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State Capitol North, 325 Don Gaspar, Suite 200
Santa Fe, New Mexico 87501
Phone: (505) 986-4591 Fax: (505) 986-4338
<http://lesc.nmlegis.gov>

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December 13, 2010

MEMORANDUM

TO: Legislative Education Study Committee

FR: Eilani Gerstner

**RE: STAFF REPORT: BEGINNING TEACHER MENTORSHIP PROGRAM
(PUBLIC EDUCATION DEPARTMENT RESPONSE TO LESC REQUEST)**

Introduction

Since 2007, the Legislative Education Study Committee (LESC) has received interim staff reports on the beginning teacher mentorship program. During the 2009 staff report presentation, the committee voiced concerns regarding:

- a district allowing Level 1 teachers to provide mentorship services to other teachers, even though receiving mentorship services is a condition for advancement from a Level 1 to a Level 2 teaching license;
- whether and how Level 3 mentor teachers are compensated for providing mentoring, given that law sets a higher salary for these master teachers because they are to assume increased responsibilities that include mentoring new teachers; and
- the performance outcomes of mentoring programs, considering that the allocations for mentorship have increased to \$1,016 per teacher in FY 10 from \$365 per teacher in FY 06.

In 2010, LESC-endorsed legislation was enacted to amend the beginning teacher mentorship provisions in the *School Personnel Act* to require that:

- mentorship services be provided by Level 2 or Level 3 teachers;
- Level 1 teachers undergo a formal mentorship program for at least one full school year before applying for a Level 2 license;
- the Public Education Department (PED) require mentorship for all first-year teachers;
- if funds are available, PED may provide funding for mentorship services that extend beyond the first year of teaching if the local superintendent or charter school administrator certifies to the Secretary of Public Education that further formal mentorship of a beginning teacher is necessary to accomplish the purposes of the mentorship program; and
- the state shall not pay for more than three years' mentorship for any beginning teacher.

Also in 2010 the LESC sent a letter to the Secretary of Public Education requesting that the PED, in collaboration with the Office of Education Accountability (OEA), examine:

- (1) the specific uses of mentorship funds in each school district, including the amounts of compensation provided to mentor teachers;
- (2) the performance outcomes of district mentorship programs, including beginning teacher retention rates and the rate and number of attempts required for Level 1 teachers to advance to Level 2 licensure; and
- (3) in the instance of Level 1 “mentor” teachers:
 - (a) the specific mentoring services each Level 1 mentor teacher is providing compared to the mentoring services provided by Level 2 and Level 3 mentors in the same school district;
 - (b) the levels of teachers (Internship and Level 1) that each Level 1 teacher is mentoring; and
 - (c) the years of teaching experience that each Level 1 mentor teacher has, including whether and for how long the teacher taught on an Internship license before receiving a Level 1 license.

This staff report summarizes the findings of the response from PED and OEA, titled *PED and OEA 2010 Mentorship Report* (attached), including:

- PED and OEA 2010 survey;
- specific uses of mentorship funds;
- performance outcomes of district mentorship programs, including (1) beginning teacher retention rates, and (2) Level 1 teachers advancing to Level 2; and
- Level 1 mentor teachers.

PED and OEA 2010 Survey

To address portions of the LESC request, PED surveyed 158 school districts and charter schools in September 2010. PED reports that 96, or 61 percent, of those surveyed responded. A copy of the survey questions is included as Attachment 1 to the report. References made below to the “2010 survey” are to this survey.

Specific Uses of Mentorship Funds

From FY 02 to FY 10, the Legislature appropriated a total of approximately \$11.4 million for beginning teacher mentorship. In FY 10, the Legislature appropriated approximately \$1.4 million, which provided funding of \$1,016 per beginning teacher in FY 10 (provided directly to districts on a disbursement basis). For FY 11, the Legislature did not appropriate dollars for the beginning teacher mentorship program.

Pages 5 to 8 of the PED and OEA report include responses on the uses of FY 10 mentorship funds by survey respondents¹.

Among the results of the survey:

- PED reports in the body of the report that stipends for mentors ranged from \$150 to \$2,000 per mentor. However, Attachment 2 to the report indicates that stipends may be as high as \$3,668.00; and Santa Fe Public Schools reports “stipends” for Level 1 mentors (\$8,975.00), Level 2 mentors (\$16,581.25), and Level 3 mentors (\$53,867.87). On this point, PED indicates, “it appears these two examples represent errors in the data reported. For example, clearly Santa Fe Public Schools is not compensating mentors individually at the levels they reported. It’s highly likely that the person entering the data for the district did not understand that we were asking for the individual stipend amount. Instead, they provided the total compensation amount for their Level I, II and III mentors.”;
- respondents spent a total of \$329,348 on mentor training; and
- respondents spent a total of \$655,859 on supplies for their mentorship programs.

Performance Outcomes of District Mentorship Programs

The PED and OEA report investigated two possible indicators of the success of mentorship programs: beginning teacher retention rates; and the rate that Level 1 teachers advance to Level 2, including the number of attempts needed.

¹ Since the 2010 survey had only a 61 percent response rate, the results do not represent the use of funds in all school districts and charter schools, nor do they represent the total statewide cost of the mentorship program. Further, school districts and charter schools may use operational dollars to supplement the state appropriation for mentorship, and the uses of these dollars were not reported separately in the survey.

(1) Beginning Teacher Retention Rates

PED reports that, in response to the LESC's request, the department implemented a change in the Student Teacher Accountability Reporting System (STARS) to track retention data beginning with school year 2009-2010 (see pages 8 to 10 of the report). PED reports that the department reviewed termination codes for exiting Level 1 teachers with only one year of experience or less, of whom there were 109 total. Attachment 3 to the PED and OEA report includes data from individual districts.

- The most commonly cited reason for departure was "Unknown" (51, or 47 percent). PED reports that "excessive reliance on this code indicates a need for improved personnel training on tracking teacher exits, which will be addressed by the PED."
- The next most-often cited reason was "Personal" (19, or 17 percent). PED reports that, without breaching personal privacy issues, the department may be able to explore this reason further to develop effective intervention strategies.

Finally, exiting teachers cited these other reasons, in descending order of frequency:

- 10, or 9 percent, left to teach in another state;
- 9, or 8 percent, left to teach in another New Mexico school district;
- 9, or 8 percent, left because their contract was not renewed;
- 4, or 4 percent, resigned prior to the completion of their contract;
- 3, or 3 percent, were discharged prior to the end of their contract;
- 3, or 3 percent, completed a short-term contract; and
- 1, or 1 percent, took a leave of absence.

(2) Level 1 Teachers Advancing to Level 2

The report also provides data on the number of Level 1 teachers who have successfully completed the Professional Development Dossier (PDD)² to advance to Level 2 licensure (see pages 11 to 12 of the report). Attachment 4 of the report includes the number of Level 1 teachers passing on each PDD resubmission from school year 2004-2005 through school year 2009-2010, listed by school district.

According to the report, 81 percent of Level 1 teachers passed their PDDs on their first submission. When subsequent submissions are included, 91 percent of Level 1 teachers who attempted to advance have passed. The *School Personnel Act* provides that Level 1 teachers who do not advance to Level 2 within five years lose their teaching license and must begin the licensure process again if they wish to teach in New Mexico.

² The PED and OEA report notes that the PDD process includes five strands: "Strand A focuses on Instruction; Strand B on Student Learning; and Strand C on Professional Learning. These are submitted by the individual teacher. Strand D requires that the teacher's district superintendent verify the authenticity of the work in the PDD; and Strand E is a culminating report of annual evaluations conducted by the school district."

Level 1 Mentor Teachers

In 2009, PED and OEA surveyed 156 school districts and charter schools (with a 99 percent response rate) and reported to the LESC that one school district – Gallup-McKinley County Public Schools – reported using 23 Level 1 teachers to mentor other teachers in school year 2008-2009. The attached report indicates that this district has continued to rely on Level 1 teachers as mentors in school year 2009-2010 although in lesser numbers. Among its reasons, the district cited:

- staff turnover;
- remote location of some schools;
- insufficient numbers of Level 2 and Level 3 teachers to pair with each first year Level 1 teacher; and
- cases where Level 1 teachers were considered to have superior teaching skills to available Level 2 or Level 3 teachers.

This district reported that these Level 1 mentor teachers had from three to six years of teaching experience, with one of them having taught for one year on an Internship license. The teachers they were mentoring had between zero and six years teaching experience.

- “ **Issue:** In the 2010 survey, 14 school districts and nine charter schools reported using a Level 1 mentor teachers in school year 2009-2010. PED reports that the department has learned since conducting the survey that other districts are also using Level 1 teachers as mentors.

On page 13 of the report, PED notes that the *School Personnel Act* requires that mentorship services be provided by Level 2 or Level 3 teachers. To address this issue, PED reports that the department will conduct a survey of school districts and charter schools that are using Level 1 teachers as mentors in school year 2010-2011 to determine “the reasons behind this lack of adherence to statutory requirements.”

ATTACHMENT



New Mexico
Public Education Department

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PED and OEA
2010 Mentorship Report

LESC

November 2010

Lawrence Martinez
Manager, Professional Development Bureau

Dr. Scott Hughes
Director, Office of Education Accountability

Dr. Susanna M. Murphy, Designate
New Mexico Secretary of Education

STEPHEN BURRELL
ACTING DEPUTY CABINET SECRETARY
Finance And Operations

DR. SHEILA HYDE
DEPUTY CABINET SECRETARY
Learning And Accountability

300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

Public Education Department and Office of Education Accountability 2010 Mentorship Report

Mentorship for new teachers is often considered an important strategy for stemming beginning teacher turnover.

The Public Education Department (PED) is extremely appreciative of the Legislature's investment in the state's mentoring program and our beginning teachers. School district superintendents and charter school administrators have depended on this funding, which, in reality is likely only a portion of what districts actually spend to mentor teachers. This is particularly true given that legislative funding for mentorship was not made available to school districts and charter schools for FY 11.

The Legislative Education Study Committee (LESC), in particular, is to be credited for its long-standing support of mentoring and for spiriting forth the program.

Most recently, in 2010, the LESL endorsed HB 71a, sponsored by Rep. Sheryl Williams Stapleton, that amended Section 22-10A-7 NMSA 1978 and 22-10A-9 to require that mentorship services be provided to the first-year teacher for the full school year. Additionally, it allowed that if sufficient mentorship funds are available, the PED may provide funding for mentorship services that extend beyond the first year if the local superintendent or charter school administrator certifies to the Secretary of Education that further formal mentorship of a beginning teacher will provide beginning teachers with an effective transition into the teaching field. Further, the legislation specified that the state shall not pay for more than three years of mentorship for any beginning teacher.

The PED believes that working jointly with the LESL, Higher Education Department (HED), Office of Education Accountability (OEA), institutions of higher education, school districts, Regional Education Cooperatives (RECs), IDEAL-NM and other parties, the mentoring program will attain the vision as stated in statute to provide beginning teachers with an effective transition into the teaching field; to improve the achievement of students; and to retain capable teachers in the classroom and to remove teachers who show little promise of success.

History

Since 2000, the Legislature has appropriated approximately \$11.4 million for beginning teacher mentorship, including approximately \$1.4 million for FY 10. No funding was appropriated for mentorship for FY 11.

Since 2001, state law has required mentorship for all beginning teachers.

When the Legislature enacted the three-tiered teacher licensure and evaluation system in 2003, participation in the mentorship program became a condition for advancement from a Level 1 to a Level 2 teaching license.

In 2006, the 60-member LESL College/Workplace Readiness and High School Redesign Work Group made two findings regarding mentorship: (1) current law did not provide for a consistent and uniform model for mentorship programs among districts; and (2) current law did

not provide ways to ensure content-area expertise in the mentoring process at the high school level.

As a result, in 2007, the Legislature passed SB 211, endorsed by the LESC and sponsored by Sen. Cynthia Nava, to clarify, in part, the program components for teacher mentorship. The legislation required the PED to require teacher preparation programs to work with colleges of arts and sciences and high schools to develop a model to provide mentorship services to each of their graduates who hold teaching position in New Mexico public high schools and report their recommendations to the LESC by November 1, 2007.

In June 2007, in response to the mandate to create a mentorship model, PED and HED formed the Mentorship Task Force. In December 2007, the task force reported to the LESC that creating the mentorship model would take more time, research and collaboration and require the participation of the deans of colleges of arts and sciences. The LESC received the report and agreed with the task force that additional representation and study of the current beginning teacher mentorship program were important.

In 2008, the LESC, PED, HED and Office of Education Accountability (OEA) formed the 2008 LESC Mentorship Model Work Group with increased participation. It reported to the LESC in September 2008 that the mentorship model for beginning high school teachers would contain the following components, which could be implemented in two phases: online resources; regional support; three-year teacher induction framework; and annual reporting.

- I. Phase I addressed those parts of the components that could be implemented immediately without additional costs, including certain online resources, utilizing IDEAL-NM and the Teach NM website; regional support on a needs-only basis, from institutions of higher education (IHEs) and Regional Education Cooperatives (RECs) to the new teachers in their geographical regions; and annual reports, like the Educator Accountability Reporting System (EARS) report that measures and tracks teacher and administrator education candidates from pre-entry to post-graduation in order to benchmark the productivity and accountability of New Mexico's educator work force.
- II. Phase II addressed the components that needed further research. These would involve additional costs, including expanded online resources and regional support, with faculty serving as content coaches and regional events taking different forms depending on the needs of school districts; development of a three-year induction framework for all new teachers, which would include mentoring, content coaching and professional development dossier (PDD) preparation; and expanded annual reporting.

Within Phase II, the work group said that it would like to see the retention rates of mentored teachers tracked; allocation of mentorship funding to districts contingent upon districts' submitting required reports; evaluation to determine the quality of online resources; and providing IHEs with feedback on the effectiveness of teacher preparation programs. The model proposed that further recommendations regarding the implementation of Phase II would be presented to the LESC during the 2009 interim, including specific cost estimates.

The work group reported to the LESC in 2008 that it had developed three teacher mentorship surveys: for new teachers, mentor teachers and mentorship program administrators.

- For the new teachers' survey, the work group included middle school teachers and recommended that they be included in the mentorship model because they also teach

specific content areas. Findings showed that those mentored did not have the same endorsement as the new teachers. Responses further showed that new high school teachers and new middle school teachers were not receiving increased access to content area support and that nearly half of the mentors could be individuals other than Level 3 teachers.

- For the mentor survey, findings were that Level 2 teachers often serve as mentors to new teachers. The mentors also indicated that they mentored both Level 1 and Internship-licensed teachers. The majority of these teachers said that they had the same endorsement as the teachers they mentored.

In a staff brief to the LESC at the September 2008 hearing, LESC Analyst Eilani Gerstner offered policy options to the committee that included specifying the required number of years that a teacher must participate in a mentorship program; require mentorship of middle school teachers, teachers who completed preparation programs in other states and teachers who hold Internship licenses; and specify which teachers or other individuals may serve as mentors, with particular attention to endorsement areas and conditions under which Level 2 teachers may serve as mentors.

Then-Assistant Secretary Mary Rose CdeBaca asked the LESC at the hearing for its direction “in terms of do you want us to proceed and see if we can get some estimated costs on these ideas or not.” Rep. Rick Miera, LESC Chair, suggested that the work group continue with Phase I, but that more study be done regarding issues raised from the hearing, including instances where teachers providing mentorship services hold less than a Level 3 license.

To address these issues, the LESC chairs, on behalf of the committee, sent two separate letters to PED requesting the department to report to the LESC in the 2009 interim on the following:

1. Work with HED, OEA, teacher preparation programs and colleges of arts and sciences to implement Phase I of the Mentorship Model for Beginning High School Teachers; and develop a detailed implementation plan for Phase II of the model, including: (1) a time table for implementation; (2) faculty and staff requirements; (3) cooperative arrangements between school districts, RECs and postsecondary institutions; and (4) specific cost estimates; and
2. Work with OEA to study, among others, the number and level of teachers, including Internship teachers, receiving mentorship services and the sources and amounts of funding for those services in school districts and charter schools and the number and level of teachers providing mentorship services in school districts and charter schools.

In November 2009, the PED provided a report to the LESC entitled, “Beginning Teacher Mentorship Program Reports: Licensure Levels and Mentorship Services.” The report found that in school year 2008-2009 approximately 1,950 new teachers received mentoring from a total of 1,515 mentor teachers. Of the mentor teachers:

- 843, or 55.6%, were Level 3 teachers;
- 646, or 42.6%, were Level 2 teachers;
- 23, or 1.5%, were Level 1 teachers; and

- 3, effectively zero percent, were retired teachers or mentorship coordinators who had held Level 3 licenses.

The staff brief presented by Ms. Gerstner noted issues with the findings, including the following:

- It may be a violation of state law for Level 1 teachers to provide mentorship services;
- The PED's report did not address the levels of teachers receiving mentorship services as requested by the LESC chairs; and
- An LESC staff review of data in the study indicates a variety of ratios of mentor teachers to new teachers across the state, some of which could merit further research: one school district reported zero mentor teachers and one new teacher (however, the district was awarded \$1,003.09 in mentorship funds); and some districts and charters reported notably more mentors than new teachers – in some cases as many as four mentor teachers for each new teacher.

Further, LESC noted that Phase II implementation costs were not included in the PED's report.

At the November 2009 hearing, then-Assistant Secretary CdeBaca said that an estimate on Phase II implementation costs was not provided due to the reality of the state's economic condition and due to the exponential growth of online learning. She noted that IDEAL-NM is expanding and "we want to see how that works and if that online support for teachers is enough."

Assistant Secretary CdeBaca further noted that the PED's Student Teacher Accountability Reporting System (STARS) tracks the number of teachers being mentored and completing mentoring. STARS would need to be expanded to capture the levels of teachers receiving mentorship services.

Regarding the ratio of new teachers to mentor teachers across the state, Assistant Secretary CdeBaca noted that high school subject areas may require more than one mentor to a teacher.

On January 19, 2010, the LESC chairs, on behalf of the committee, sent a letter to the PED requesting that the department, in collaboration with OEA, examine:

1. The specific uses of mentorship funds in each school district, including the amounts of compensation provided to mentor teachers;
2. The performance outcomes of district mentorship programs, including beginning teacher retention rates and the rate and number of attempts required for Level 1 teachers to advance to Level 2 licensure; and
3. In the instance of Level 1 "mentor" teachers:
 - a. The specific mentoring services each Level 1 mentor teacher is providing compared to the mentoring services provided by Level 2 and Level 3 mentors in the same school district;

- b. The levels of teachers (Internship and Level 1) that each Level 1 teacher is mentoring; and
- c. The years of teaching experience that each Level 1 mentor teacher has, including whether and for how long the teacher taught on an Internship licensure before receiving a Level 1 license.

On February 11, 2010, the PED responded that in order to comply with the request, the department would need to conduct a survey of school districts on mentorship funding, performance outcomes and mentor teachers, with findings to be reported by October 31, 2010.

PED AND OEA MENTORSHIP SURVEY FINDINGS

Specific Uses of Mentorship Funds

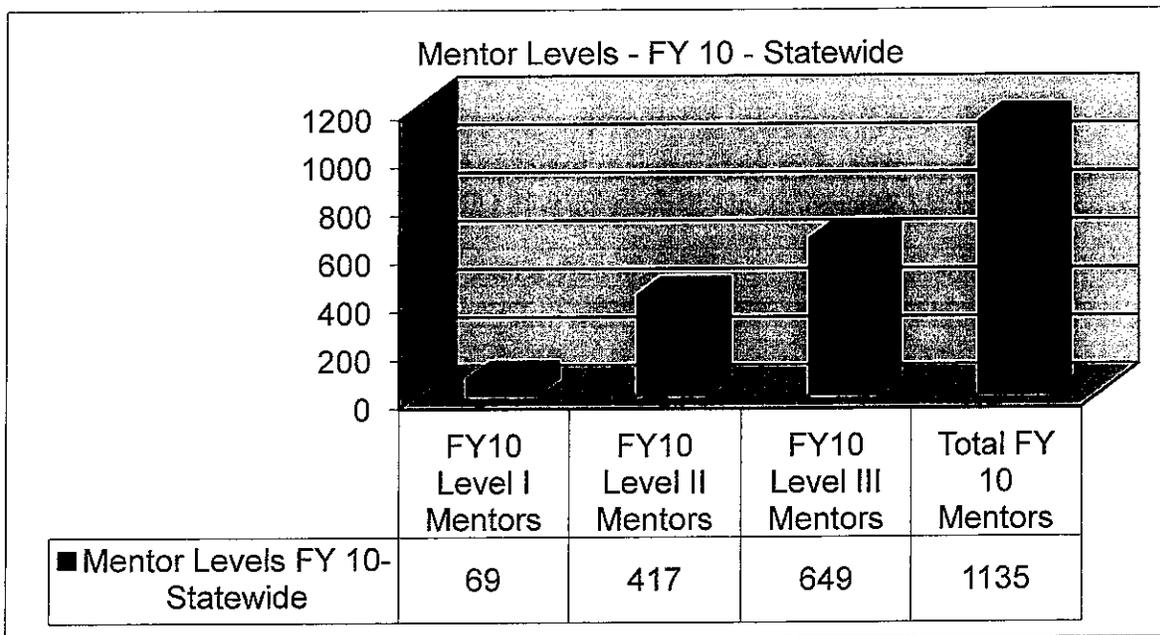
Regarding item #1 of the LESC’s January 19, 2010 request, which requested the specific uses of mentorship funds in each school district, including the amounts of compensation provided to mentor teachers, please note the following graphs.

Specific to the compensation provided to mentor teachers, the stipend amounts range from \$150 (lowest) to \$2,000 (highest) per mentor.

Overall, the PED issued a mentorship survey to 158 school districts and charter schools on September 15, 2010 (the submission period closed on September 24, 2010). (See Attachment 1 for survey sample.) There were 96 responses, or 61%.

The findings show that there were 1,032 mentors in FY 10, including 69 mentors who were Level 1 teachers, 358 who were Level 2 teachers and 609 who were Level 3 teachers.

Graph #1: Statewide Mentor Licensure Levels (FY10)

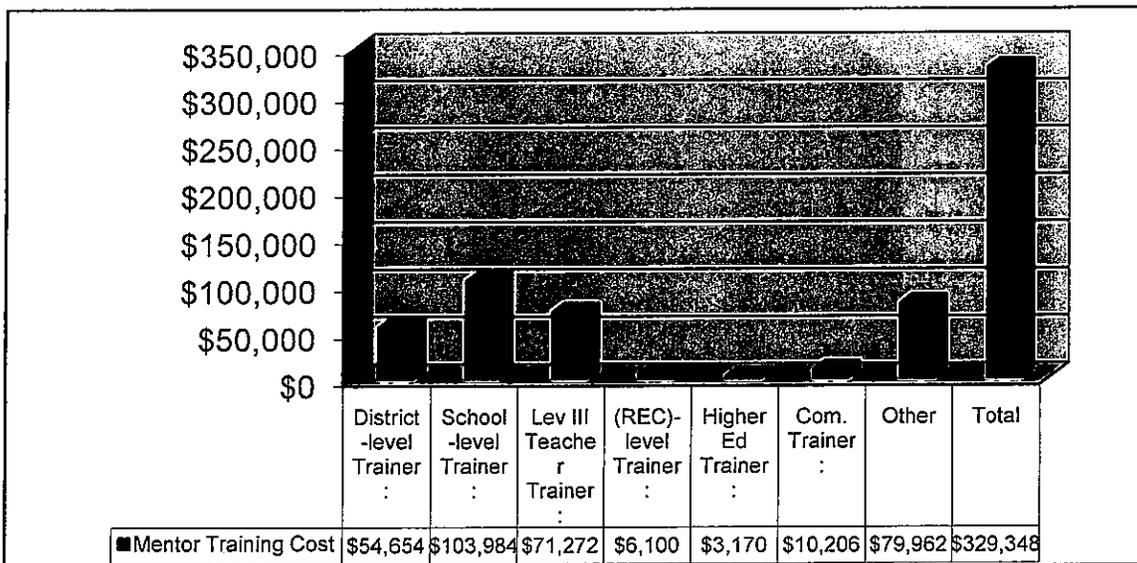


The following school districts and charter schools reported using Level 1 teachers as mentors:

School District	Charter	Number of Level 1 Mentors
	Academia de Lengua y Cultura, Albuquerque	1
	Corrales International School, Albuquerque	1
	Cottonwood Classical Preparatory School, Albuquerque	3
	Gordon Bernell Charter School, Albuquerque	1
	Horizon Charter School, Albuquerque	2
Animas		1
Cimarron		3
Clayton		2
	Deming Cesar Chavez Charter High School, Deming	1
Española		12
Fort Sumner		1
Gadsden		1
	Lindreth Heritage, Gallina	3
Gallup		6
	La Academia Dolores Huerta, Las Cruces	1
Logan		1
Los Alamos		16
Mesa Vista		3
Pecos		5
Santa Fe		1
Socorro		2
	Taos Municipal Charter School, Taos	1
Tucumcari		1
Total		69

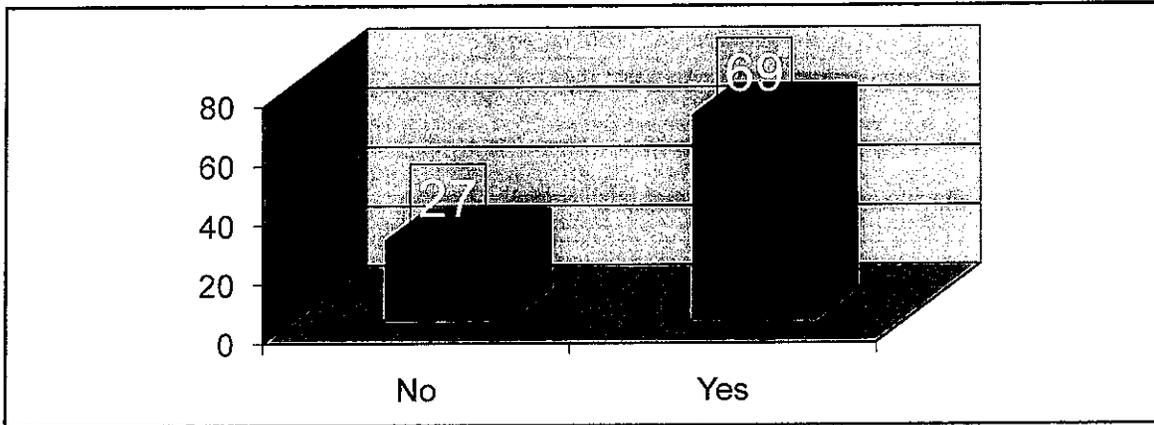
The survey found that the cost to train mentors in FY 10 was \$329,348, with the bulk of the training cost due to school-level trainings and “other,” which is a “catch-all” category created by PED if respondents miscoded their response or provided responses, like printing costs and refreshments, which were outside of the response categories.

Graph #2: Mentor Training Cost - Statewide- FY 10



Of the survey respondents, 69 compensated their mentors; 27 did not. (See Attachment 2 for the responses on those that compensate and the compensation amounts.)

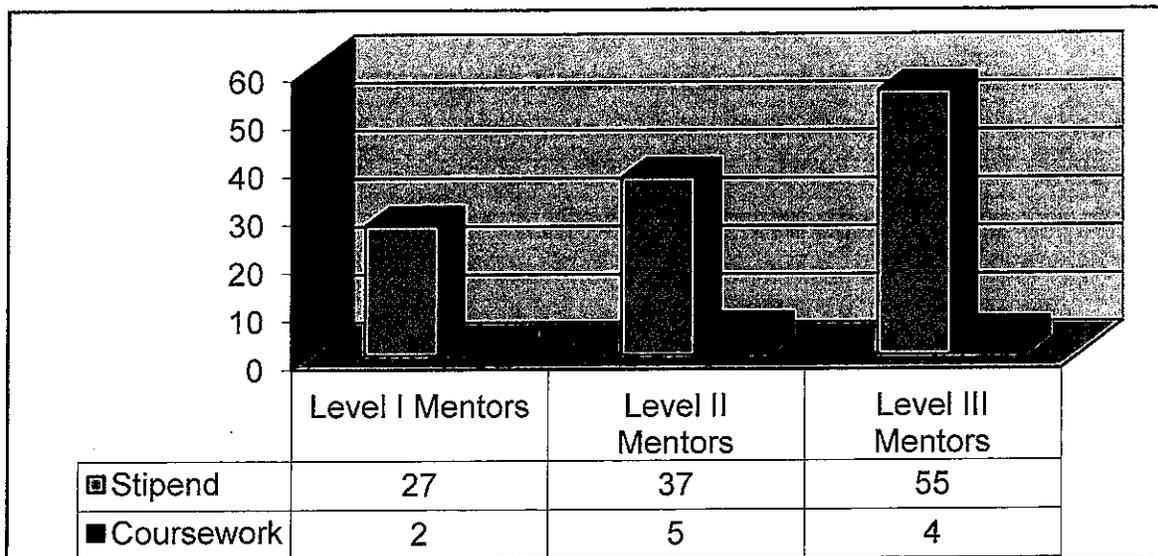
Graph #3: Mentors Compensated by LEAs and Charter Schools (FY 10)



Of those school districts and charter schools that provided compensation, the survey responses show that 27 were Level 1 mentors, 27 were Level 2 mentors and 55 were Level 3 mentors. Some were compensated through a stipend and some were compensated through coursework in lieu of a stipend.

Coursework could be utilized by school districts and charter schools to satisfy a request by the mentor to advance their personal educational goals, i.e., advanced degrees. The PED's Mentorship Rule (NMAC 6.60.10.8(E)) states only that school district and charter school mentorship plans must address how they provide compensation for mentors. Given that a Level 3 teacher, for example, is expected to assume a leadership role (NMAC 6.69.4.12.D. 8.(c)), in some districts they have been given and/or accepted this role while also serving as a mentor teacher. The compensation offered to them to support their role as a mentor teacher might be coursework.

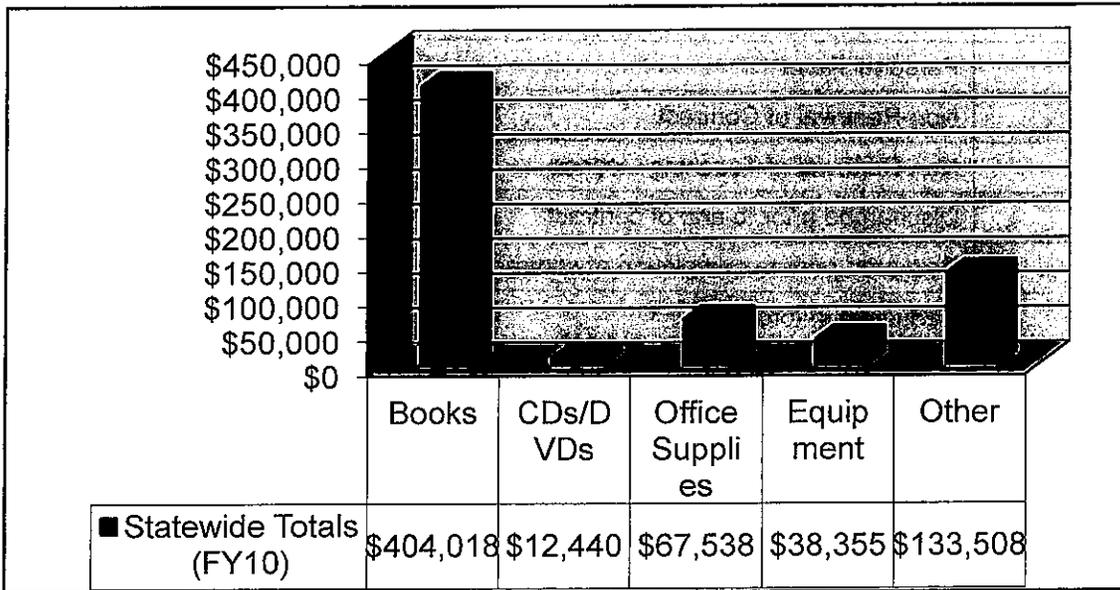
Graph #4: Stipends vs. Coursework for Level of Mentors by District/Charter - FY 10



Finally, according to survey respondents, \$655,859 was used to support the mentoring effort, with the majority of the cost coming from the purchase of books.

Regarding the below chart, please note that, unlike with formula-based federal programs, the PED does not have an annual application process for the mentoring program. School districts and charter schools have the freedom to spend their mentorship funds as they see fit. Additionally, funds are dispersed to school districts and charters through disbursement, not through a request for reimbursement process.

Graph #5: Supplies and Materials - Statewide Totals (FY10)



Performance Outcomes of District Mentorship Programs

Regarding item #2 of the LESC’s request, which requested the performance outcomes of district mentorship programs, including beginning teacher retention rates and the rate and number of attempts required for Level 1 teachers to advance to Level 2 licensure, please note the following.

Beginning Teacher Retention Rates

In response to the LESC’s request on beginning teacher retention rates, the PED implemented a change in STARS to gather this data beginning with school year 2009-2010. With this change, districts and charter schools must provide the date that a teacher exited and a termination code. As stated in the STARS Manual, Volume 1, the termination code is the “reason staff member left the district. (It) only applies to teachers.”

The staff assignment codes listed under the teacher category, which are found in the STARS Manual, Volume 2, Appendix B-Staff Assignment Codes, are as follows on the next page:

Code	Termination Description
01	Left NM and teaching in other state
02	Left for reasons other than retirement
03	Left to teach in private school in NM
04	Went to other pub/charter NM district
05	Took non-teaching position in district
06	Died
07	Retired
08	Personal Reasons
09	Non-Renewal of Contract
10	Non-Renewal of Teaching License
11	Discharged prior to end of contract
12	Resigned prior to completion of contract
13	Reduction in force/staff
14	Leave of absence (i.e. permanent leave of absence due to illness or another reason)
15	Military Service
16	Teaching in Another Country
17	Peace Corps/ACTION
18	Completion of Short Term Contract
99	Unknown Reason

For the purposes of this report, the PED reviewed the termination codes cited for exiting **Level 1 teachers only with one year of experience or less**. As illustrated in the graph on page 10, by far the largest category cited for a Level 1 teacher's exit is "Unknown," at 51 cases or 47% of the total. The second largest category is "Personal," at 19 cases or 17%. Taken together, these two categories make up nearly two-thirds of all choices given by Level 1 teachers for leaving the profession. The remaining seven categories selected by districts and charters account for the remaining 36% and range from one (~1%) for a "Leave of Absence" to 10 (9%) who indicated they left New Mexico to teach in another state.

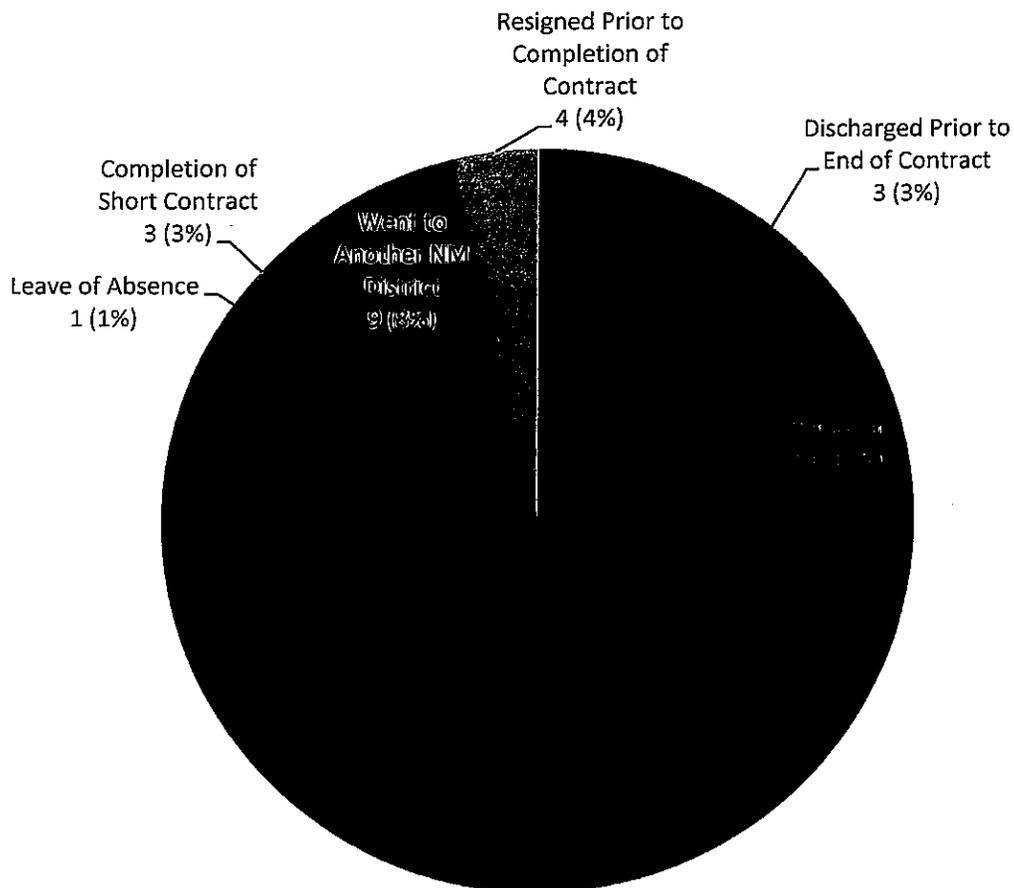
As indicated in Graph 6 below and also in the table found as Attachment 3, Albuquerque Public Schools (APS) reported that of the district's 45 Level 1 teachers who departed, 43 are cited as "Unknown" or ~96% of the total reported by APS and 84% of the 51 total cases from all districts reported for SY 2009-10.

The use of "Unknown" as the reason for departure should only be as a last resort. The excessive reliance on this code indicates a need for improved personnel training on tracking teacher exits, which will be addressed by the PED. This is a critical issue as a deeper examination of the underlying cause for a teacher's departure may provide the insight necessary for the development of effective intervention strategies.

To a lesser degree, the same concern can be raised about the use of "Personal" as a reason for departure. While the coding is scattered across all districts reporting, in some cases "Personal" amounts to the only reason cited. Without breaching personal privacy issues, it might be possible to further explore these reasons and use these findings to develop effective intervention strategies to avoid costly staff turnover.

Finally, although there are currently 19 choices districts and charter schools can use to code teachers' exits, refinement of the coding choices within STARS could perhaps provide a more complete picture of why teachers leave the profession at any of the three levels of New Mexico teacher licensure. The investment that New Mexico and school districts make in the hiring, training and support of its professional teaching staff warrants a deeper investigation into the contributing causes of departure to help mitigate the loss of teachers and the associated costs of replacement. The following graph provides the distribution of reasons for the departures of Level 1 teachers with one year of service for school year 2009-2010.

Graph #6: Departures of Level 1 Teachers with One Year of Service SY 09-10 (N= 109)



Level 1 Teachers Advancing to Level 2

Attachment 4 provides an overview summary of all Level 1 teachers who successfully advanced to Level 2 sometime over the past 15 cycles of their PDD submission.

Between school year 2004-2005 and school year 2008-2009, the PED allowed three PDD submission windows per year. This schedule was modified in school year 2009-2010, when the decision to provide one extended submission window per year was made.

The current submission window, Cycle 16, opened on July 15, 2010 and will close at 5:00 p.m. on March 31, 2011.

The PDD process includes five strands. Strand A focuses on Instruction; Strand B on Student Learning; and Strand C on Professional Learning. These are submitted by the individual teacher. Strand D requires that the teacher's district superintendent verify the authenticity of the work in the PDD; and Strand E is a culminating report of annual evaluations conducted by the school district.

It is possible for a teacher to meet the requirements for the first three strands and, due to a delay at the administrative level, advancement to the next level of licensure can be delayed.

Submissions are monitored and coordinated through University of New Mexico's Institute for Professional Development (IPD). Licensure is provided through the PED's Professional Licensure Bureau located within the agency's Educator Quality Division. All submissions are initially screened and reviewed by two outside individuals in the submitter's field. If they split on a decision, a third reviewer is brought in to break the tie.

In looking at Table 1, please note that the numbers reported reflect only aggregate numbers across all 15 submission cycles, from initial submission through the various resubmissions, up to a fourth time. The numbers should not be aggregated by district for a complete count of teachers in the process as they are not reflective of individuals who may have left the profession. In addition, the numbers do not reflect if a particular candidate who missed passing on the first submission decided to hold out one or more cycles before resubmission or if they chose to resubmit during the immediate next opportunity.

A Level 1 teacher has a total of five years to complete the submission process and advance to Level 2 licensure, a level they can maintain for the duration of their teaching career. Or, they can choose to move to a Level 3 licensure level, which entails a new process of the PDD and completion of either a master's degree or National Board of Professional Teaching Standards certification.

As can be discerned from Table 1, the majority of teachers complete their dossier submission successfully on the first try. According to figures provided by the IPD, of all submitters across the 15 cycles, 3,437 of 4,230, or approximately 81%, successfully passed on the first try. All successful submissions to date at whatever point amounted to 91.9% of the total 4,230 submitters or 3,887. As these figures indicate, the PDD is rigorous and suggests that the teacher licensure process in New Mexico is robust.

Nonetheless, the licensure advancement process along with teacher evaluation is in need of review. This need is especially apropos in light of contemporary calls in the state and across the nation to include a stronger measurement component for student academic achievement. To

achieve this goal will require a collaborative effort across the various groups involved: teachers, administrators, state agency personnel and colleges of education. If done appropriately, achieving the highest quality teaching possible in New Mexico will be the result.

Level 1 Teachers as Mentors

Regarding Item #3 of the LESC request, which concerns Level 1 teachers who are mentors, the request was for the levels of teachers (Internship and Level 1) that each Level 1 teacher is mentoring; and the years of teaching experience that each Level 1 mentor teacher has, including whether and for how long the teacher taught on an Internship licensure before receiving a Level 1 license.

For this request, the PED contacted the only district in the state – the Gallup-McKinley County Public Schools – that utilized Level 1 teachers as mentors in 2009, when the PED last surveyed districts and charter schools on mentorship issues.

The Gallup schools has reported to the PED in 2010 that it relied on Level 1 teachers as mentors due to the remote location of some schools combined with the lack of Level 2 or Level 3 teachers in those schools.

Please note the following responses by the district to a PED survey:

Question #1: What are the specific mentoring services each Level 1 mentor teacher is providing compared to the mentoring services provided by Level 2 and Level 3 teachers in the same school or district?

LEA Response:

- There are 111 professional educators who have received training and are actively mentoring Level 1 teachers. Of that total, there are five professionals in four school sites who have a current Level 1 licensure and are being used as Level 1 mentors. (Note: In the data on page 6, the district reports six, not five, Level 1 mentors.) These are the situations:
 - Crownpoint High School (CPH), two Level 1 mentors: CPH is an isolated rural reservation school. They are in the restructuring process and have received a School Improvement Grant (SIG). As part of the restructuring process, they have had a massive turnover in professional staff. There are 14 Level 1 teachers who need mentoring. They do not have anyone in the English/Language Department that possesses a Level 2 or Level 3-B license. The Level 1-licensed mentors at CPH have taught in excess of three years and earned the trust of their principal as well as demonstrating superior results in student achievement.
 - John F. Kennedy Middle School (JFK), one Level 1 mentor: JFK is located in the city of Gallup; this school welcomed nine new Level 1 teachers this year. The school has placed eight of the staff with Level 2 or Level 3 mentors; however, they needed to utilize one superior teacher in the role of Level 1 mentor.
 - Chief Manuelito Middle School (CMM), one Level 1 mentor: CMM is located in the city of Gallup; they had a full turnover of their social studies department this year. The Level 1 mentor that is being utilized is recognized by the school and

district as a superior teacher. She has demonstrated superior results in student achievement and was recommended by the district's coordinator of mentoring.

- Indian Hills Elementary, one Level 1 mentor: The school is located in the city of Gallup; there is a Level 1 certified professional being utilized at that site to provide mentoring services. This individual has six years of experience, is completing his National Board Certification, and holds a Master's Degree in Reading. The principal strongly endorses this individual's effectiveness over other building-level teachers who hold a Level 2 or Level 3 license.

Question #2: What are the years of experience of the beginning teachers (Internship or Level 1) that each Level 1 mentor is mentoring?

LEA Response:

- The range of experience varies from zero to six years.

Question #3: What are the years of experience that each Level 1 mentor has, including whether and for how long the teacher taught on an Internship License before receiving a Level 1 license?

LEA Response:

- Of the five Level 1 mentors, one taught on an internship license for one year. This gentleman came to the Gallup-McKinley County Schools from the Peace Corps. The actual teaching experience for each of the five Level 1 mentors varies from three to six years.

Teacher mentorship program for beginning teachers; purposes; department duties [22-10A-9.B NMSA 1978] specifically requires that mentorship services be provided by Level 2 or Level 3 teachers.

The PED has learned, as a result of the September 2010 survey, that other districts are using Level 1 teachers as mentors. As a result, Secretary of Education Designate Susanna Murphy has instructed the PED's Professional Development Bureau to conduct a survey of all school districts and charter schools that are using Level 1 teachers as mentors after the 40th day to understand the reasons behind this lack of adherence to statutory requirements.

As part of this survey, the PED will ask whether the reliance on Level 1 teachers as mentors is the result of reduced funding and staffing in school districts and charter schools due to the state's economic downturn or due to some other cause that has not yet surfaced.

NEW MEXICO'S VISION FOR TEACHER AND PRINCIPAL EFFECTIVENESS

As was proposed in the second *Race to the Top* (RttT) federal application, New Mexico plans to strengthen its existing statewide evaluation system and use student growth as a significant factor in determining overall effectiveness of teachers and principals. Other measures such as classroom observations, Professional Development Plans, portfolios, administrator judgment, student evaluations and parent interviews will also be considered for inclusion in the revised evaluation systems.

In addition, the PED will convene the Professional Development Subcommittee of the Professional Practices and Standards Council (PPSC) to align with the work of the *Smarter Balanced Consortium*. New Mexico's participation in the Smarter Balanced Consortium is a commitment to transitioning to high, quality multiple measures of student growth and teacher impact, including, but not limited to, assessments conducted at multiple points in time, formative assessments, summative assessments and evidence of student work.

Further, to ensure that participating LEAs and charters use evaluation results to inform decisions regarding the professional development of teachers and principals, the PED will refine and revitalize the state's mentoring system for beginning teachers and expand it to include principal and superintendent mentorship. Further, we will more effectively clarify expectations and requirements for mentor programs.

In the RttT application, New Mexico devoted funding for these needed improvements.

Most importantly, New Mexico is ahead of many states in this area and well positioned for these reforms due to its uniform teacher and principal evaluation system.

CRITICAL ISSUES

The LESC's requests feed into a larger issue regarding how all pieces of the teacher and principal system fit together to ensure effective supporting, compensating, promoting, retaining and evaluation of teachers and principals.

The PED recognizes that the current evaluation and compensation system needs improvement. We will begin by conducting a series of surveys to expand our data collection so that we can better determine how the current teacher and principal evaluation system is being used. This will assist us in identifying needed improvements.

While mentoring of beginning teachers is explicit in statute and rule regarding how and who are involved, it is ultimately effective principals who hold the key to the program's success, working in conjunction with the district's administration, experienced teacher mentors and supported by the PED and education-related agencies, etc.

The PED is in the beginning steps of this effort. We are drafting a rule to address expectations related to this need and convening the Professional Development Subcommittee of the PPSC, as professional development is a significant component of this overall effort.

Specific to mentorship, to achieve the accountability the LESC is seeking in the short run, consideration may need to be given for PED to implement a Request for Proposals (RFP) process. Such a process will ensure an application is submitted along with a supporting budget. In addition to creating further work processes for the PED, including oversight, an RFP process would be an additional responsibility for LEAs and charters. As currently staffed, the PED does not have personnel to absorb the additional work processes. An additional accountability measure could be an "on-site" program monitoring component. Again, this would require additional staff within the PED.

Attachment 1



School Year 09-10 Mentorship Program Survey

LEA: *

Please select appropriate LEA:

Charter: *

Name: *

First Last

Position: *

Please choose your position...

If "Other", please describe:

Address *

Street Address

Address Line 2

City

State / Province / Region

United States

Postal / Zip Code

Country

Email: *

Phone Number:

###

What supply/material costs does your Mentorship Program incur?

If not applicable, please enter a value of "0".

Books: *

\$

Dollars

Cents

CDs/DVDs: *

\$ _____ . _____
Dollars Cents

Office Supplies: *

\$ _____ . _____
Dollars Cents

Equipment: *

\$ _____ . _____
Dollars Cents

Other: *

\$ _____ . _____
Dollars Cents

If "Other", please describe:

What costs do you incur training Mentors?

If not applicable, please enter a value of "0".

District-level Trainer: *

\$ _____ . _____
Dollars Cents

School-level Trainer: *

\$ _____ . _____
Dollars Cents

Level III Teacher Trainer: *

\$ _____ . _____
Dollars Cents

Regional Education Cooperative(REC)-level Trainer: *

\$ _____ . _____
Dollars Cents

Higher Education Trainer: *

\$ _____ . _____
Dollars Cents

Commercial Company Trainer: *

\$ _____ . _____
Dollars Cents

Other: *

\$ _____ . _____

Dollars Cents

If "Other", please describe:
.....

How many FY10 Level I Mentors did you have? *

How many FY10 Level II Mentors did you have? *

How many FY10 Level III Mentors did you have? *

Do you compensate your Mentors? *

Yes

No

Level I Mentors: *

Stipend

Coursework

Other

If "Other", please describe:
.....

If "Stipend", please list the individual stipend amount:

\$

Dollars

Cents

Level II Mentors *

Stipend

Coursework

Other

If "Other", please describe:
.....

If "Stipend", please list the individual stipend amount:

\$

Dollars

Cents

Level III Mentors *

Stipend

Coursework

Other

If "Other", please describe:

If "Stipend", please list the individual stipend amount:

\$ _____ . _____
Dollars Cents

Attachment 2

Mentors Compensated by LEA's and Charter Schools (FY10)

LEA:	Charter:	LEVEL I	LEVEL II	LEVEL III
Alamogordo	none	\$0.00	\$1,749.00	\$1,749.00
Alamogordo	Cien Aguas International School	\$0.00	\$0.00	\$0.00
Albuquerque	Creative Ed. Prep. Inst	\$1,000.00	\$0.00	\$0.00
Albuquerque	Montessori of the Rio Grande	\$0.00	\$0.00	\$0.00
Albuquerque	The Learning Community Charter School	\$0.00	\$0.00	\$500.00
Albuquerque	Corrales International School	\$0.00	\$0.00	\$0.00
Albuquerque	School for Integrated Academics and Technologies	\$0.00	\$0.00	\$0.00
Albuquerque	Cottonwood Classical Preparatory School	\$0.00	\$0.00	\$500.00
Albuquerque	Cottonwood Classical Preparatory School	\$0.00	\$0.00	\$0.00
Albuquerque	NA	\$0.00	\$200.00	\$200.00
Albuquerque	Cesar Chavez Community School - state charter	\$0.00	\$0.00	\$460.00
Albuquerque	East Mountain High School	\$0.00	\$557.00	\$557.00
Albuquerque	Gordon Bernell Charter School	\$533.50	\$0.00	\$533.50
Albuquerque	Horizon Charter School	\$0.00	\$0.00	\$0.00
Albuquerque	DATA	\$0.00	\$0.00	\$0.00
Albuquerque	Media Arts Collaborative Charter School	\$0.00	\$0.00	\$0.00
Albuquerque	Academia de Lengua y Cultura	\$0.00	\$0.00	\$0.00
Albuquerque	Ralph J Bunche Acadey	\$0.00	\$0.00	\$300.00
Albuquerque	Albuquerque Talent Development Secondary Charter School	\$0.00	\$0.00	\$455.00
Albuquerque	Albuquerque Talent Development Secondary Charter School	\$0.00	\$0.00	\$455.00
Albuquerque	Bataan Military Academy	\$0.00	\$0.00	\$0.00
Albuquerque	School for Integrated Academics and Technologies (SIATech)	\$0.00	\$0.00	\$0.00
Albuquerque	Academy of Trades & Technology	\$0.00	\$0.00	\$0.00
Albuquerque	North Valley Academy - PED	\$200.00	\$200.00	\$200.00
Animas	n/a	\$0.00	\$0.00	\$0.00
Aztec	0	\$0.00	\$400.00	\$400.00
Aztec	Mosaic Academy	\$0.00	\$0.00	\$0.00
Belen	0	\$0.00	\$0.00	\$175.00
Bernalillo	na	\$0.00	\$500.00	\$0.00
Bloomfield	N/A	\$400.00	\$400.00	\$400.00
Capitan	0	\$0.00	\$0.00	\$0.00

Carlsbad	does not apply	\$0.00	\$0.00	\$750.00
Carrizozo	Not a Charter	\$0.00	\$425.00	\$0.00
Central	0	\$0.00	\$0.00	\$0.00
Chama Valley	We do not have a Charter School in the District	\$300.00	\$300.00	\$300.00
Cimarron	not charter	\$500.00	\$0.00	\$0.00
Clayton	none	\$0.00	\$0.00	\$0.00
Cloudcroft	We are not a charter school.	\$0.00	\$250.00	\$250.00
Clovis	NA	\$0.00	\$400.00	\$400.00
Corona	n/a	\$0.00	\$0.00	\$835.00
Cuba	0	\$0.00	\$0.00	\$500.00
Deming	Deming Cesar Chavez Charter High School	\$0.00	\$0.00	\$0.00
Des Moines	0	\$0.00	\$0.00	\$0.00
Dexter	0	\$0.00	\$360.50	\$0.00
Española	Espanola Public Schools	\$600.00	\$600.00	\$600.00
Estancia	0	\$0.00	\$0.00	\$300.00
Eunice	-	\$500.00	\$500.00	\$500.00
Farmington	NA	\$0.00	\$600.00	\$600.00
Floyd	N/A	\$0.00	\$0.00	\$0.00
Fort Sumner	not applicable	\$0.00	\$0.00	\$0.00
Gadsden	N/A	\$1,000.00	\$1,000.00	\$1,000.00
Grants-Cibola	we are not a charter school	\$0.00	\$700.00	\$700.00
Hagerman	None	\$0.00	\$250.00	\$250.00
Hatch	n/a	\$0.00	\$500.00	\$500.00
Jemez Mountain	Lindreth Heritage	\$300.00	\$0.00	\$0.00
Jemez Valley	San Diego Riverside Charter School	\$0.00	\$0.00	\$0.00
Las Cruces	Las Cruces Public Schools	\$0.00	\$250.00	\$250.00
Las Cruces	Las Montanas Charter High School	\$0.00	\$0.00	\$150.00
Las Cruces	La Academia Dolores Huerta	\$0.00	\$0.00	\$0.00
Las Vegas East	None	\$0.00	\$0.00	\$500.00
Logan	0	\$500.00	\$0.00	\$0.00
Lordsburg	n/a	\$0.00	\$500.00	\$500.00
Los Alamos	none	\$1,000.00	\$0.00	\$0.00
Los Lunas	no	\$0.00	\$700.00	\$700.00
Loving	none	\$0.00	\$0.00	\$324.00

Lovington	N/A	\$0.00	\$0.00	\$0.00
Magdalena	NO	\$1,000.00	\$0.00	\$1,000.00
Mesa Vista	n/a	\$300.00	\$300.00	\$0.00
Pecos	na	\$0.00	\$0.00	\$0.00
Portales	None	\$0.00	\$500.00	\$500.00
Quemado	Not a Charter	\$0.00	\$0.00	\$1,200.00
Questa	Roots and Wings	\$0.00	\$0.00	\$0.00
Raton	None	\$0.00	\$529.25	\$529.25
Rio Rancho	None	\$0.00	\$500.00	\$500.00
Roswell	Sidney Gutierrez Middle School	\$0.00	\$0.00	\$0.00
Santa Fe	The Academy for Technology and the Classics	\$0.00	\$0.00	\$0.00
Santa Fe	Santa Fe Public School District	\$8,975.00	\$16,581.25	\$53,867.87
Santa Fe	Monte del Sol Charter School	\$0.00	\$0.00	\$0.00
Santa Fe	Turquoise Trail Charter School	\$0.00	\$0.00	\$0.00
Santa Rosa	Public	\$750.00	\$750.00	\$750.00
Silver	N/A	\$0.00	\$684.35	\$684.35
Socorro	Cottonwood Valley charter School	\$1,000.00	\$1,000.00	\$1,000.00
Socorro	NA	\$2,000.00	\$0.00	\$0.00
Taos	Anansi Charter School	\$300.00	\$300.00	\$300.00
Taos	Taos Municipal Charter School	\$0.00	\$0.00	\$0.00
Taos	Taos Academy-State Charter	\$0.00	\$0.00	\$0.00
Tatum	NO	\$0.00	\$0.00	\$500.00
Texico	n/a	\$0.00	\$0.00	\$0.00
Truth or Con.	no	\$500.00	\$0.00	\$0.00
Tucumcari	none	\$1,312.50	\$1,312.50	\$0.00
Tularosa	N/A	\$0.00	\$250.00	\$0.00
Vaughn	N/A	\$0.00	\$0.00	\$1,168.00
Wagon Mound	Wagon Mound Public Schools	\$300.00	\$0.00	\$300.00
West Las Vegas	Rio Gallinas	\$0.00	\$350.00	\$350.00
West Las Vegas	Rio Gallinas School for Ecology and the Arts	\$0.00	\$3,668.00	\$3,668.00

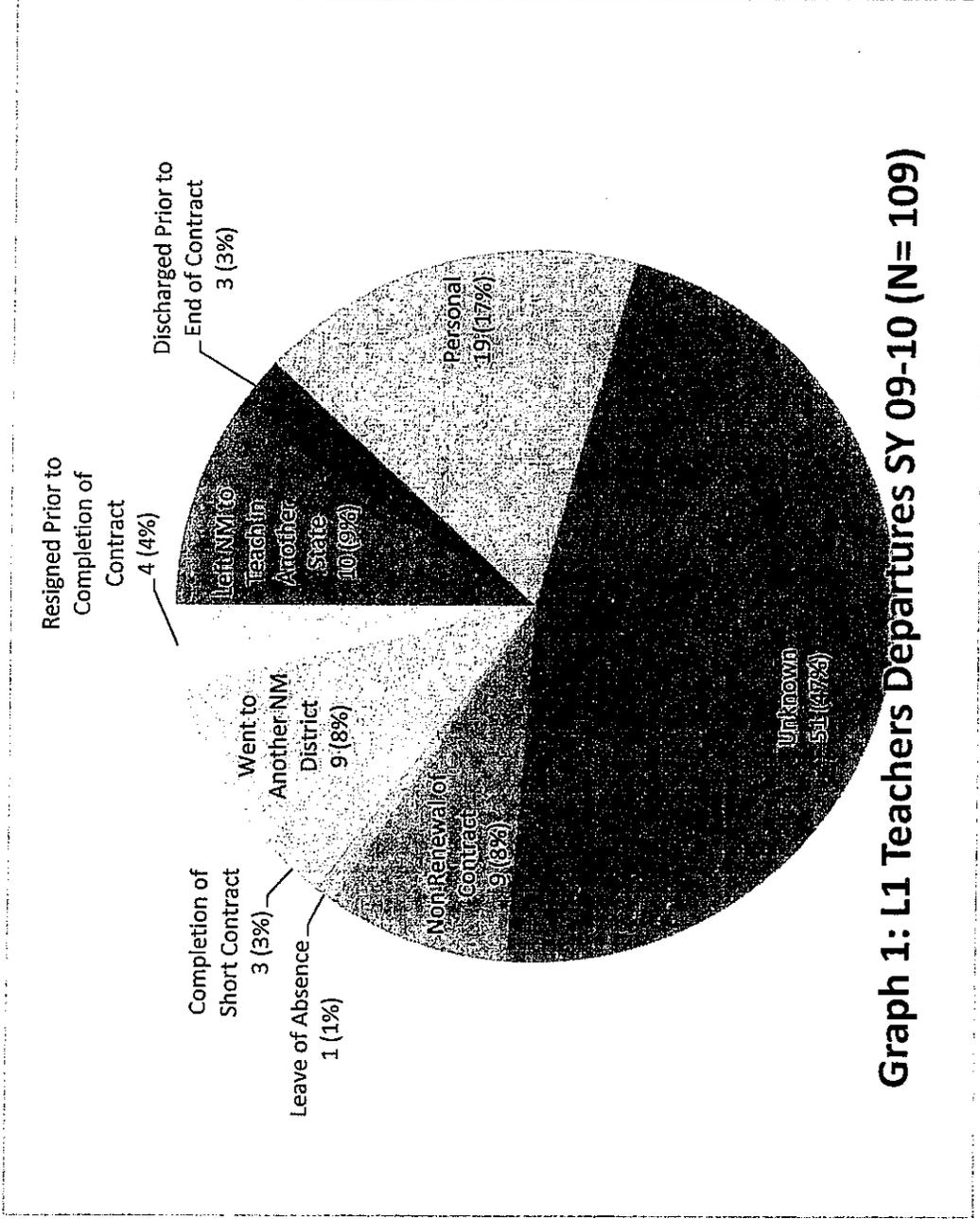
Attachment 3

Level 1 Teacher Departure from Position & Reason Stated SY 2009-2010

District	Left NM to Teach in Another State	Discharged Prior to End of Contract	Personal	Unknown	Non Renewal of Contract	Leave of Absence	Completion of Short Contract	Went to Another NM District	Resigned Prior to Completion of Contract	Total
Alamogordo	1		1							2
Albuquerque				43	1	1				45
Bernalillo					1		1			2
Carlsbad					1					1
Clovis			4	1				1		6
Cobre										0
Ft. Sumner			1							1
Gadsden	1		1							2
Gallup			1	3						4
Hatch		1								1
Hobbs	3			2	1			3	1	10
Los Lunas								1	1	2
Lovington			2							2
Maxwell	1		2							3
Mora	1									1
Mosquero								1		1
Penasco										1
Pojoaque			2					1		3
Raton					1					1
Roswell	1	1	4					1		8
Roy								1		1
Santa Fe		1	1	2	4		2			10
Socorro	1									1
Tucumcari	1									1
Total	10	3	19	51	9	1	3	9	4	109

Source: PED

Reason for Departure	Left NM to Teach in Another State	Discharged Prior to End of Contract	Personal	Unknown	Non Renewal of Contract	Leave of Absence	Completion of Short Contract	Went to Another NM District	Resigned Prior to Completion of Contract
Total	10	3	19	51	9	1	3	9	4



Attachment 4



**Total Number of Licensed Level 1 Teachers Who Advanced to Level 2 Through PDD by District
2005-2010 Within 4 Resubmissions (Submission Cycles 1-15)**

District	Passers On Initial Submission	1st Resubmission Date	2nd Resubmission Date	3rd Resubmission Date	4th Resubmission Date
Alamogordo	76	11	0	0	0
Albuquerque	1271	169	26	5	1
Animas	1	1	0	0	0
Artesia	32	9	1	0	0
Aztec	37	7	2	0	0
Belen	65	7	1	0	0
Bernalillo	38	5	1	1	0
Bloomfield	33	2	0	0	0
Capitan	4	3	1	0	0
Carlsbad	26	5	1	0	0
Carrizozo	4	0	0	0	0
Central	41	10	2	1	0
Chama	6	2	0	0	0
Cimarron	6	1	0	0	0
Clayton	5	0	0	0	0
Cloudcroft	2	0	0	0	0
Clovis	95	15	0	0	0
Cobre	12	4	0	0	0
Corona	1	0	0	0	0
Cuba	5	4	1	1	1
De Moines	3	1	0	0	0
Deming	64	12	0	0	0
Dexter	15	1	1	0	0
Dora	2	0	0	0	0
Dulce	7	1	0	0	0
Elida	1	1	0	0	0
Espanola	37	20	6	0	0
Estancia	9	3	2	0	0
Eunice	4	2	0	0	0
Farmington	118	8	2	1	0
Floyd	5	1	0	0	0
Fort Sumner	3	0	0	0	0
Gadsden	164	37	6	0	0
Gallup	164	24	5	0	0
Grady	1	0	0	0	0
Grants	45	16	1	1	0
Hagerman	8	2	0	0	0
Hatch	16	0	0	0	0
Hobbs	67	19	6	0	0
Hondo Valley	4	0	0	0	0
House	2	1	0	0	0
Jal	2	1	0	0	0
Jemez Mountain	3	0	0	0	0
Jemez Valley	6	3	0	0	0

District	Passers On Initial Submission	1st Resubmission Date	2nd Resubmission Date	3rd Resubmission Date	4th Resubmission Date
Lake Arthur	4	1	0	0	0
Las Cruces	315	27	3	0	0
Las Vegas City	12	6	1	1	0
Logan	1	0	0	0	0
Lordsburg	11	1	0	0	0
Los Alamos	31	2	0	0	0
Los Lunas	107	15	2	0	0
Loving	4	0	0	0	0
Lovington	20	9	2	0	0
Magdalena	6	2	1	0	0
Melrose	1	0	0	0	0
Mesa Vista	7	0	0	0	0
Mora	9	0	0	0	0
Moriarty	58	5	1	0	0
Mosquero	2	0	0	0	0
Mountainair	4	0	0	0	0
Pecos	7	2	0	0	0
Penasco	4	0	0	0	0
Pojoaque	16	3	1	0	0
Portales	32	3	0	0	0
Quemado	4	1	0	0	0
Questa	9	0	0	0	0
Raton	12	2	0	0	0
Reserve	3	0	0	0	0
Rio Rancho	219	20	2	1	0
Roswell	83	18	3	0	0
Roy	1	0	0	0	0
Ruidoso	14	0	0	0	0
Santa Fe	194	14	1	0	0
Santa Rosa	3	1	0	0	0
Silver	20	1	0	0	0
Socorro	20	8	5	3	0
Springer	3	1	1	0	0
Taos	33	6	0	0	0
Tatum	1	2	0	0	0
Texico	3	0	0	0	0
Truth or Consequences	12	2	1	1	0
Tucumcari	15	3	1	0	0
Tularosa	13	4	1	0	0
Vaughn	3	1	0	0	0
Wagon Mound	3	2	0	0	0
West Las Vegas	20	4	2	1	0
Zuni	14	4	0	0	0