 days in State's highest minority schools	Adjusted average teacher salary in State's highest minority schools
District								
Albuquerque	50	161		6.9	0.0 ✓	1.1	64.8	\$39,305
Gallup-McKinley County	29	36		3.7 ✓	1.2	0.0 ✓	37.8	\$37,814
Gadsden Independent	19	22		5.1	0.0 ✓	0.1 ✓	82.5	\$45,755
Espanola	13	15		3.5 ✓	0.0 ✓	3.2	14.8 ✓	\$43,304
Central Consolidated	11	17		2.2 ✓	0.0 ✓	2.5	31.8 ✓	\$48,364 ✓
West Las Vegas	9	10		1.7 ✓	3.5	4.0	24.5 ✓	\$52,982 ✓
Bernalillo	6	10		3.4 ✓	0.0 ✓	—	20.3 ✓	\$44,511
Hatch Valley	5	5		5.8	0.0 ✓	1.8	17.4 ✓	\$46,752 ✓
Pojoaque Valley	5	5		7.2	0.0 ✓	0.2 ✓	64.0	\$39,655
Santa Rosa Consolidated	5	5		5.1	0.0 ✓	0.0 ✓	0.0 ✓	\$68,370 ✓
Zuni	5	5		8.4	0.0 ✓	0.0 ✓	6.1 ✓	\$43,657
Las Vegas City	5	8		—	—	—	—	—
Las Cruces	5	40		6.1	0.0 ✓	0.6 ✓	0.6 ✓	\$45,532
Grants-Cibola County	4	11		8.4	0.0 ✓	7.2	23.7 ✓	\$43,478
Cuba Independent	3	3		4.3 ✓	0.0 ✓	0.0 ✓	43.5	\$41,442
Locale⁹								
City	40	211		6.8	0.0 ✓	0.9	60.7	\$40,651
Suburb	28	75		5.5	0.0 ✓	0.7 ✓	63.2	\$41,384
Town	50	234		4.4 ✓	1.0	1.0	25.9 ✓	\$45,814
Rural	95	338		5.5	0.4 ✓	1.2	48.6	\$43,197
For comparison								
State average for lowest minority schools				4.8	0.4	0.7	34.4	\$46,565

How to read this table:

Among the State's highest minority schools, 50 are located in Albuquerque. In those schools, 6.9 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest minority schools in the State (4.8 percent). Among the State's highest minority schools, 40 are located in cities. In those schools, 6.8 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest minority schools in the State (4.8 percent).

Note: Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

✓ Indicates that the State's highest minority schools in that district (or locale) have equal or lower percentages on each characteristic (or higher salary), on average, than the lowest minority schools across the entire State.

— Indicates missing data.

State and District Profile Definitions:

- ¹ **Total number of teachers:** The number of full-time equivalent (FTE) classroom teachers; all teacher data are measured in FTEs.
- ² **Highest and lowest poverty schools:** "Poverty" is defined using the percentage of students who are eligible for free or reduced-price lunch. The highest poverty schools are those in the highest quartile in a State. In New Mexico, the schools in the highest poverty quartile have more than 98 percent of students eligible for free or reduced-price lunch. The lowest poverty schools are those in the lowest poverty quartile in the State; in New Mexico, these schools have less than 53 percent of students eligible for free or reduced-price lunch.
- ³ **Highest and lowest minority schools:** "Minority" is defined for purposes of this profile as all students who are American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races. The highest minority schools are those in the highest quartile in a State. In New Mexico, the schools in the highest minority quartile have more than 92 percent minority students. The lowest minority schools are those in the lowest quartile in a State; in New Mexico, these schools have less than 57 percent minority students. Note: There is no statutory or regulatory definition of "minority" in Title I of the Elementary and Secondary Education Act of 1965, as amended. The Department has created this definition of "minority" only for purposes of presenting data in this Educator Equity Profile, which is intended to improve transparency about educator equity in each State. In developing its educator equity plan, including analyzing resources for subpopulations of students, each State should exercise its own judgment as to whether this definition of "minority" is appropriate in describing the student racial and ethnic demographics in the State. For further information about developing a State definition of "minority" for the purpose of a State's educator equity plan, please see the document titled "State Plans to Ensure Equitable Access to Excellent Educators: Frequently Asked Questions."
- ⁴ **First year teachers:** The number of FTE classroom teachers in their first year of teaching. The number of year(s) of teaching experience includes the current year but does not include any student teaching or other similar preparation experiences. Experience includes teaching in any school, subject, or grade; it does not have to be in the school, subject, or grade that the teacher is presently teaching.
- ⁵ **Teachers without certification or licensure:** The total number of FTE teachers minus the total number of FTE teachers meeting all applicable State teacher certification requirements for a standard certificate (i.e., has a regular/standard certificate/license/endorsement issued by the State). A beginning teacher who has met the standard teacher education requirements is considered to meet State requirements even if he or she has not completed a State-required probationary period. A teacher with an emergency, temporary, or provisional credential is not considered to meet State requirements. State requirements are determined by the State.
- ⁶ **Classes taught by teachers who are not highly qualified:** In general, a "highly qualified teacher" is one who is: (1) fully certified or licensed by the State, (2) holds at least a bachelor's degree from a four-year institution, and (3) demonstrates competence in each core academic subject area in which the teacher teaches. When used with respect to any teacher teaching in a public charter school, the term "highly qualified" means that the teacher meets the requirements set forth in the State's public charter school law and the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis. Classes taught by teachers who are not highly qualified are core academic classes taught by teachers who do not meet all of these criteria. Core academic classes are: English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- ⁷ **Teachers absent more than 10 days:** The total number of FTE teachers who were absent more than 10 days of the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. Absences include both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Absences do not include administratively approved leave for professional development, field trips or other off-campus activities with students.
- ⁸ **Adjusted average teacher salary:** Total school-level personnel expenditures from State and local funds for teachers divided by the total FTE teachers funded by those expenditures. Personnel expenditures for teachers include all types of salary expenditures (i.e., base salaries, incentive pay, bonuses, and supplemental stipends for mentoring or other roles). Personnel expenditures for teachers exclude expenditures for employee benefits. Teacher salary is often dependent on the number of years of experience, education, and other credentials. Average teacher salary data are adjusted, using the Comparable Wage Index (CWI), to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators. Adjusted salary data are not comparable across states.
- ⁹ **Locale:** Based on National Center for Education Statistics urban-centric locale code. A city is a territory inside an urbanized area and inside a principal city. A suburb is a territory outside a principal city and inside an urbanized area. A town is a territory inside an urban cluster that is not inside an urbanized area. A rural area is a Census-defined rural territory that is not inside an urbanized area and not inside an urban cluster.

Sources: Data for teachers in their first year, teachers without certification or licensure, teachers who were absent more than 10 days, and adjusted average teacher salary come from the 2011–12 Civil Rights Data Collection. Data for classes taught by highly qualified teachers come from 2011–12 EDFacts. Data on number of schools, number of districts, total student enrollment, total number of teachers, free or reduced-price lunch eligibility, student enrollment by race/ethnicity, and locale come from 2011–12 Common Core of Data school universe file. The Comparable Wage Index (CWI) for the 2012 fiscal year comes from http://bush.tamu.edu/research/faculty/Taylor_CWI/.