

Teacher and School Leader Preparation Programs

Summary

New Mexico Educator Preparation Programs (EPPs) serve a vital role in the state's public education system because in-state institutions of higher education (IHEs) educate the majority of New Mexico teachers. Fewer students are enrolling in and graduating from New Mexico EPPs than in previous years, which will exacerbate shortages of teachers and school administrators if these trends continue.

The Evaluation: *Teacher and Administrator Preparation Programs in New Mexico* (December 2012) reviewed the status of New Mexico's educator accountability reporting system, and analyzed the relationships between teacher and administrator education programs and student performance. Eleven of the 2012 program evaluation's 14 recommendations have been implemented or are progressing toward implementation.

The Public Education Department (PED) and EPPs have raised standards for teacher candidates, but more could be done to raise EPP grade point average (GPA) requirements and teacher licensure exam passing cut scores. PED has implemented, or made progress on, five out of six of the recommendations from the 2012 LFC program evaluation. PED enhanced its oversight of EPPs by adopting a new process for approving EPPs and developing an A-F grading system for EPPs. Some aspects of PED's new rules align with past LFC recommendations while other aspects of the rules may pose logistical challenges for EPPs or conflict with the authority of IHE boards of regents and governing boards.

EPPs provide students with supervised classroom training but training opportunities could be expanded. EPPs are partnering with public schools and working to enhance these partnerships. The Legislature helps fund partnerships between EPPs and public schools through a \$1 million line-item appropriation in the state budget. New Mexico offers residencies and internships for aspiring school leaders, but EPPs report the need for additional resources. The Legislature changed state law in 2015 and made it easier for eligible teachers to become school administrators to alleviate shortages.

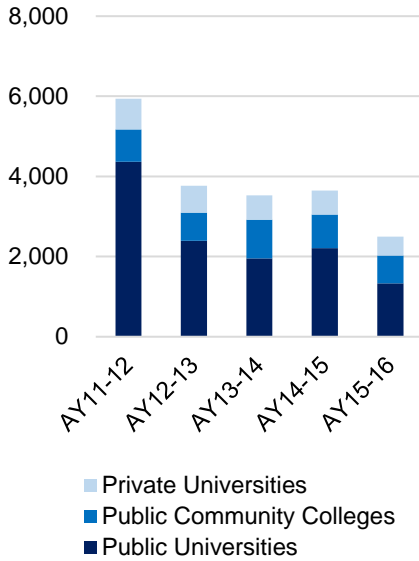
Progress Reports foster accountability by assessing the implementation status of previous program evaluation reports, recommendations and need for further changes.



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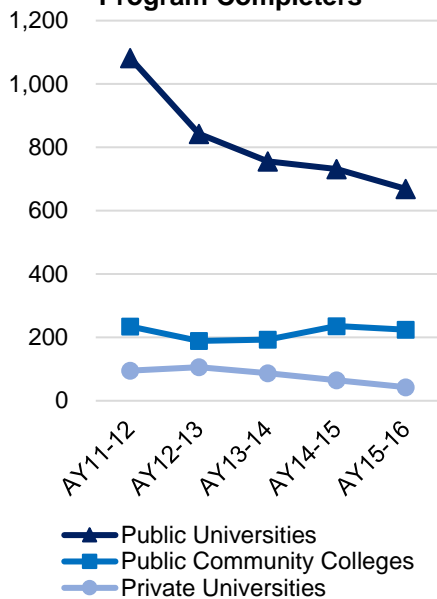
New Mexico's Future Teaching Workforce

Chart 1. New Mexico Education Preparation Program Enrolled Students



Source: Higher Education Act, Title II Reports.

Chart 2. New Mexico Educator Preparation Program Completers



Source: Higher Education Act, Title II Reports.

In-state institutions of higher education educate most New Mexico teachers

The majority of New Mexico public school teachers earn their highest academic degree from five New Mexico institutions of higher education (IHEs). In school year 2015-16 (SY16), 59 percent of New Mexico public school teachers had earned their highest level degree from either the University of New Mexico (UNM), New Mexico State University (NMSU), Eastern New Mexico University (ENMU), New Mexico Highlands University (NMHU), or Western New Mexico University (WNMU). This percentage appears stable over time since 60 percent of New Mexico public school teachers in SY12 received their highest degree from the same five New Mexico universities (See Table 1).

Table 1. Institutions of Higher Education where New Mexico Public School Teachers earned their Highest Level Degree.

HEI	SY12		SY16	
	Teachers	Percent	Teachers	Percent
UNM	5,994	26.4%	6,039	26.5%
NMSU	3,338	14.7%	3,383	14.8%
ENMU	1,933	8.5%	1,801	7.9%
NMHU	1,391	6.1%	1,453	6.4%
WNMU	911	4.0%	848	3.7%
All Other HEIs	7,407	32.6%	7,610	33.4%
No Degree	1,722	7.6%	1,680	7.4%
Total	22,696	100.0%	22,814	100.0%

Source: LFC analysis of PED data

New Mexico Educator Preparation Programs (EPPs) are enrolling and graduating fewer students than in previous years. Enrollment at New Mexico public and private EPPs decreased by 3,441 students, or 58 percent, from academic year (AY) 2011-12 through AY2015-16 (See Chart 1) while the number of students graduating from New Mexico EPPs has decreased by 476 students, or 34 percent. These data, from federal Higher Education Act (HEA) Title II reports published by the U.S. Department of Education (USDE), indicate fewer students are choosing to become teachers.

Over the same timeframe, the number of students graduating from EPPs at state universities declined by 38 percent, or 413 students, and decreased at state community colleges by 5 percent, or 11 students. The number of students completing teacher education programs at the four private, for-profit universities with EPPs declined by 32 percent, or 30 students, over the same period (See Chart 2). Decreases in EPP enrollment and graduates will impact the available supply of teachers in the future and possibly exacerbate issues of teacher recruitment, retention, and shortages in New Mexico's public education system.

Colleges of education across the U.S. are enrolling and graduating fewer students than in the past. According to a 2018 report from the American Association of Colleges for Teacher Education, enrollment declines are challenging colleges of education across the country, especially in fields such as math, science, and special education. The report highlights that the number of undergraduate education degrees awarded nationally each year is less than 100,000 which is a significant decline from a peak of over 200,000 in the early 1970s. Students earning graduate degrees in education increased steadily from the mid-1980s through 2010. Since 2010, graduate degrees and certificates in education have declined by 14 percent.

PED has developed its own alternative teacher licensure program which uses data from the NMTEACH teacher evaluation system. The alternative NMTEACH licensure pathway is set up for individuals who obtained a bachelor’s degree in a non-education field and are interested in teaching. A nonrenewable, two-year license is granted to allow a person to simultaneously complete required teaching of reading courses and complete required teacher exams while also teaching at a New Mexico public school that uses the NMTEACH teacher evaluation system. The Alternative NMTEACH Program allows a new teacher to teach at a school for two years while being mentored and evaluated by the school using the NMTEACH evaluation tool. According to available PED data, 416 teacher candidates were admitted to the NMTEACH alternative licensure program and PED’s online portfolio for alternative licensure (OPAL) program from FY15 through FY17.

Teacher Admissions and Licensure Standards

Colleges of education and PED have made progress in raising standards for educator preparation

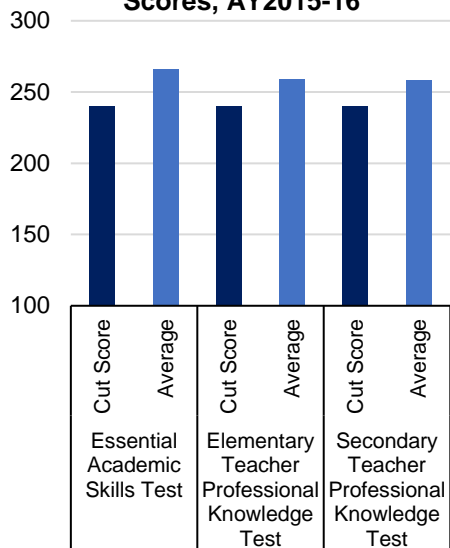
Some New Mexico colleges of education have raised their minimum grade point average (GPA) requirements for admission since 2012. The 2012 program evaluation observed that establishing more stringent entrance requirements at colleges of education could improve prospective teacher effectiveness. The program evaluation recommended that colleges of education should raise admissions requirements. In response, three out of New Mexico’s five traditional EPPs raised their minimum GPA requirements for admission from AY11-12 to AY15-16. However, the minimum GPA requirements for all five traditional EPPs in AY15-16 remained below the median GPA of admitted students suggesting there may be room for additional increases to minimum GPA requirements. There was no consistent pattern between changes in minimum GPA requirements and percent changes in enrollment. In July 2018, PED adopted new rules requiring EPPs to have a minimum GPA requirement of at least 2.75 on 4.0 scale (6.65.3.9 NMAC).

Table 2. Traditional Undergraduate EPP Minimum GPAs

Higher Education Institution	AY2011-12		AY2015-16		Minimum GPA Requirement	Enrollment Change from 2011-12 to 2015-16
	Minimum GPA Required	Median GPA of Accepted Students	Minimum GPA Required	Median GPA of Accepted Students		
UNM	2.75	3.60	2.75	3.30	Unchanged	-68%
NMSU	2.50	3.46	3.00	3.60	Increased	-83%
ENMU	2.80	3.38	3.00	3.39	Increased	+117%
NMHU	2.50	3.46	3.00	3.50	Increased	-93%
WNMU	2.50	3.25	2.50	3.29	Unchanged	-61%

Source: HEA Title II Reports

Chart 3. NMTA Test Cut Scores and Average Scores, AY2015-16



Source: 2017 HEA Title II Report

New Mexico raised the cut scores to several of its teacher licensure exams in 2017. The New Mexico Teacher Assessment (NMTA) program tests required for initial teacher licensure are either National Evaluation Series™ (NES) tests or custom NMTA tests. In January 2015, New Mexico replaced nearly all of its custom NMTA licensure assessments with NES tests. The Education Administrator, Education Diagnostician, and Reading Content Knowledge tests are the remaining custom NMTA tests available. Pearson Inc. developed both the NES and original custom NMTA tests. Appendix B shows the required tests for each type of New Mexico education licensure.

In 2000, the New Mexico State Board of Education set cut scores for all custom New Mexico Teacher Assessment (NMTA) exams, calculated on scale of 100 to 300, at a scaled passing score (sometimes called a cut score) of 240. The 2012 program evaluation noted the NMTA custom test cut scores were too low to effectively measure teacher quality, since the 240 cut score was a standard deviation below the average state score of 260. In academic year 2015-16, the average state scores on the custom NMTA tests for teacher essential academic skills and professional knowledge were still well above the established cut scores (See Chart 3). The 2012 evaluation mentioned that over 90 percent of teachers from traditional EPPs pass their teacher professional knowledge/competency tests, which is still the case based on AY15-AY17 PED data (See row 6 of Appendix E). The NMTA custom test cut scores were unchanged until 2015 when the NMTA custom tests were replaced with equivalent National Evaluation Series™ (NES) exams. The NES exams are calculated on a scale of 100 to 300 with a national benchmark cut score of 220, but states can set their own cut scores for NES exams. In January 2017, New Mexico raised the cut scores to 12 of 32 (38 percent) offered NES licensure exams (See Appendix C). Based on the most current HEA Title II report data, LFC staff estimate these cut score changes would have impacted 914 of the 2,487 licensure exams (37 percent) taken by public EPP graduates in AY2015-16. Pearson Inc. notes that the cut scores of different exams are not indicative of the relative difficulty of the tests when compared to other tests.

New Mexico statute requires undergraduate education students to take more core classes than required for other college majors, which potentially delays education students' graduation. The New Mexico School Personnel Act requires teacher candidates to complete at least 38 credit hours of general arts and sciences courses before being eligible for a New Mexico teachers license (Section 22-10A-6 NMSA 1978). The New Mexico Post-Secondary Education Articulation Act requires the Higher Education Department (HED), in consultation with faculty, to develop a general education core curriculum of at least 30 credit hours for a bachelor's degree (Section 21-1B-3 NMSA 1978). HED is requiring all state institutions of higher education (IHEs) to adopt a core curriculum requirement of 31 credit hours across six content areas by August 1, 2019. Aligning teacher candidate's general education requirements to the statewide general education core could reduce teacher candidate's tuition costs and time to graduation. In 2015, the Legislature reduced teacher candidates' general education requirement from 57 credit hours to 38 credit hours (Laws 2015, Chapter 97; SB329).

Increased State Oversight of Educator Preparation Programs

PED enhanced its oversight of EPPs but may need to address stakeholder concerns

EPPs require PED program approval and some also acquire voluntary programmatic accreditation. PED approval of a EPP is required for EPP graduates to be eligible for teacher licensure in New Mexico (Sections 21-22E-3 and 22-2-2, NMSA 1978). Institutions of higher education (IHEs) offering EPPs must have regional accreditation for a EPP to be approved by the PED. All New Mexico EPPs have PED approval and some also have programmatic accreditation from the Council for the Accreditation of Educator Preparation (CAEP), formerly known as the National Council for Accreditation of Teacher Education (NCATE). CAEP is a voluntary, national programmatic accrediting agency for EPPs. The 2012 program evaluation reported that PED’s process for EPP approval and renewal relied heavily on NCATE accreditation standards.

PED’s new administrative rules for approving and renewing EPPs involve site visits and A-F performance scorecards. PED’s new rules (6.65.3 NMAC), which became effective July 1, 2018, incorporate some of the recommendations from the 2012 program evaluation regarding EPP approval, but stakeholders have raised concerns. PED’s new rules will require all existing EPPs in the state to reapply for program approval by the end of SY19. The reapplication process begins with a PED-appointed advisory council, the Professional Practices and Standards Council (PPSC), reviewing EPP applications and providing recommendations to PED. PED’s system for EPP approval and renewal consists of two main components: comprehensive site visit reviews and scorecards assigning EPPs an A-F letter grade.

Certified review teams, comprised of PED-trained staff and stakeholders, will be required to conduct comprehensive site visit reviews of EPPs every four years. The site visit reviews are meant to assess EPPs’ curriculum design and delivery, clinical teaching experiences, candidate quality, and practices for continuous improvement. Based on the site visit review observations and documentation, certified review teams will rate EPPs with one of five site visit classifications (See Table 4). If a EPP receives a classification of either “developing” or “underdeveloped,” then the EPP will be placed on a probationary period of two years to improve their scorecard grade before revocation of PED approval.

The 2012 program evaluation recommended incorporating student outcome data and educator retention data in the EPP program approval and renewal process. Under the new administrative rules, PED will publish annual scorecards grading each EPP’s performance on an A-F letter grade scale according to various metrics. In June 2018, PED released preliminary scorecards assigning A-F letter grades to EPPs for 2017. The scorecards grade

Table 3. CAPE/NCATE Program Accreditation Terms

Higher Education Institution	Accreditation Term
UNM	May 2016 - Jun 2022
NMSU	Apr 2018 – Jun 2025
ENMU	Oct 2011 - Dec 2018
NMHU	Apr 2012 - Jun 2020
NNMC	Oct 2016 - Oct 2023
WNMU	Oct 2011 - Dec 2019

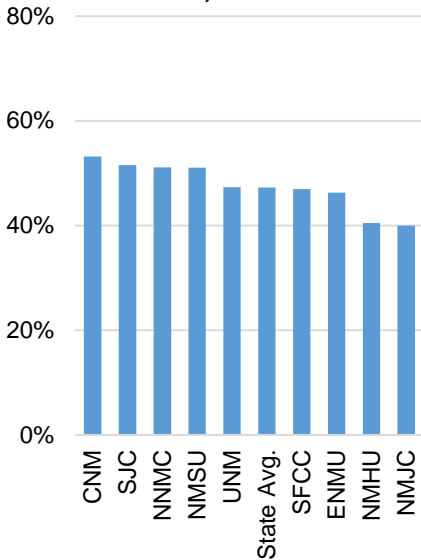
Source: CAEP

Table 4. PED's Rating System for EPP Program Approval

Site Visit Classification	Scorecard Grade	Program Status
Industry Leader	A	PED Approved
Well-developed	B	
Proficient	C	
Developing	D	Probation or Revocation
Underdeveloped	F	

Source: 6.65.3 NMAC

Chart 4. EPP Graduates with Effective or Higher on NMTEACH Student Achievement Growth Measure, SY15-SY17

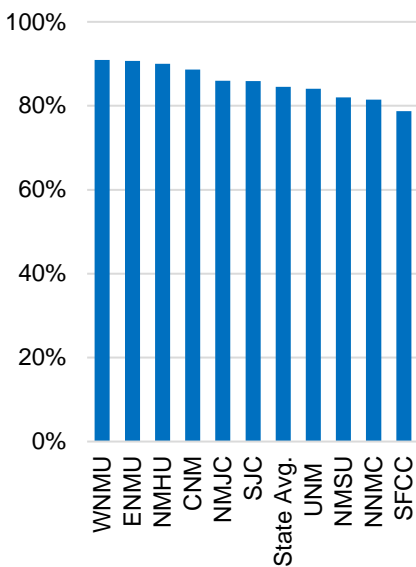


Source: PED Preliminary 2017 EPP Scorecards

EPPs according to metrics such as licensure exam passage rates, the ethnic diversity of EPP students, program completers working as teachers in New Mexico, and program completer teacher evaluations. Appendix E shows how each EPP performed on the metrics compared to each other, the state average, and PED’s performance goals. Four EPPs earned a ‘B’ grade (UNM, NMSU, CNM, and NNMC), eight EPPs received a ‘C’ grade (ENMU, NMHU, WNMU, SFCC, NMJC, SJC, Wayland Baptist University, and Online Portfolio Alternative Licensure), and one EPP (University of the Southwest) earned a ‘D’ grade. Any EPP receiving below a ‘C’ grade will have a probationary period of two years to improve their scorecard grade before PED revokes its approval. PED has committed to releasing final 2017 scorecards in fall 2018. The final grades released in fall 2018 will impact whether EPPs are approved or placed on probation.

The 2012 program evaluation recommended PED develop, in collaboration with stakeholders, a methodology for calculating each EPP’s average teacher value-added scores to identify performance benchmarks. A part of PED’s methodology for its EPP performance scorecards includes rating EPPs based on their program completers’ NMTEACH observations and value-added student achievement scores. Specifically, PED measures the percent of EPP program completers, in their first three years after graduation, rated as “effective” or higher on the NMTEACH student achievement growth measure (See Chart 4).

Chart 5. Percent of EPP Graduates still teaching in New Mexico after Two Years, SY15-SY17



Source: PED Preliminary 2017 EPP Scorecards

Stakeholders have raised concerns regarding PED’s new EPP approval process and A-F scorecards. During the public rule hearing on May 1, 2018, stakeholders disagreed with including performance metrics in the EPP scorecards that measure things outside of EPPs’ direct control, such as the proportion of enrolled students from an underrepresented ethnic group or the employment retention rates of program completers. Education stakeholders also expressed general opposition to using the NMTEACH teacher evaluation data of program completers in the scorecards. The new administrative rule will require EPP students to gain some experience working as student teachers under the supervision of a teacher rated as “highly effective” or “exemplary” on the NMTEACH system. This requirement may pose logistical problems for EPPs because only 32 percent of teachers statewide were rated as “highly effective” or “exemplary” in 2017. EPPs have suggested that students should be allowed to practice teaching under the supervision of teachers rated as “effective” as well. However, PED notes that the number of teachers earning ratings of “highly effective” and “exemplary” has increased over time.

Some language in PED’s new administrative rules on EPP approval may conflict with state law. PED’s new rules define its authority as providing EPPs with “approval for continued operation” (6.65.3.13 NMAC). However, state law gives boards of regents (N.M. Cons. Art. XIII, Sec. §13) and community college governing boards (Section 21-13-11 NMSA 1978) of state institutions of higher education (IHEs) the authority to control and manage their respective IHEs. Due to this constitutional and statutory language, PED might not have the authority to discontinue EPPs from operating. However, PED does have the authority to not issue teacher licenses to graduates from non-approved EPPs. PED may need to revise its rules to reflect this distinction.

The Higher Education Department (HED) could use its funding recommendation process to further incentivize EPPs toward state goals.

State statute, Section 21-2-5 NMSA 1978, requires HED to prepare an annual recommendation for funding the state’s IHEs. HED prepares the annual recommendation for IHEs’ instruction and general (I&G) appropriations through a funding formula (Section 21-2-5.1 NMSA 1978). The higher education I&G funding formula is performance-based, rewarding IHEs for performance on degree completions and other metrics. The 2012 program evaluation recommended HED include EPP outcome data and employment retention rate data in the formula. The I&G funding formula counts EPP degrees in its degree completion metrics, but does not include employment retention rate data.

Degree completion data suggests IHEs are responding to the I&G formula’s incentives. The number of students from public IHEs receiving higher education credentials increased by 11 percent, or 2.4 thousand students, from AY13 through AY17 since HED implemented its new performance-based formula (See Chart 6). Despite these increases, EPP enrollment and program completion has decreased (See page 2).

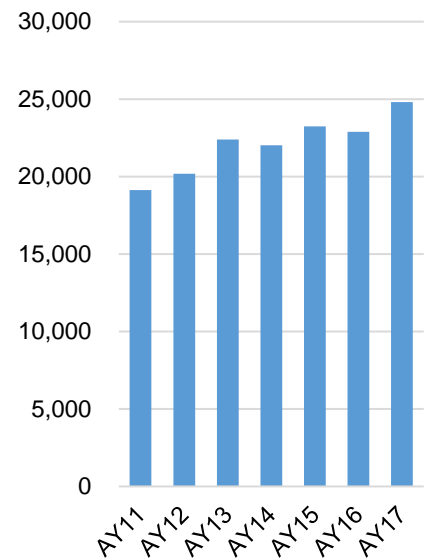
The 2012 evaluation also recommended HED should discontinue funding in its funding recommendation for any EPP that loses PED approval. HED has never had to discontinue funding for a EPP because PED has not discontinued approval for a EPP at a public IHE. However, HED has discretion over which credentials and credit hours to count in the I&G funding formula. Although HED has guidelines over which credentials and credit hours are not counted in the funding formula, these guidelines have not been formally promulgated into the New Mexico Administrative Code (NMAC). HED could promulgate new administrative rules stating that credentials and credit hours from EPPs without PED approval would be excluded from the I&G funding formula.

EPPs are providing students with supervised classroom training but expanded training opportunities remain

EPPs are required to provide teacher candidate students with supervised classroom training and mentorship, sometimes called ‘clinical experiences,’ as well as practice teaching students (6.65.3.9 NMAC). Research from the Learning Policy Institute, a non-profit education research group, highlights the potential for clinical experiences and residencies to enhance teacher training, recruitment, and retention.

New Mexico EPPs partner with public schools and are working to enhance these partnerships. For example, New Mexico State University’s (NMSU) EPP places its teacher candidate students in local schools in Las Cruces and Gadsden for clinical and student teaching experiences. NMSU EPP officials note that the NMSU faculty and supervising teachers at these schools work collaboratively and annually hold shared professional development meetings each summer. In 2013, the University of New Mexico (UNM) received a private grant from the W.K. Kellogg Foundation to train teacher candidates in rural, highly diverse schools. Central New Mexico (CNM) alternative licensure students are required to complete at least 50 hours of fieldwork and a supervised student teaching experience. Officials from New Mexico Highlands University (NMHU) report that they are aligning their

Chart 6. New Mexico students receiving a Higher Education Degree or Certificate



Source: LFC analysis of HED I&G formula data.

clinical experiences with their teaching methods courses to make the coursework more relevant and practical. Northern New Mexico College (NNMC) reports that all its elementary teacher candidates must complete field teaching lab experiences. Eastern New Mexico University (ENMU) began co-teaching training for their student teachers in fall 2014. Western New Mexico University (WNMU) reports that the majority of its student teachers are placed in high need schools with highly effective teachers serving as mentors.

Teacher residencies, which connect graduate-level teacher candidates to public schools, are also available to New Mexico students. In 2017, the UNM EPP partnered with Albuquerque Public Schools (APS) to form the Albuquerque Teacher Residency Partnership. The partnership allows teacher residents to receive mentoring in the classroom while also completing coursework toward a Master's degree in education. The UNM teacher residency program provides teacher residents with an annual stipend of \$14 thousand, which is less than the median annual stipend (\$19 thousand per year) of 36 teacher residency programs that are part of the National Center for Teacher Residencies network.

The Legislature funds partnerships between EPPs and public schools through a line-item appropriation in the state budget. The Legislature has included a line-item appropriation in the annual General Appropriation Act (GAA) called “Next Generation School Teacher and School Leader Preparation Programs” since 2015. This line-item appropriation provides funding to PED for developing partnerships between EPPs and public schools for educator preparation and recruitment. In August 2018, PED released a request for application (RFA) for FY19 grant awards of up to \$450 thousand for EPPs to establish collaborative partnerships with public schools. The line-item appropriation for partnerships between EPPs and school districts has decreased each year from \$4.1 million in FY16 to \$1 million in FY19.

The Legislature appropriates funding for the Teachers Pursuing Excellence (TPE) program, which provides cohorts of teachers with professional development and mentoring for two years. The Legislature appropriated \$2 million for TPE programs in FY19. PED reports that teachers participating in TPE programs improve their NMTEACH teacher evaluation ratings. PED also reports that students at TPE schools achieve higher growth than the state average growth on Partnership for Assessment of Readiness for College and Careers (PARCC) exams. According to PED, students of TPE teachers experienced 4.5 times more growth than the state average growth in PARCC English language arts proficiency, and 2.7 times more growth in PARCC math proficiency from 2016 to 2017. Professional development and mentoring programs for teachers, such as TPE, may help teacher recruitment and retention.

The Legislature appropriated funding in FY19 specifically for preparing teachers to teach English learners (ELs). The Legislature appropriated \$92.6 thousand to HED to distribute grants to EPPs for expanding and improving teaching English to speakers of other languages (TESOL) and bilingual multicultural education. PED school enrollment data from SY17 indicate that approximately 13.6 percent of New Mexico public school students are EL students. Preparing more teacher candidates to teach EL students in EPPs would likely increase EL student achievement and enhance teacher preparation.

School Leadership and Administrator Preparation

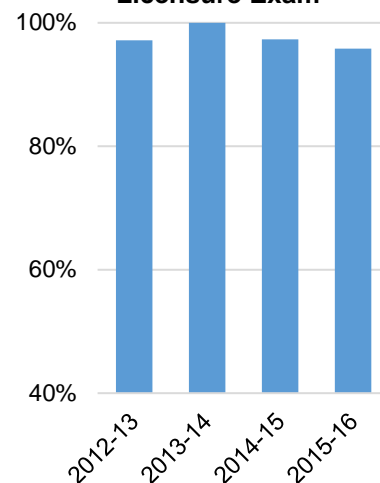
The cut score for the school administrator licensure exam should be raised but has not been raised. The 2012 program evaluation noted that 100 percent of administrator program completers passed the education administration licensure exam between 2008 and 2010. More recent data from federal Higher Education Act (HEA) Title II reports indicate 134 of 137 program completers taking the education administration licensure exam passed the licensure exam between AY2012-13 and AY2015-16, which is a total pass rate of 98 percent. The passing cut score for the administrator licensure exam is 240 out of 300 but the statewide average score in AY2015-16 was 268. LFC staff recommended increasing the cut score for the administrator licensure exam in 2012 but the cut score has not been increased.

In 2015, the Legislature changed state law and made it easier for eligible teachers to become school administrators to alleviate shortages. New Mexico used to require a teacher to have least six years of teaching experience, i.e. three years as a level I teacher and then three years as a level II teacher, before they could be eligible to obtain a license in education administration. The 2012 evaluation noted that teachers could earn more as a level III teacher after six years of experience than as an entry-level school principal, which, in effect, reduces the supply of qualified candidates for school administrator positions. In 2015, the Legislature passed HB153 (Laws 2015, Chapter 74) which removed the requirement for level II teachers to teach at-least three years before being eligible to obtain an education administration license.

New Mexico’s teaching experience requirement for education administrators is now comparable with its surrounding states (See Table 5). Teachers are now eligible for an administrator’s license if they complete a PED-approved administrator preparation program, have a post-baccalaureate degree or National Board for Professional Teaching Standards certificate, and have a level II or level III teacher’s license (Section 33-10-11.4 NMSA 1978). Although PED’s website accurately reflects current administrator license requirements, PED administrative rules (6.62.2.8 and 6.62.2.9 NMAC) need to be updated to align with state statute.

The Legislature appropriates funding for the Principals Pursuing Excellence (PPE) program, which provides cohorts of principals with professional development and mentoring for two years. The Legislature appropriated \$2 million for PPE programs in FY19. PED notes schools participating in PPE achieve higher growth in student test proficiency than the state average growth on PARCC exams. PED reported PPE schools experienced more than three times the state average improvement in PARCC English language arts proficiency and 1.7 times the state average improvement in PARCC math proficiency from 2016 to 2017. Professional development and mentoring programs for principals, such as PPE, may help principal recruitment and retention.

Chart 7. Pass Rate of Education Administrator Licensure Exam



Source: LFC analysis of HEA Title II Reports

Table 5: Years of Teaching Experience needed to become a School Principal

State	Years of Teaching	Statute or Regulation
Arizona	3	R7-2-616
Colorado	3	CCR 3.03(1)(c)
New Mexico	3	22-10A-11.4 NMSA 1978
Oklahoma	2	70 O.S. 6-189
Texas	2	TAC 241.2
Utah	3	UAC R277-502-4 and R277-505-4

Source: State websites accessed July 2018

New Mexico offers residencies and internships for aspiring school leaders, but EPPs report a need for more resources for school principal preparation. The education leadership programs at NMSU and NMHU require two internship semesters of on-site school leader mentorship. UNM's program requires one internship/practicum semester. UNM, in partnership with APS, has provided seven student cohorts (87 students) with residencies with school leaders since 2011. EPP officials report that additional funding would allow EPPs and school districts to provide additional scholarships, internships, and residencies for school leader candidates.




New Mexico Educator Accountability Reporting System

Available records indicate PED has not published a statewide educator accountability report, required by state statute, since 2015.

Under Section 22-10A-19.2 NMSA 1978, PED is annually required to develop a statewide educator accountability report providing data on New Mexico EPPs from program pre-entry to post-graduation. The 2012 LFC program evaluation on teacher and administrator preparation programs recommended amending statute to better align PED's New Mexico Educator Accountability Reporting System (EARS) report with the data reports required by the U.S. Department of Education under Title II of the federal Higher Education Act. The 2012 program evaluation also recommended amending statute to require student outcomes data (e.g. employment retention rates and student achievement) in the PED's EARS report. These legislative changes have not been enacted. Furthermore, PED does not make past EARS reports publically available on its website. Some EARS reports from 2013 through 2015 are available online through EPP websites but these records indicate that the last EARS report was published in 2015.






Finding

Low teacher admission requirements and licensure standards perpetuate low student performance.

Recommendation	Status			Comments
	No Action	Progressing	Complete	
The PED should phase-in increases to the NMTA licensing cut scores, beginning in FY16.				PED increased the cut scores to 12 out of 32 (38 percent) NMTA licensure exams in January 2017.
The Legislature should couple increases in beginning teacher licensure standards with level I starting teacher salaries. To allow students and institutions to adjust for higher standards, the Legislature and PED should target implementation for FY16.				Starting teacher salaries and licensure exam cut scores have both been increased since 2012, but these actions were not directly coupled to each other. In 2018, the Legislature increased the statutory minimum annual salary for level I teachers from \$30 to \$36 thousand (Laws 2018, Chapter 72).
Colleges of education should raise admission requirements, including the minimum NMTA basic skills assessment.				Some New Mexico colleges of education have raised their minimum grade point average (GPA) requirements for admission since 2012. In July 2018, PED adopted new administrative rules requiring EPPs to have minimum GPA requirements of at least 2.75 on 4.0 scale (6.65.3.9 NMAC). In 2017, the cut scores to 36 percent of NMTA licensure exams were increased, but the cut score for the Essential Academic Skills test was not raised.

Finding

The Public Education Department could better oversee preparation programs to improve teacher quality.

Recommendation	Status			Comments
	No Action	Progressing	Complete	
PED, with colleges of education, the LFC, and the LESC, should develop a methodology for calculating average value-added scores by institution, to calculate this value-added score manually, and identify performance benchmarks for each college of education.				A part of PED's methodology for its EPP scorecards includes rating EPPs according to their program completers' NMTEACH observation scores and value-added student achievement scores. However, PED will likely need to refine its NMTEACH teacher effectiveness and EPP scorecard methodologies with stakeholders going forward.
The PED's Professional Practices and Standards Council should review student outcome data to supplement NCATE institutional reports in the program approval and renewal process.				New PED rules stipulate that approval will be provided to programs earning at least a 'C' on EPP scorecards and 'proficient' rating on the site visit (6.65.3.13 NMAC). According to draft Professional Practices and Standards Council guidance, EPP applications must include (if applicable) assessment data demonstrating success of currently-approved educator preparation programs.
HED should discontinue funding programs that lose state approval.				HED has never had to discontinue funding for a EPP because PED has not discontinued approval for a EPP at a public HEI. HED could promulgate new administrative rules stating that credentials and credit hours from EPPs without PED approval would be excluded from the I&G funding formula.
HED should identify options for incorporating teacher preparation program outcome data and employment retention rates in the higher education performance based funding formula through the funding formula task force.				The higher education performance-based funding formula counts EPP degrees in its degree completion metrics, but does not include employment retention rate data.
Colleges of education should improve and expand research based teacher clinical experiences for traditional licensure programs.				New Mexico EPPs are required to provide teacher clinical experiences to their students. New Mexico EPPs are partnering with public schools and working to enhance these partnerships. PED is requiring students participating in clinical experiences to be placed with supervising teachers rated as "highly effective" or "exemplary" on the NMTEACH evaluation system.



Finding

Increasing entrance standards, exit standards, and programmatic quality will raise administrator quality.

Recommendation	Status			Comments
	No Action	Progressing	Complete	
PED should raise licensure cut scores for administrators				PED has not raised the cut score for the Education Administrator licensure examination.
PED should link public school grades to administrator preparation institutions and consider this data during program approval and renewal.				PED's newly promulgated rules for approving and rating educator preparation programs (6.65.3 NMAC) encompasses administrator preparation programs but does not separately rate administrator preparation programs. However, student academic growth on state assessments is a subcomponent of both PED's EPP scorecard rating system and A-F school grading system.
Colleges of education should improve and expand research-based administrator clinical experiences, including: strategically recruit and select principal candidates with the greatest leadership potential; require full-time, semester-long residency for principals; and partner with districts to develop and support principal residency and mentoring programs.				The education leadership programs at NMSU and NMHU require two internship semesters of on-site school leader mentorship. UNM's program requires one internship/practicum semester. UNM, in partnership with APS, has provided seven student cohorts (87 students) with residencies with school leaders since 2011. EPP officials report that additional funding would allow EPPs and school districts to provide additional scholarships, internships, and residencies for school leader candidates.
The Legislature should reduce minimum teaching requirements to obtain an administrative license.				In 2015, the Legislature passed HB153 (Laws 2015, Chapter 74) which removed the requirement for level II teachers to teach at-least three years before being eligible to obtain an education administration license. New Mexico's teaching experience requirement for education administrators is now comparable with its surrounding states.

Finding

New Mexico's educator reporting system can be simplified and improved by including outcomes data.

Recommendation	Status			Comments
	No Action	Progressing	Complete	
The Legislature should revise statute to substitute the federal Title II report for the educator accountability reporting system, including student achievement data and teacher retention data by college.				The Legislature has not amended state statute, Section 22-10A-19.2 NMSA 1978, to better align with the reports required under Title II of the federal Higher Education Act (HEA).
PED should annually calculate a three year employment retention rate for each college of education.				PED has not historically published teacher employment retention rate data. However, the preliminary EPP 2017 scorecards released in June 2018 include a teacher retention rate metric.

Appendix A. New Mexico EPP Minimum GPA Requirements

Table X. Educator Preparation Program Minimum GPAs

Higher Education Institution	AY2011-12		AY2015-16		Minimum GPA Requirement
	Minimum GPA Required	Median GPA of Accepted Students	Minimum GPA Required	Median GPA of Accepted Students	
UNM - Traditional	2.75	3.60	2.75	3.30	Unchanged
NMSU - Traditional	2.50	3.46	3.00	3.60	Increased
ENMU - Traditional	2.80	3.38	3.00	3.39	Increased
NMHU - Traditional	2.50	3.46	3.00	3.50	Increased
WNMU - Traditional	2.50	3.25	2.50	3.29	Unchanged
NNMC - Alternative	Not Reported	3.25	Not Reported	3.41	Unchanged
CNM - Alternative	Not Reported	3.24	3.00	3.41	Increased
NMJC - Alternative	-	-	2.25	3.03	-
SJC - Alternative	Not Reported	3.13	Not Reported	3.08	Unchanged
SFCC - Alternative	2.50	3.35	2.50	3.12	Unchanged

Source: HEA Title II Reports

Appendix B. NMTA Program Tests for Education Licenses

New Mexico Teacher Assessment (NMTA) Program Tests for Education Licenses

Education License	Test Type	Tests
Early Childhood	NES	Essential Academic Skills Tests
	NMTA Custom Test	Early Childhood Teacher Competency
Elementary Education	NES	Essential Academic Skills Tests
	NES	Elementary Education
	NES	Essential Components of Elementary Reading Instruction
	NES	Professional Knowledge: Elementary
Grades PreK-12 Teaching	NES	Essential Academic Skills Tests
	NES or NMTA Custom Test	Content Knowledge Assessments
	NES	Professional Knowledge: Elementary or Secondary
Middle Level Education	NES	Essential Academic Skills Tests
	NES or NMTA Custom Test	Content Knowledge Assessments
	NES	Professional Knowledge: Elementary or Secondary
Secondary Education	NES	Essential Academic Skills Tests
	NES or NMTA Custom Test	Content Knowledge Assessments
	NES	Professional Knowledge: Secondary
Special Education	NES	Essential Academic Skills Tests
	NES or NMTA Custom Test	Content Knowledge Assessments
	NES	Professional Knowledge: Secondary
Educational Administrator	NMTA Custom Test	Education Administrator Content Knowledge
Educational Diagnostician	NMTA Custom Test	Education Diagnostician Content Knowledge
School Counselor	NES	School Counselor Content Knowledge

Source: NMTA

Appendix C. Licensure Exam Cut Score Changes

Table X. New Mexico Education Licensure Exam Cut Scores from 2016 to 2017

New Mexico Teaching Licensure Exam	Test Type	2016 Cut Score	2017 Cut Score	Change
Art	NES	220	224	4
Assessment of Professional Knowledge: Elementary	NES	220	222	2
Assessment of Professional Knowledge: Secondary	NES	220	220	-
Assessment of Teacher Competency (Essential Academic Skills Test)	NMTA custom	240	240	-
Early Childhood Education (Birth - PreK)	NES	220	220	-
Early Childhood Education (Age 3 - Age 8)	NES	220	220	-
Educational Administrator	NMTA custom	240	240	-
Educational Diagnostician	NMTA custom	240	240	-
Elementary Education: Subtest I	NES	220	227	7
Elementary Education: Subtest II	NES	220	228	8
English Language Arts	NES	220	223	3
English to Speakers of Other Languages (ESOL)	NES	220	220	-
Essential Academic Skills	NES	220	220	-
Essential Components of Elementary Reading Instruction	NES	220	220	-
Family and Consumer Sciences	NES	220	220	-
French	NES	220	220	-
General Science	NES	220	220	-
German	NES	220	220	-
Gifted Education	NES	220	220	-
Health	NES	220	220	-
Mathematics	NES	220	222	2
Middle Grades English Language Arts	NES	220	220	-
Middle Grades General Science	NES	220	231	11
Middle Grades Mathematics	NES	220	225	5
Middle Grades Social Sciences	NES	220	220	-
Music	NES	220	224	4
Physical Education	NES	220	220	-
Reading	NMTA custom	240	240	-
School Counselor	NES	220	222	2
School Library Media Specialist	NES	220	220	-
Social Science	NES	220	220	-
Spanish	NES	220	222	2
Special Education	NES	220	224	4

Source: NMTA and NES

Appendix D. Council for the Accreditation of Educator Preparation (CAEP) Accreditation Standards

Council for the Accreditation of Educator Preparation (CAEP) Standards for Accreditation

Standard	Description
Standard 1: Content and Pedagogy	The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.
Standard 2: Clinical Partnerships and Practice	The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.
Standard 3: Candidate Quality, Recruitment, and Selectivity	The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.
Standard 4: Program Impact	The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.
Standard 5: Provider Quality, Continuous Improvement, and Capacity	The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Source: CAEP

Appendix E. 2017 Preliminary Educator Preparation Scorecard Performance, SY15 through SY17

2017 Preliminary Educator Preparation Program Scorecard Performance

EPP Performance Domain	Metric	PED Set Goal	State Avg.	UNM	NMSU	CNM	ENMU	NNMC	NMHU	WNMU	SFCC	NMJC	SJC
Admissions	Proportion of applicants admitted.	90%	74%	81%	95%	86%	80%	71%	91%	88%	73%	70%	76%
	Proportion of admitted student cohort who passed all required Essential Skills tests on first try.	90%	73%	82%	87%	95%	73%	67%	73%	75%	82%	67%	85%
	Proportion of admitted student cohort from an underrepresented demographic group.	75%	48%	58%	62%	42%	40%	67%	52%	56%	38%	42%	30%
Candidate Promise	Proportion of program completer cohort from an underrepresented demographic group.	75%	47%	56%	62%	39%	36%	62%	61%	45%	38%	34%	38%
	Average teacher licensure test score of program completer cohort.	75%	53%	59%	50%	67%	49%	55%	50%	64%	66%	58%	50%
	Proportion of program completer cohort passing teacher licensure exams.	100%	88%	94%	91%	97%	94%	94%	91%	96%	92%	91%	87%
Hiring and Retention	Proportion of program completer cohort teaching STEM subjects in New Mexico.	60%	35%	60%	30%	41%	29%	51%	67%	15%	26%	9%	31%
	Proportion of program completer cohort teaching 9th-12th grade in New Mexico.	50%	28%	21%	28%	41%	37%	34%	21%	13%	33%	3%	26%
	Proportion of program completer cohort teaching in New Mexico.	85%	72%	56%	46%	85%	65%	82%	68%	70%	58%	84%	84%
	Proportion of program completer cohort teaching in a school with a 'D' or 'F' school grade or a high percentage of low-income, special education, or English learners.	45%	39%	44%	33%	39%	39%	40%	46%	47%	39%	37%	25%
	Proportion of program completer cohort still teaching in a NM public school after two years.	95%	85%	84%	82%	89%	91%	82%	90%	91%	79%	86%	86%
Classroom Performance	Proportion of program completer cohort achieving an "effective" or higher on NMTEACH Teaching and Learning observations.	90%	75%	85%	75%	81%	81%	75%	75%	75%	79%	79%	65%
	Proportion of program completer cohort achieving an "effective" or higher on NMTEACH Teacher Attendance measure.	95%	66%	85%	77%	74%	82%	75%	73%	56%	72%	54%	62%
	Proportion of program completer cohort achieving an "effective" or higher on NMTEACH Student Achievement Growth measure.	75%	48%	47%	51%	53%	46%	51%	41%	42%	47%	40%	52%
	Proportion of program completer cohort achieving an "effective" or higher on NMTEACH Planning and Professionalism observations.	95%	89%	92%	92%	92%	95%	84%	88%	91%	91%	96%	88%
	Proportion of program completer cohort achieving an "effective" or higher on NMTEACH Opportunity to Learn measures.	80%	54%	48%	58%	49%	56%	51%	58%	65%	45%	77%	35%
Summative A-F Letter Grade		A	-	B	B	B	C	B	C	C	C	C	C

Source: PED 2017 Preliminary EPP Scorecards and Draft PED Scorecard Technical Manual
 Note: State average includes data from four private EPPs as well as public EPPs.