

# Teacher Effectiveness and New Mexico Educator Equity Plan

Legislative Education Study Committee

Chairman Dennis Roch and Vice-Chairman John Sapien

November 19, 2015



Hanna Skandera  
Secretary of Education

# Historical Background

- The 2002 reauthorization of the Elementary and Secondary Education Act, known as No Child Left Behind, called for all students to be taught by highly qualified teachers by 2006
- States also were required to create plans to ensure that students from low-income families and students of color are not taught at higher rates than other students by underqualified, inexperienced, or out-of-field teachers
- In fall 2014 the US Department of Education released an equity profile for each state – that profile was the basis for the identification of New Mexico’s equity gaps

# Federal Requirements

Each state Educator Equity Plan (EEP) must:

1. Document and describe stakeholder consultation
2. Identify equity gaps
3. Explain the likely cause of equity gaps
4. Set forth strategies to eliminate equity gaps
5. Describe measures to evaluate progress toward eliminating gaps
6. Describe how New Mexico will publically report on progress

# Research on Equitable Access

National data shows that the following student groups are less likely to have access to effective teachers and school leaders according to virtually every metric available:

- Students of color
- Students from low-income families
- Rural students
- Students with disabilities
- Students with limited English proficiency
- Students in need of academic remediation

*Source:* Institute of Education Sciences, data from the U.S. Department of Education's Office for Civil Rights

# Equity – Why it Matters

- All students deserve an equal educational opportunity that prepares them for a successful life; access to excellent educators ensures all students have the chance to succeed
- Excellent educators are those fully able to support students to be on track to graduate from high school ready for college and careers

# New Mexico's Plan

- Educator Equity Plan submitted to the U.S. Department of Education on June 1, 2015 and finalized on November 18, 2015
  - In a press release from the U.S. Department of Education, New Mexico was praised for including a teacher preparation report card and for providing incentives for exceptional teachers and encourage them to remain in the classroom
- The plan will be used to facilitate conversations on our progress in closing equity gaps
- PED will provide annual updates on progress to the public

# Stakeholder Input

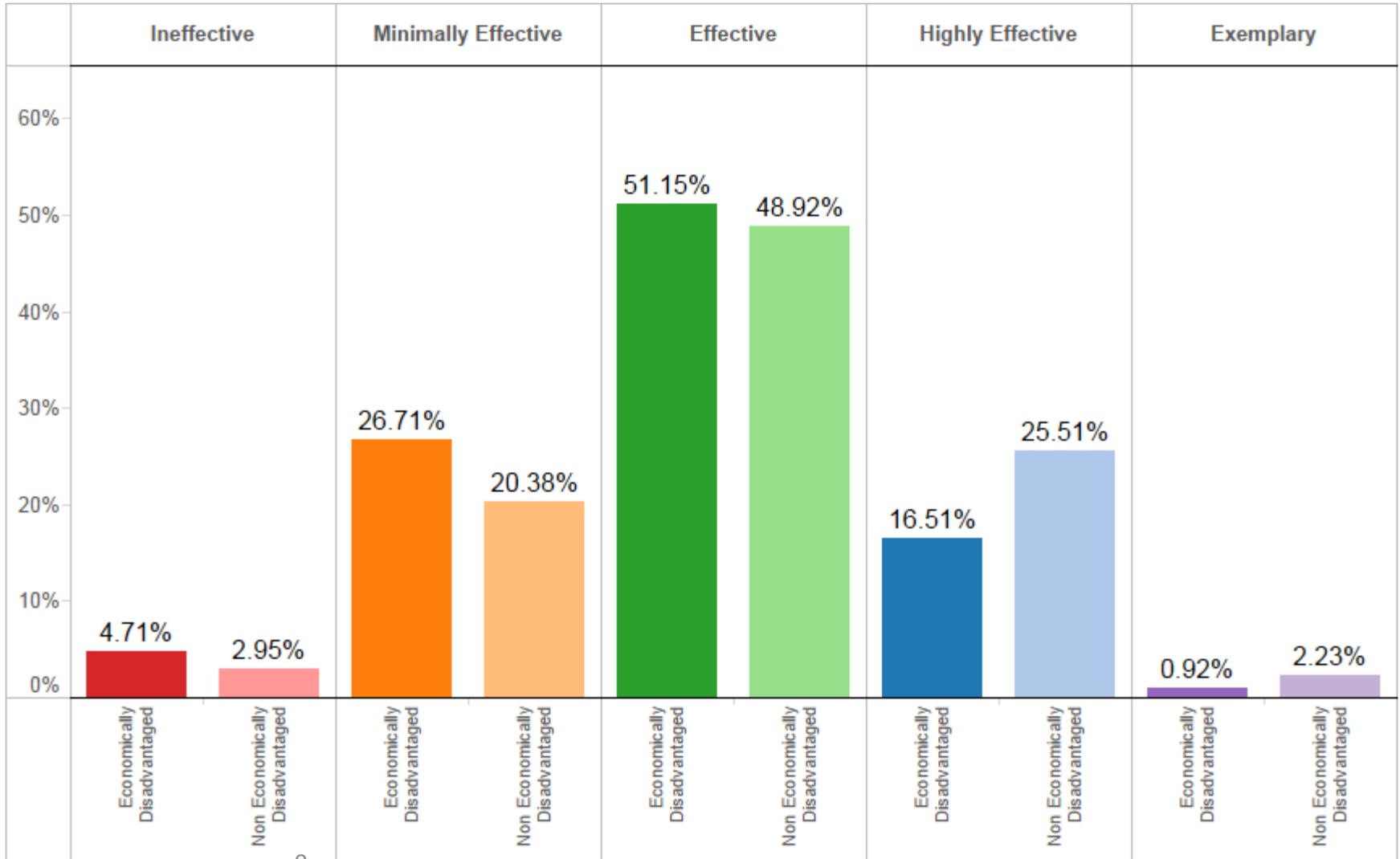
- PED hosted three stakeholder engagement meetings in May to discuss our findings and determine solutions
  - Albuquerque
  - Roswell
  - Santa Fe
- Allowed for written feedback from all stakeholder invitees

# Key Terminology

- Before we begin, let's clarify some key terminology:
  - Equity Gap – A difference between different student groups' access to an effective teacher
  - Economically Disadvantaged – Students that qualify for free and reduced-price lunch
  - Minority – Hispanic, Native American, African-American and other subgroups that are not Caucasian or Asian
  - Inexperienced Teachers – Teachers with 3 years or less of teaching
  - Effective Teachers – teachers with summative evaluation ratings of 'effective' or higher
  - Qualified Teachers – teachers with summative evaluation ratings of 'effective' or higher

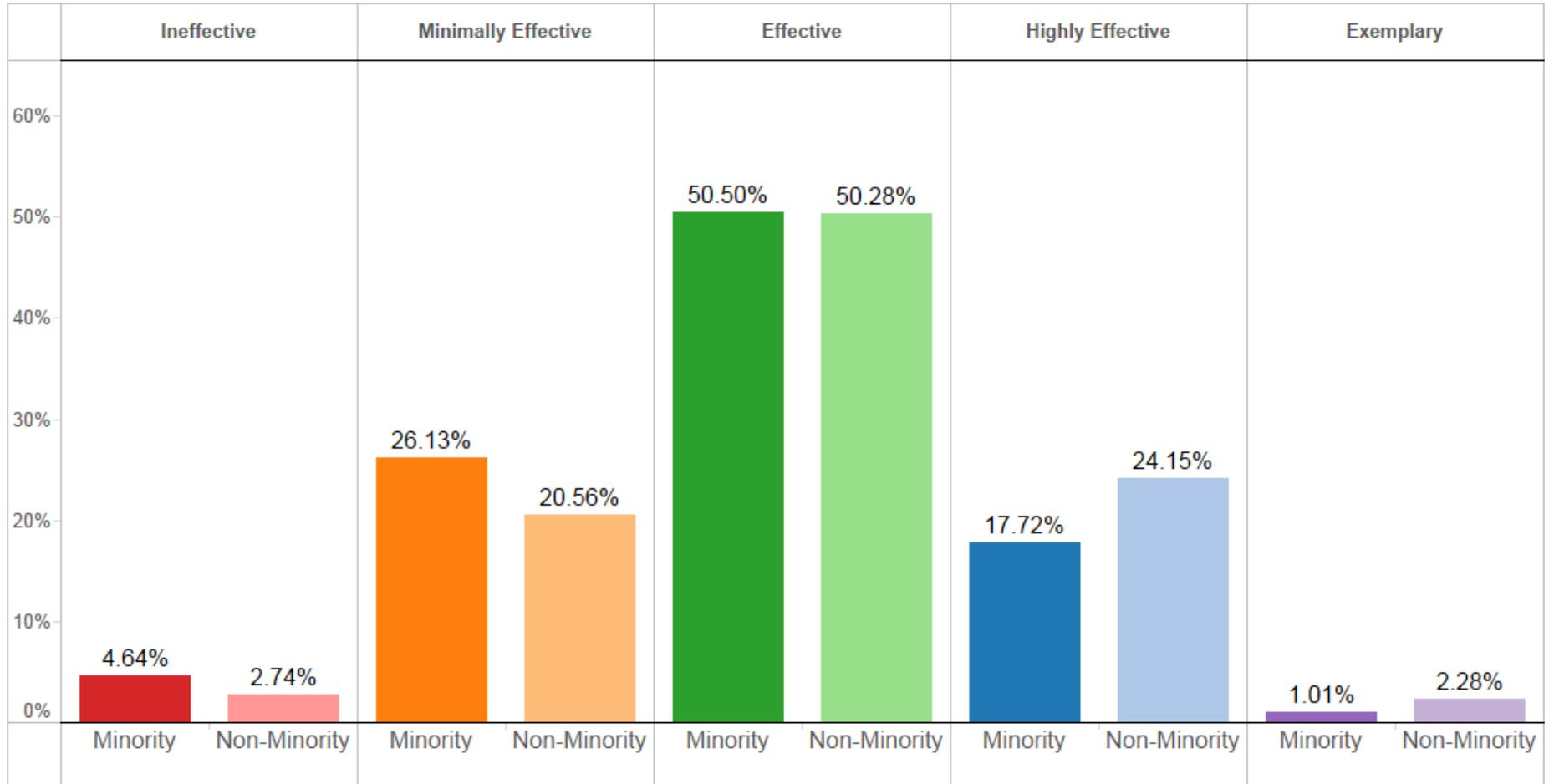
# New Mexico's Equity Gaps

Between Economically Disadvantaged and Non Economically Disadvantaged Students



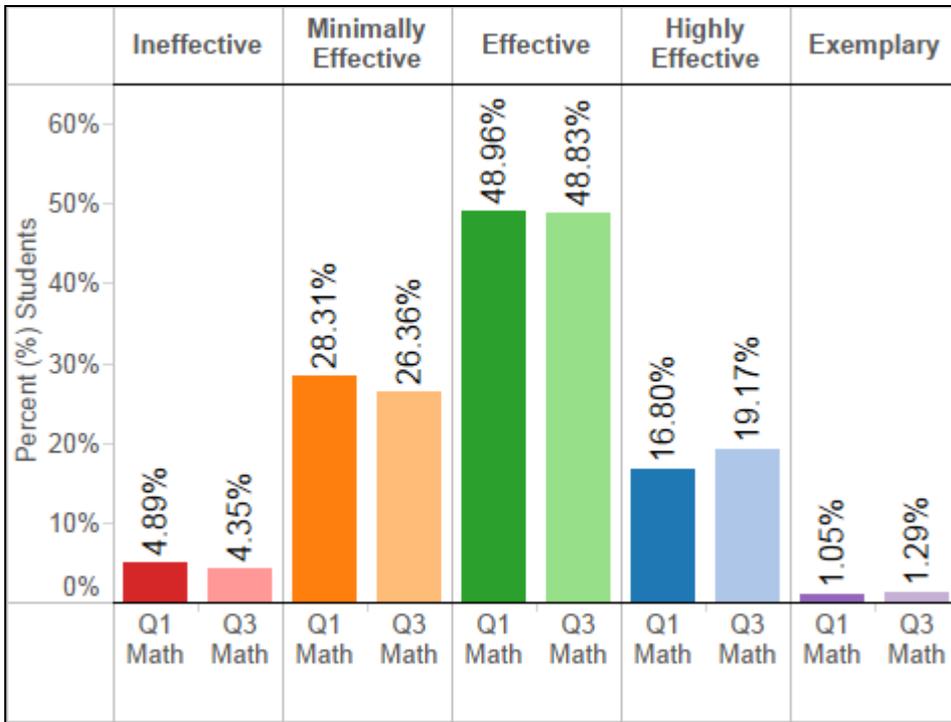
# New Mexico's Equity Gaps

Between Minority and Non-Minority Students

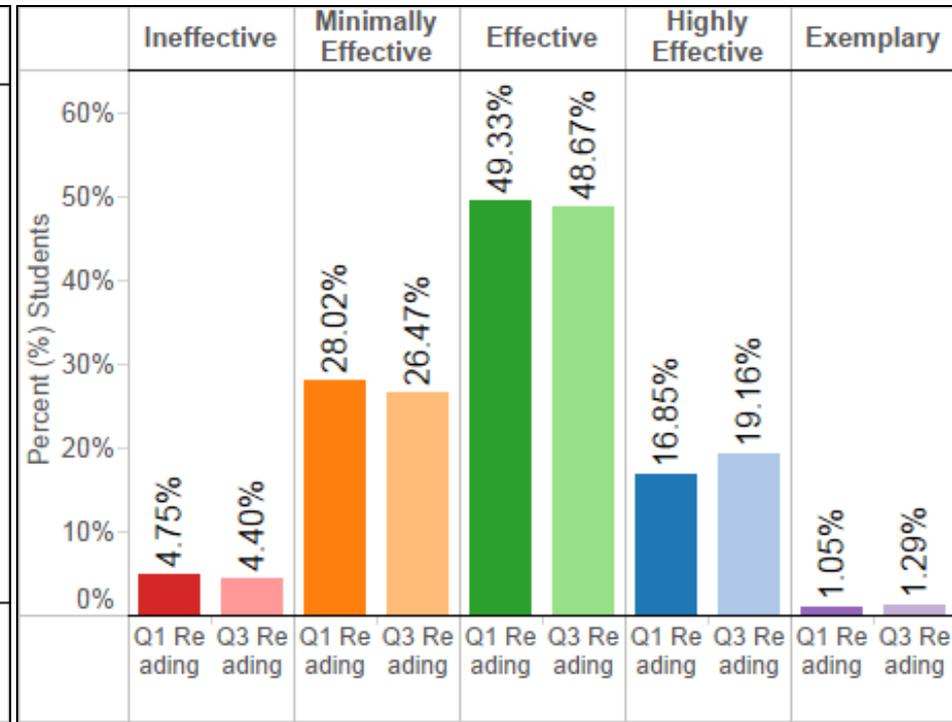


# New Mexico's Equity Gaps

Between Q1 and Q3 Students in Reading and Math

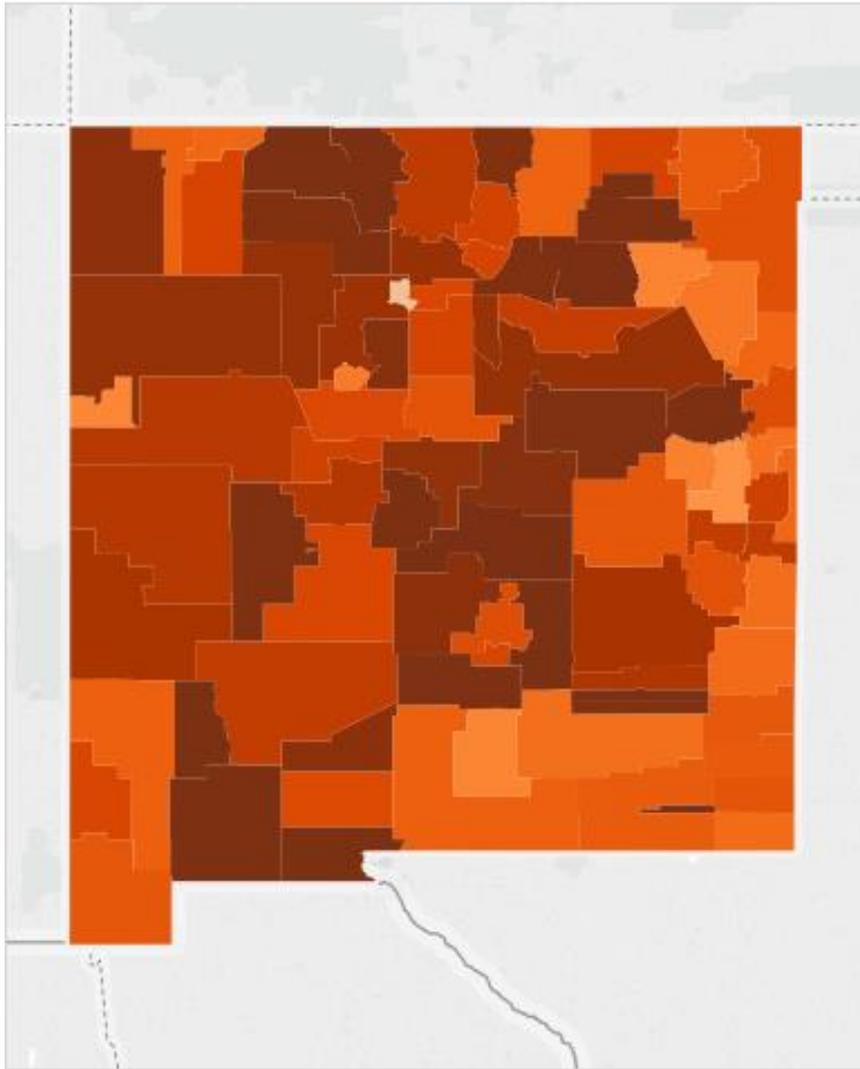


Q1 Math vs. Q3 Math

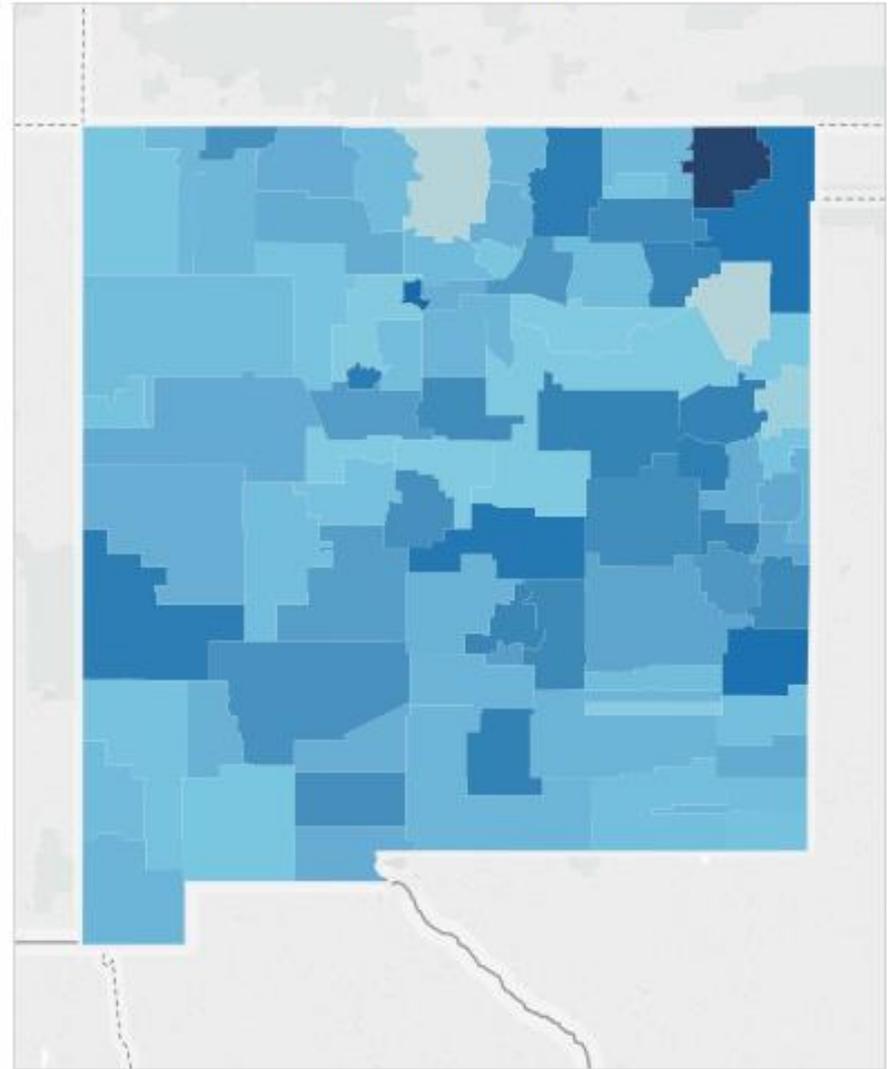


Q1 Reading vs. Q3 Reading

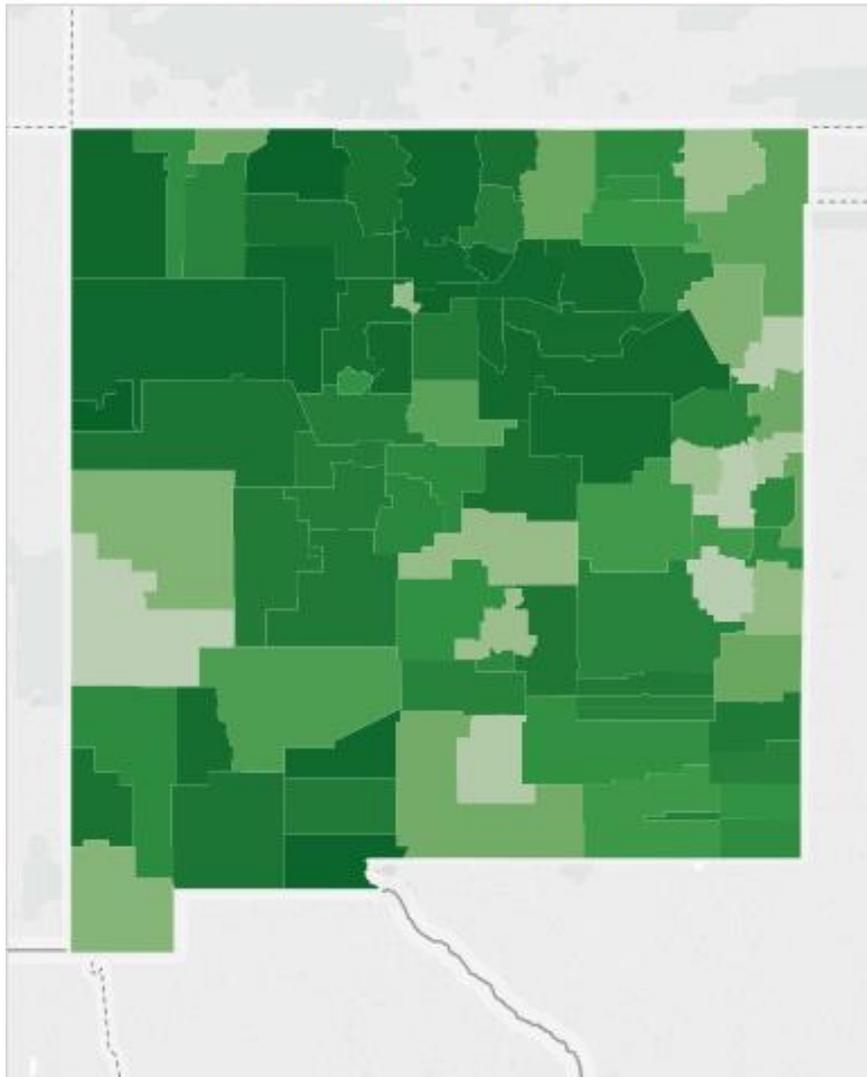
**% FRL by District**



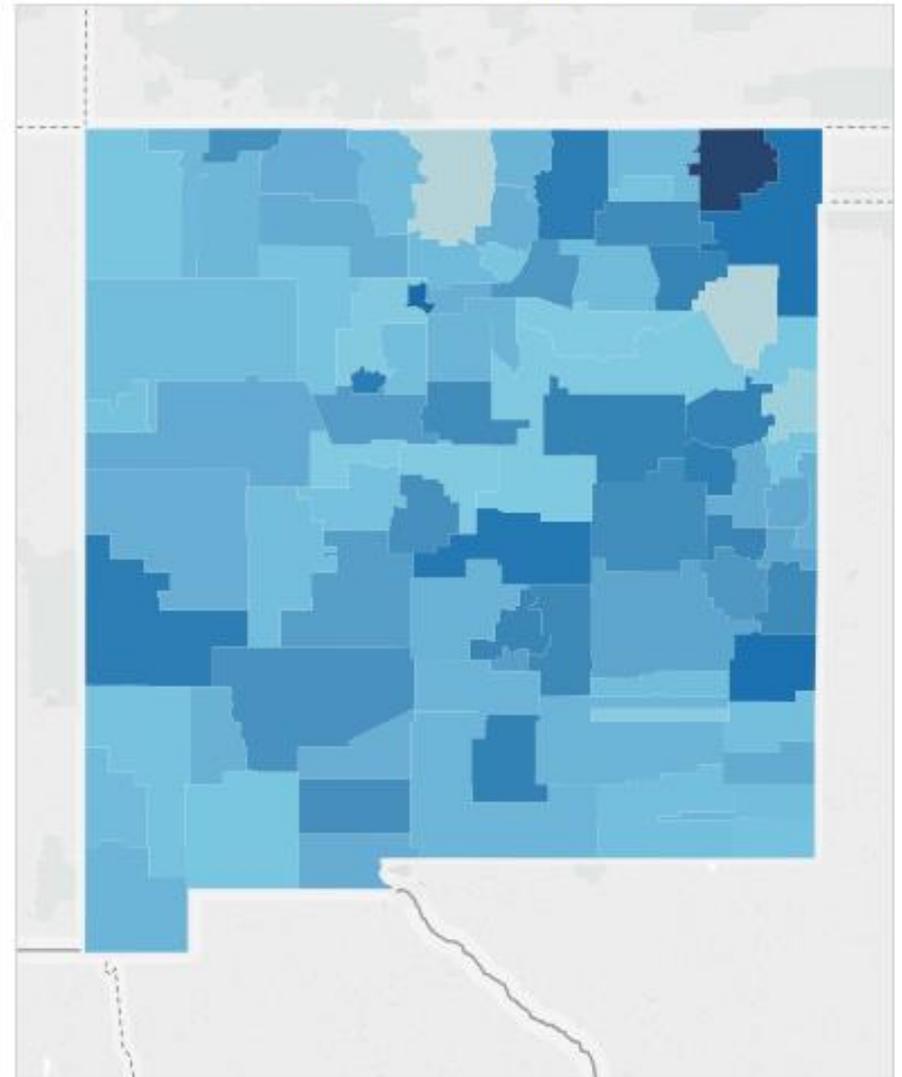
**Average Summative Score by District**



**% Minority by District**



**Average Summative Score by District**

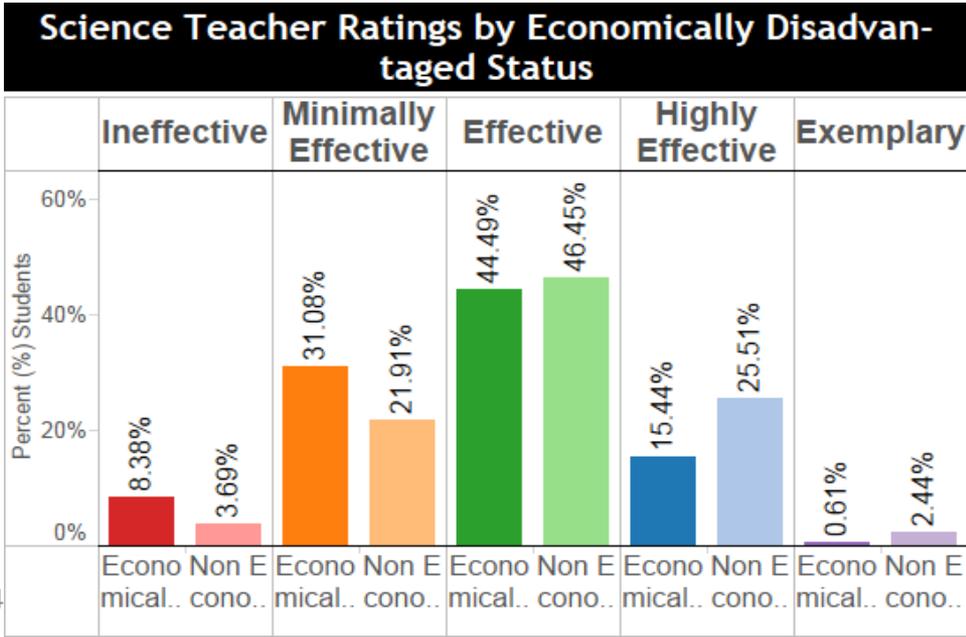
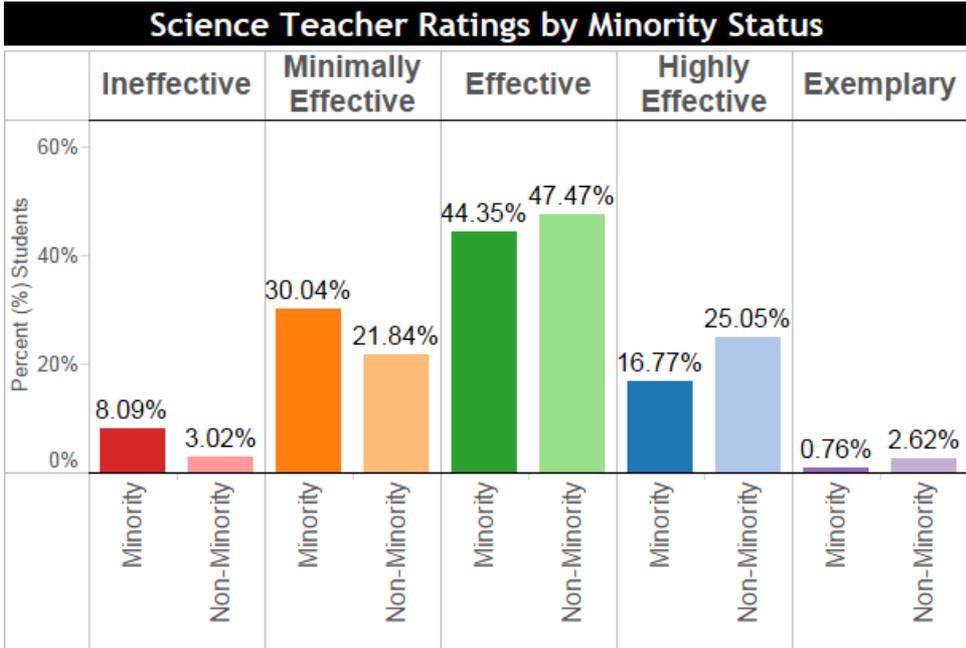


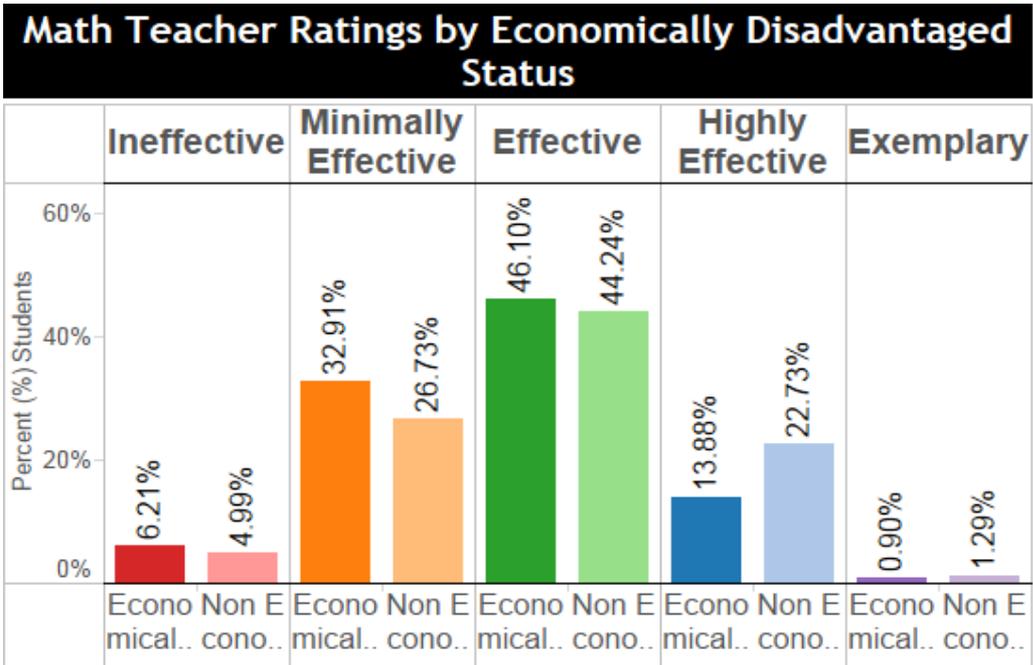
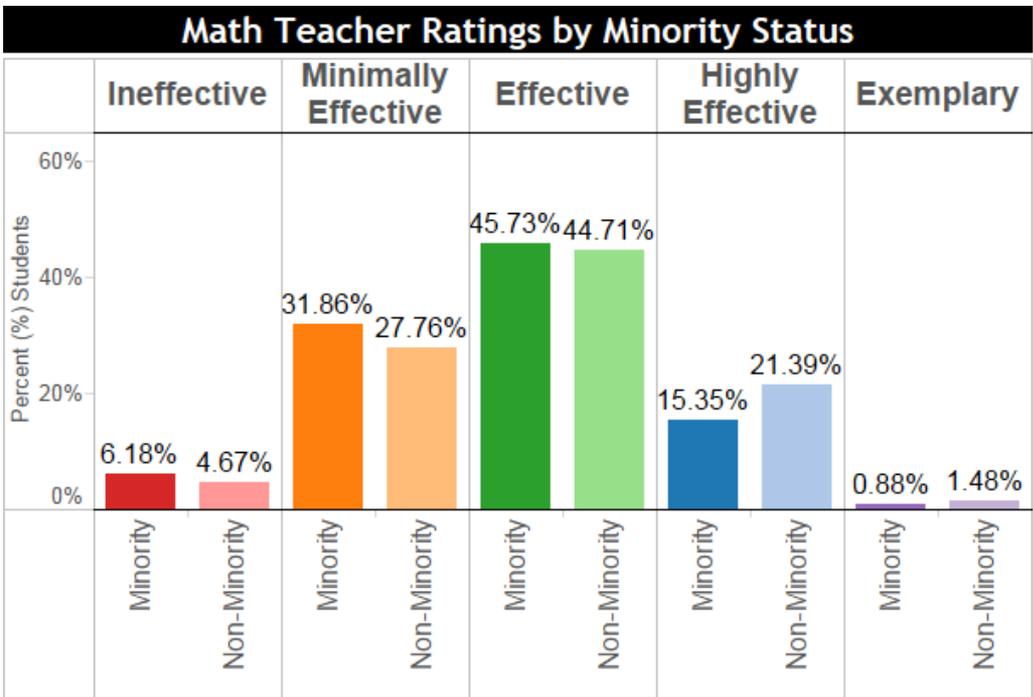
**% Minority**



**Average Summative Score**







# New Mexico's Equity Gaps

- New Mexico's Legislative Finance Committee found more inexperienced teachers are in high-poverty, high-minority schools ([2012](#) & [2015](#))
- Qualifications have little to do with effectiveness:
  - National research and the LFC has found a Master's degree has no impact on student achievement
  - over 99% of our teachers meet the highly qualified standard from NCLB

# New Mexico's Equity Gaps

- Themes:
  - Students in poverty are less likely to have an effective teacher than their more affluent peers
  - Minority students are less likely to have an effective teacher than their more non-minority peers
  - Students in poverty and minority students are more likely to have an inexperienced teacher

# New Mexico's Equity Gaps

These themes have devastating consequences for our state:

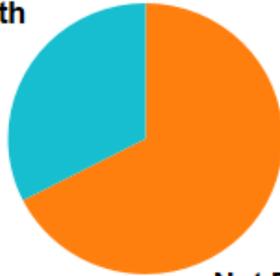
- 3<sup>rd</sup> Grade Reading:
  - 48.3% of Hispanic students are on grade level
  - 32.3% of Native American students are on grade level
  - 44.8% of students in poverty are on grade level
- Graduation Rate:
  - 1/3 of Hispanic students do not graduate in 4 years (67.6% graduate)
  - Nearly 40% of native students do not graduate in 4 years (61.7% graduate)
- Long-term New Mexico Rankings:
  - 46<sup>th</sup> in 6 year college graduation rate for Hispanic Students (35.4%)
  - 45<sup>th</sup> in 6-year college graduation rate for Native students (25.2%)
  - 41<sup>st</sup> in adults with at least an Associate's Degree (33.1%)

# Achievement Gap between Minorities and Non Minorities Math

Minority

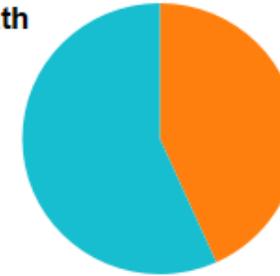
Non-Minority

Proficient in Math  
32.50%



Not Proficient in Math  
67.50%

Proficient in Math  
56.72%



Not Proficient in Math  
43.28%

# Achievement Gap between Minorities and Non Minorities Reading

Minority

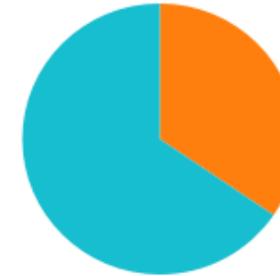
Non-Minority

Proficient in Reading  
41.94%



Not Proficient in Reading  
58.06%

Proficient in Reading  
65.52%



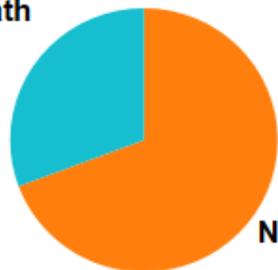
Not Proficient in Reading  
34.48%

## Achievement Gap between Economically Disadvantaged and Non Economically Disadvantaged Students Math

**Economically Disadvantaged**

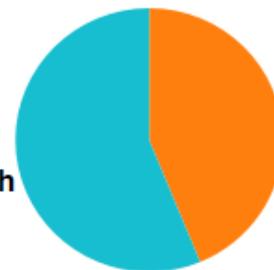
**Non Economically Disadvantaged**

**Proficient in Math**  
30.69%



**Not Proficient in Math**  
69.31%

**Proficient in Math**  
56.21%



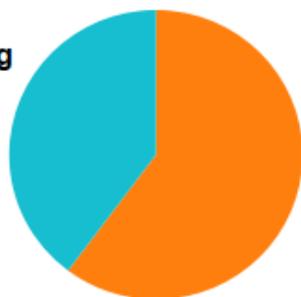
**Not Proficient in Math**  
43.79%

## Achievement Gap between Economically Disadvantaged and Non Economically Disadvantaged Students Reading

**Economically Disadvantaged**

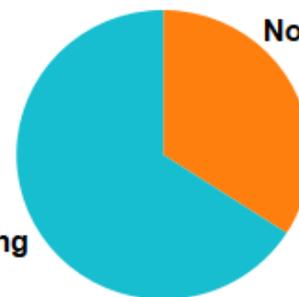
**Non Economically Disadvantaged**

**Proficient in Reading**  
39.77%



**Not Proficient in Reading**  
60.23%

**Proficient in Reading**  
65.90%



**Not Proficient in Reading**  
34.10%

# Vision Statement

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

# The Path Forward

- Synthesis of data analysis and stakeholder input led us to focus on four areas to increase equity across the state:
  - Teacher Preparation
  - Cultural Competency
  - Recruiting and Retaining Effective Teachers
  - Mentorship and Professional Development

# The Path Forward

## ***Our 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.

# New Mexico's Equity Gaps

To address the gaps, PED will:

- **Incentivize strategic teacher placement: placing our best teachers and school leaders with our students most in need**
  - NMTEACH
  - HQT Flexibility
  - STEM and hard-to-staff stipends
  - Pay for Performance Pilot
  - Social Workers in Middle Schools
  - Training leaders on strategic teacher placement through administrator preparation programs, school turnaround programming
- **Use professional development and evaluation to drive effectiveness: Using available data to support teachers and teachers in their developmental needs to ensure they are effective**
  - Use results from NMTEACH to be strategic in training provided
  - Leverage district best practices
  - Conduct internal program evaluations to determine impact on eliminating gaps

# New Mexico's Equity Gaps

To address the gaps, PED will:

- **Prepare teachers to be effective in the classroom: overhauling teacher preparation programs to ensure that every new teacher is effective**
  - Establish new, practice-based teacher prep programs aimed at training new teachers to be effective immediately
  - Teacher Preparation Report Card
  - Teacher Preparation Program Approval
- **Support and hold districts accountable for their strategy to eliminate inequity: Districts have plans to ensure every child is receiving an excellent education – we want to help them get there, through**
  - Annually reporting educator equity gaps
  - Holding districts accountable for their own plans to bring equity to students and student achievement
  - Priority Schools Bureau programming: Principals Pursuing Excellence, Univ. of Virginia School Turnaround Specialist Program, Teachers Pursuing Excellence
  - New Mexico Reads to Lead
  - New Mexico STEM Ready
  - Advanced Placement teacher support

# The Path Forward

- Next Steps
  - Provide updates on progress in promoting equal access to effective teachers
  - Evaluate programs to determine effectiveness in eliminating unequal access to effective teachers
  - Conduct future analyses to better understand equity gaps