

New Mexico Educator Equity Plan

Stakeholder Convening, Albuquerque

May 13, 2015

Agenda

- Welcome, Introductions and Overview
- New Mexico Equity Gaps
- Break
- Stakeholder Discussion

Norms

- Our focus is New Mexico's Educator Equity Plan
- All opinions matter – we will operate in a collegial atmosphere
- Please limit phone use

Key Terminology

- Before we begin, let's clarify some key terminology:
 - Equity Gap – A difference between different student groups' access to an effective teacher
 - Metric – A measurement; We will use metrics to determine where our key equity gaps are and what the root causes are
 - 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

Vision Statement

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

Federal Requirements

Per federal requirements (ESEA 11(b)(8)(C)), each state must have a plan in place to:

“ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the [SEA] will use to evaluate and publically report the progress of the [SEA] with respect to such steps”

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

Equity – Why it Matters

- All students deserve an equal educational opportunity, including equal access to excellent educators
- Teachers and principals who work in our hardest-to-staff schools deserve the support they need to succeed
- Excellent educators are those fully able to support students in getting and remaining on track to graduate from high school ready for college and careers

Research on Equitable Access

National data shows that the following student groups are less likely to have access to great 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

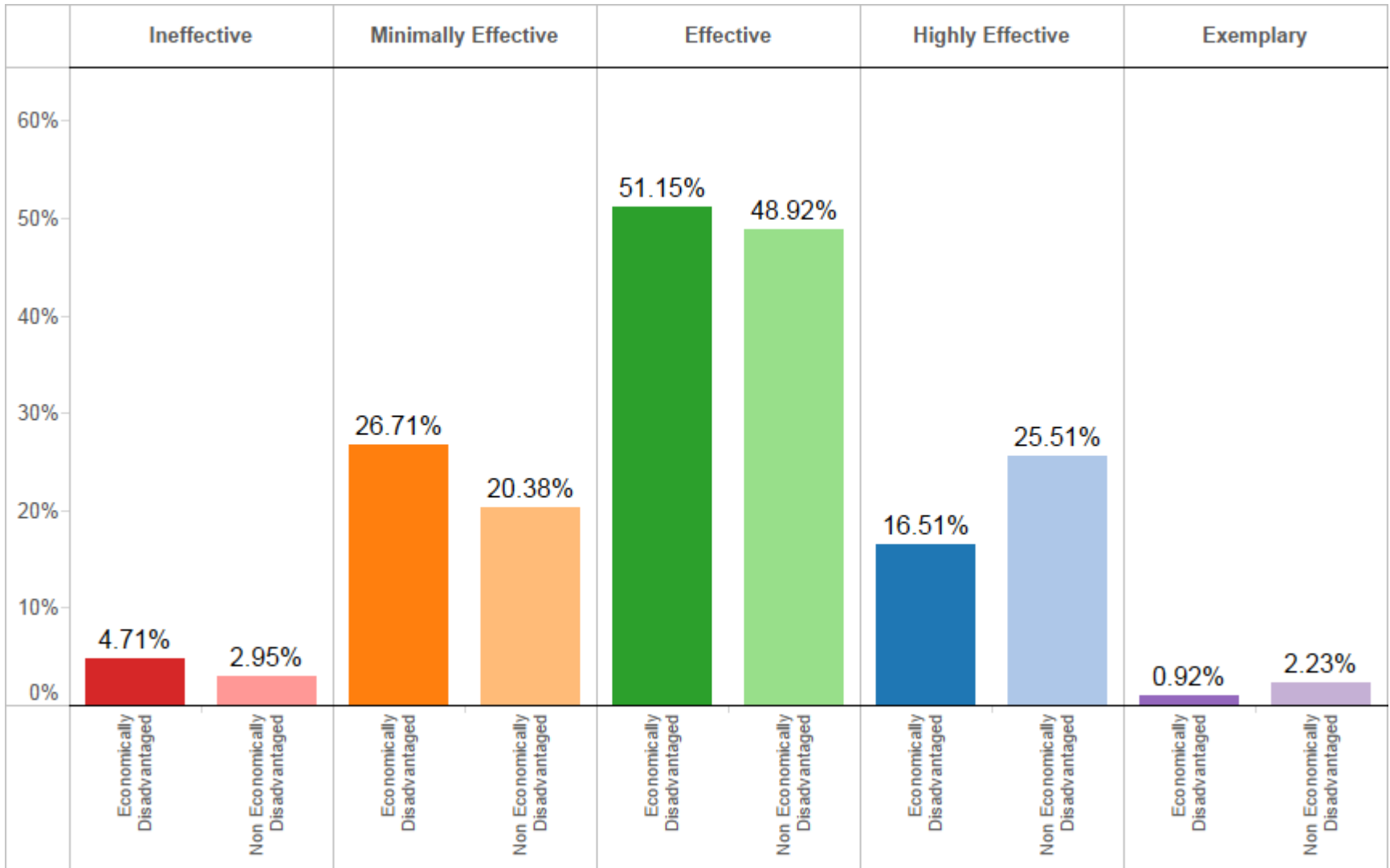
Source: Institute of Education Sciences, data from the U.S. Department of Education's Office for Civil Rights

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

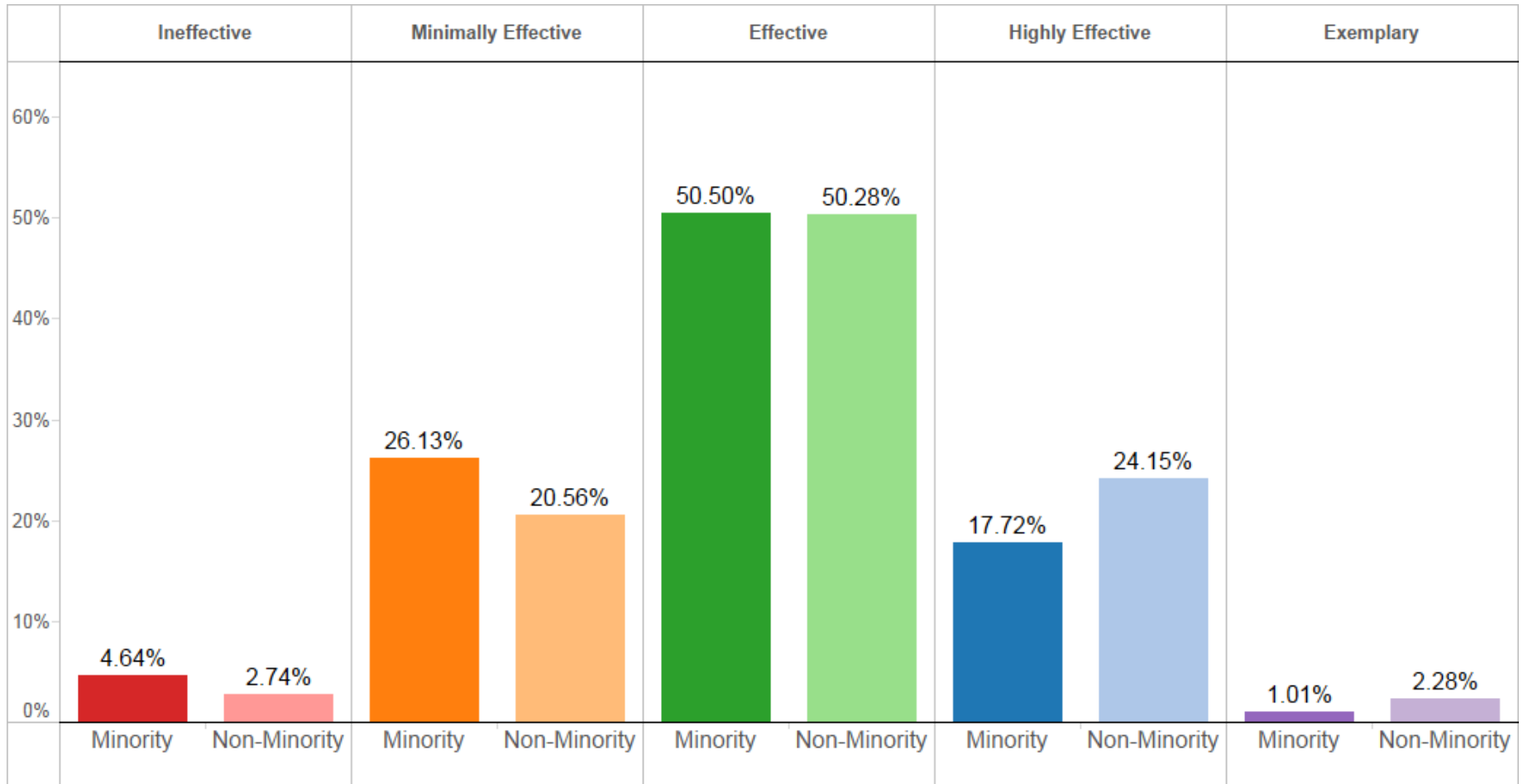
New Mexico's Equity Gaps

Between Economically Disadvantaged and Non Economically Disadvantaged Students



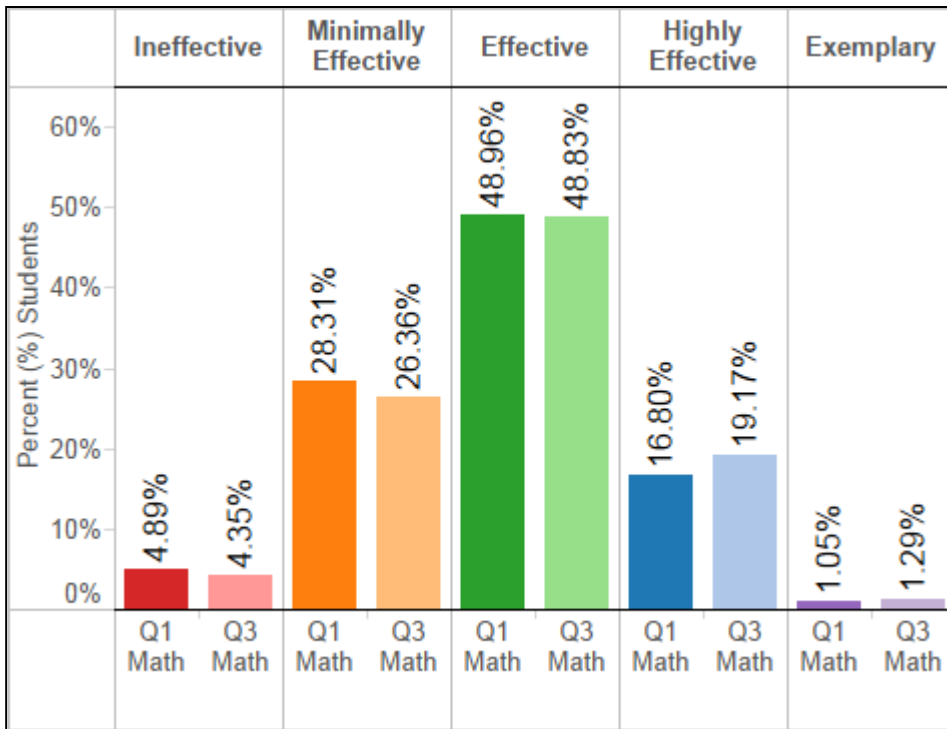
New Mexico's Equity Gaps

Between Minority and Non-Minority Students

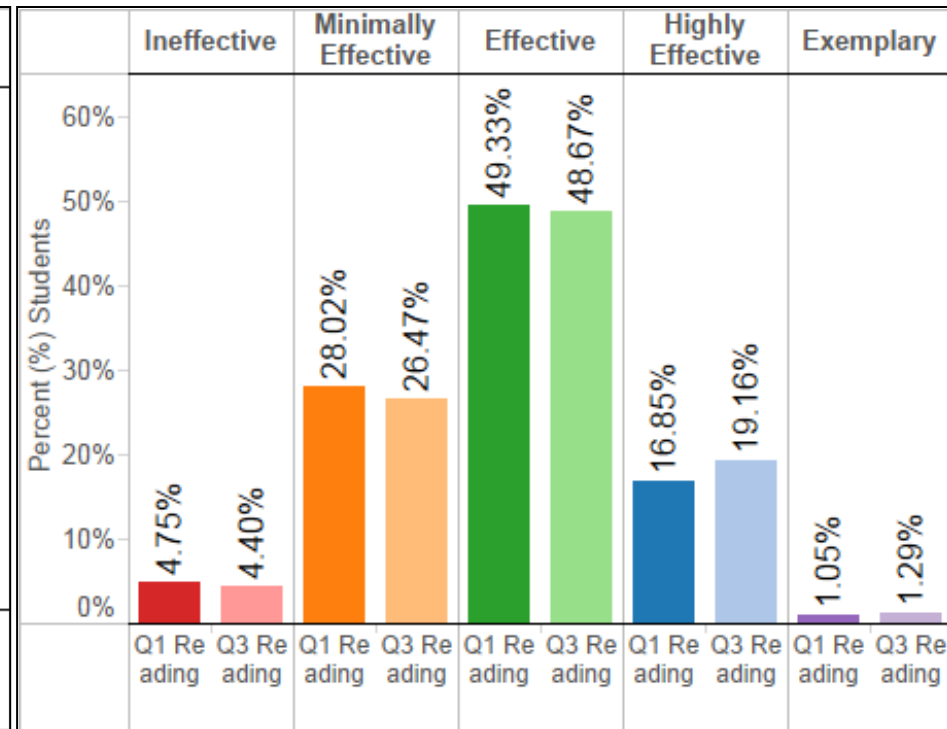


New Mexico's Equity Gaps

Between Q1 and Q3 Students in Reading and Math



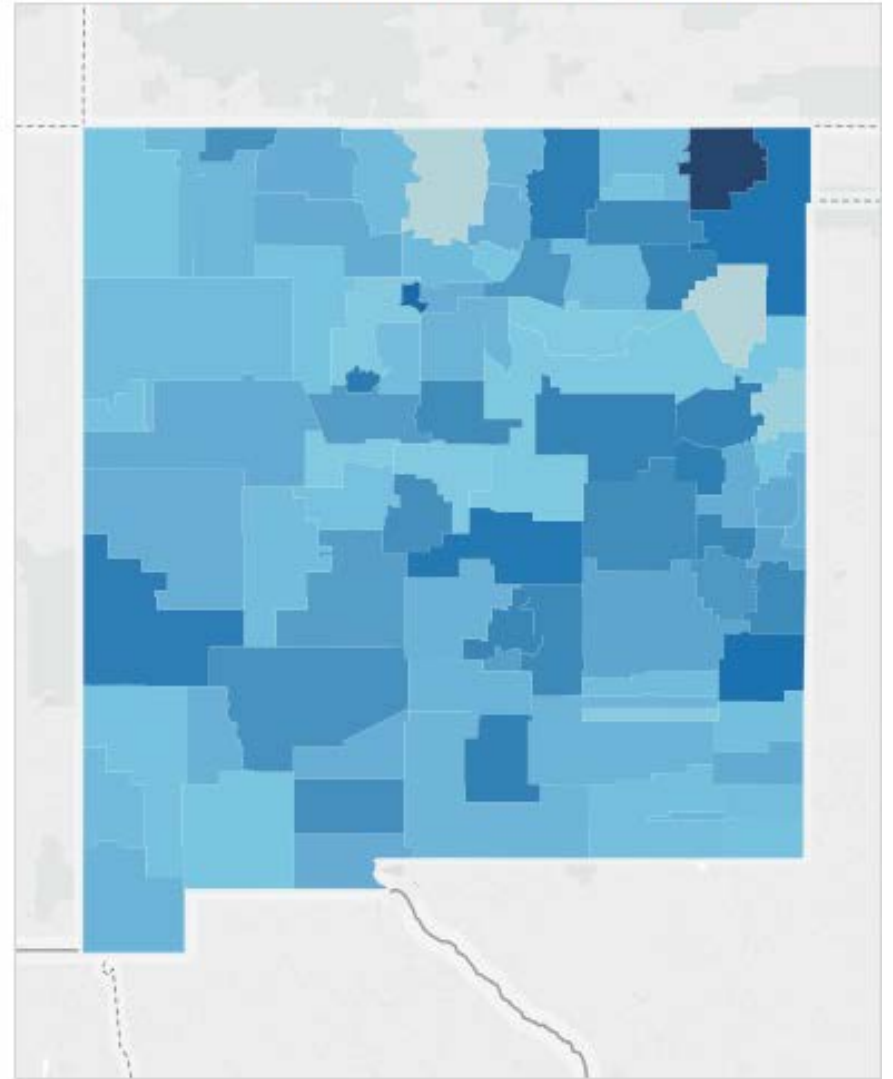
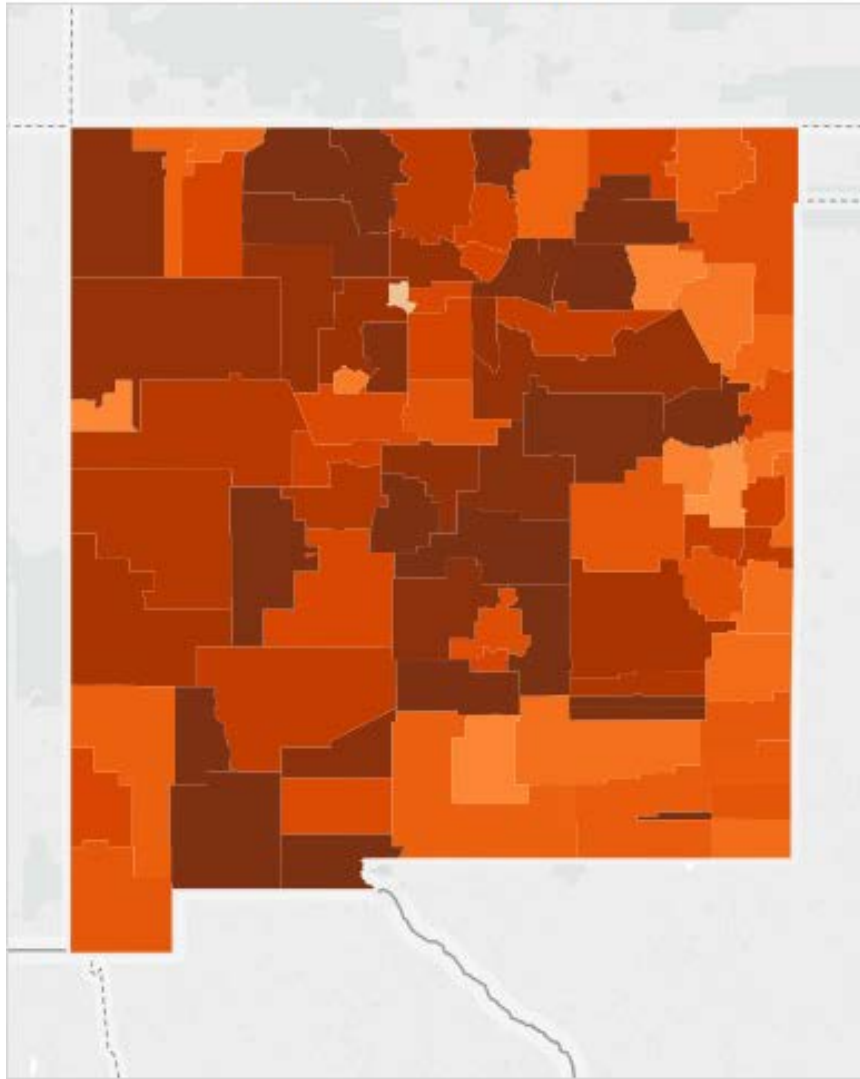
Q1 Math vs. Q3 Math



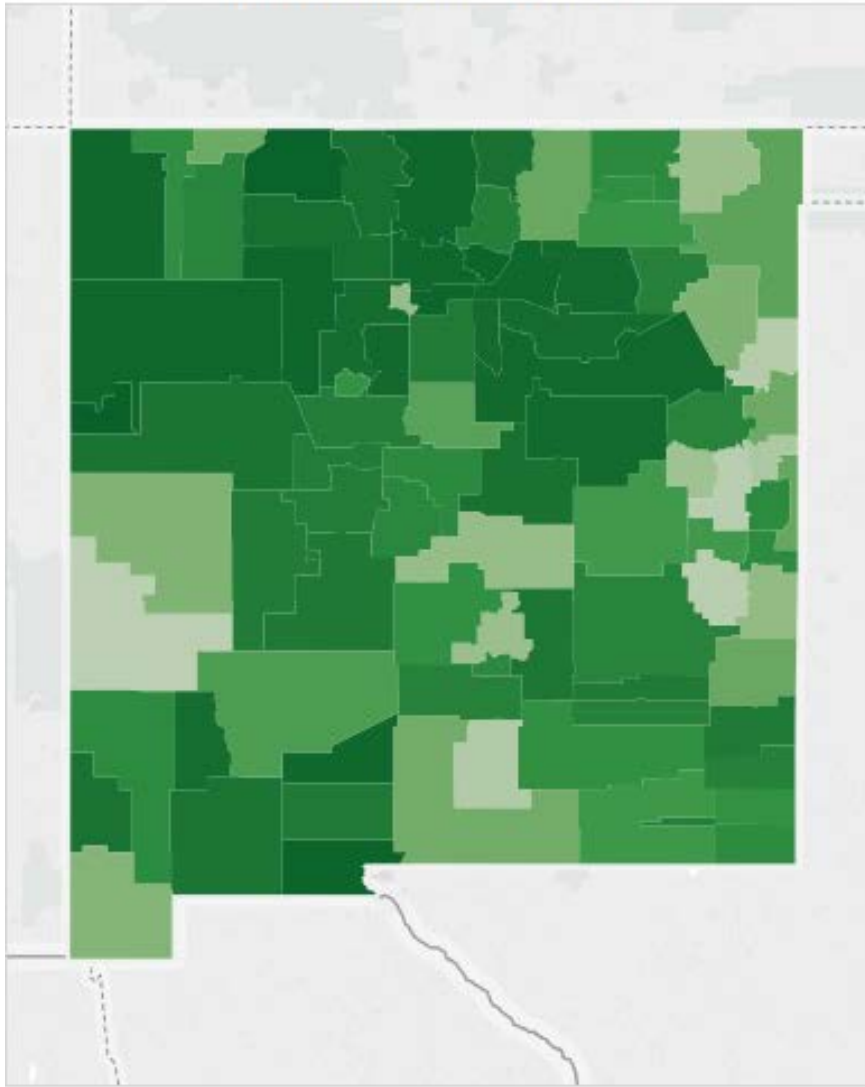
Q1 Reading vs. Q3 Reading

% FRL by District

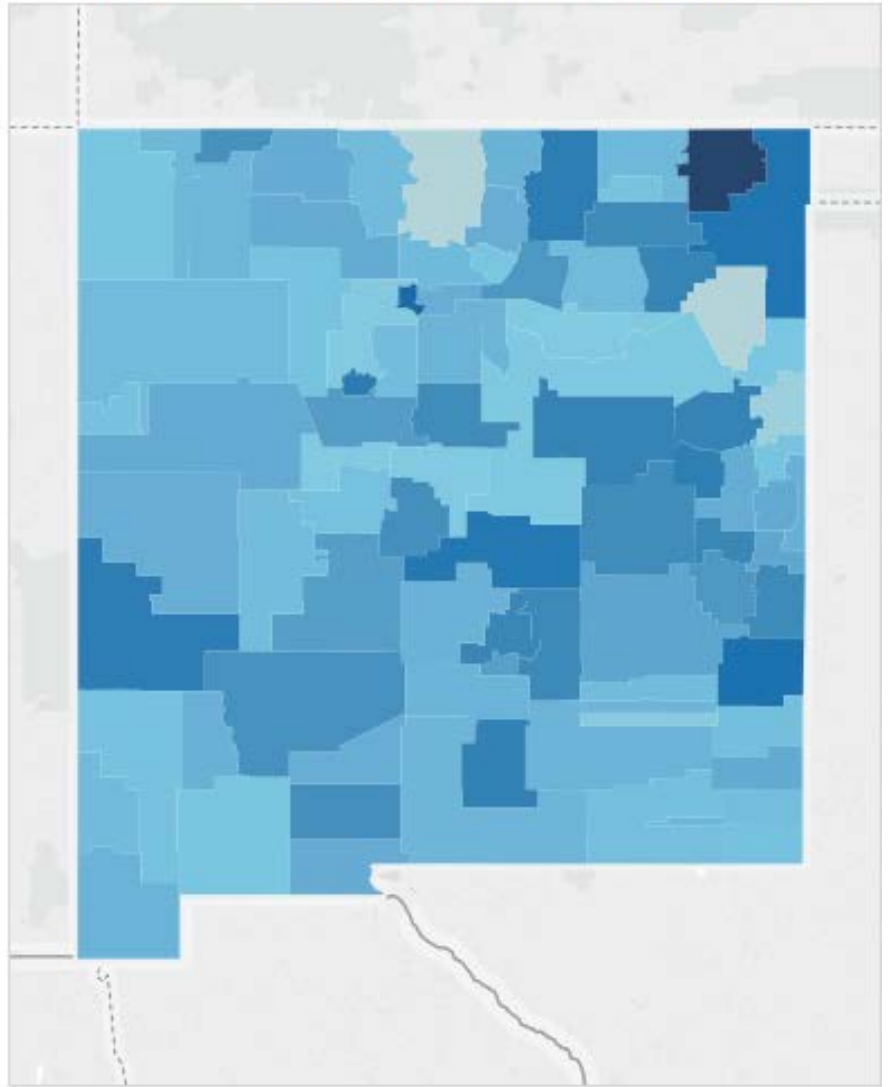
Average Summative Score by District



% Minority by District



Average Summative Score by District



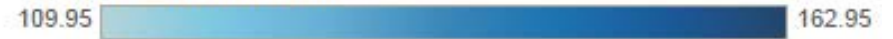
% Minority



19.1%

99.3%

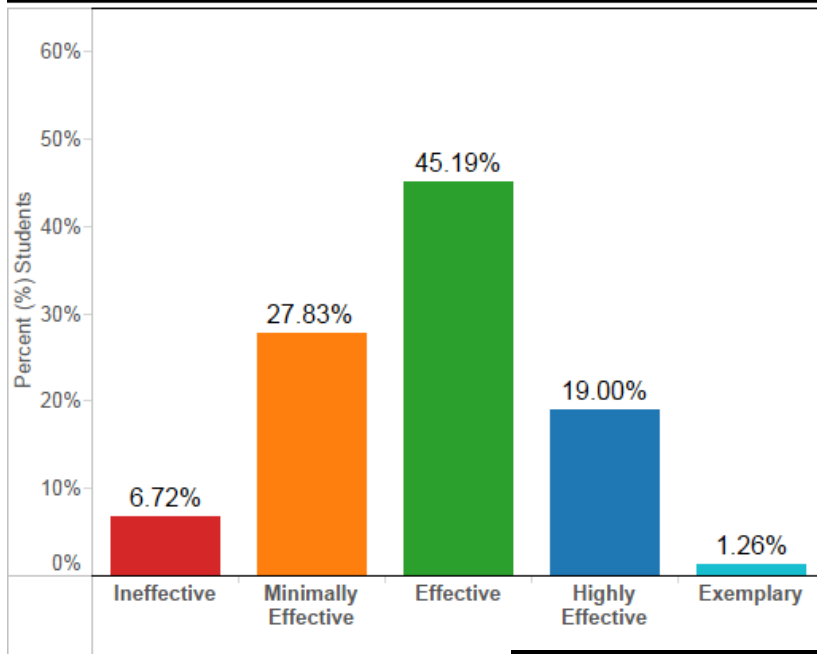
Average Summative Score



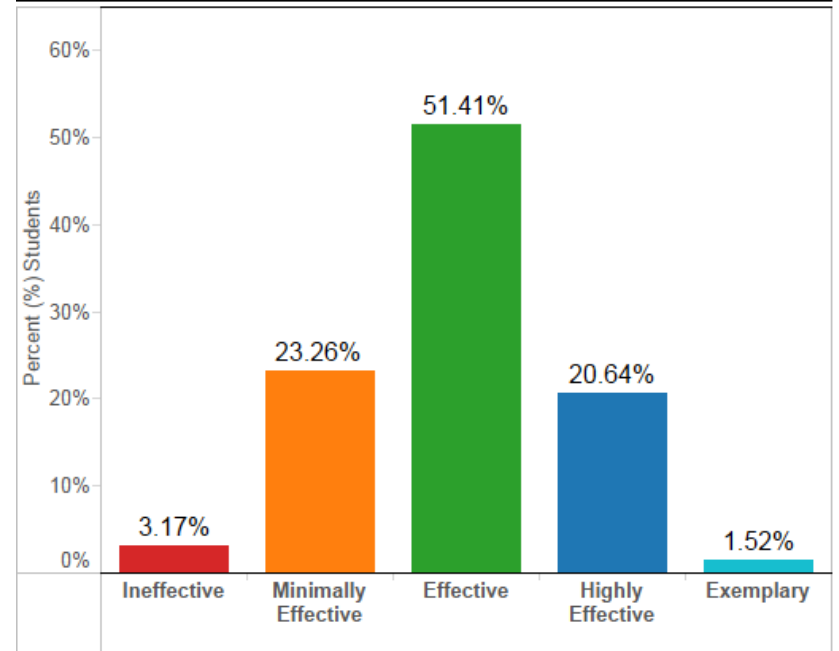
109.95

162.95

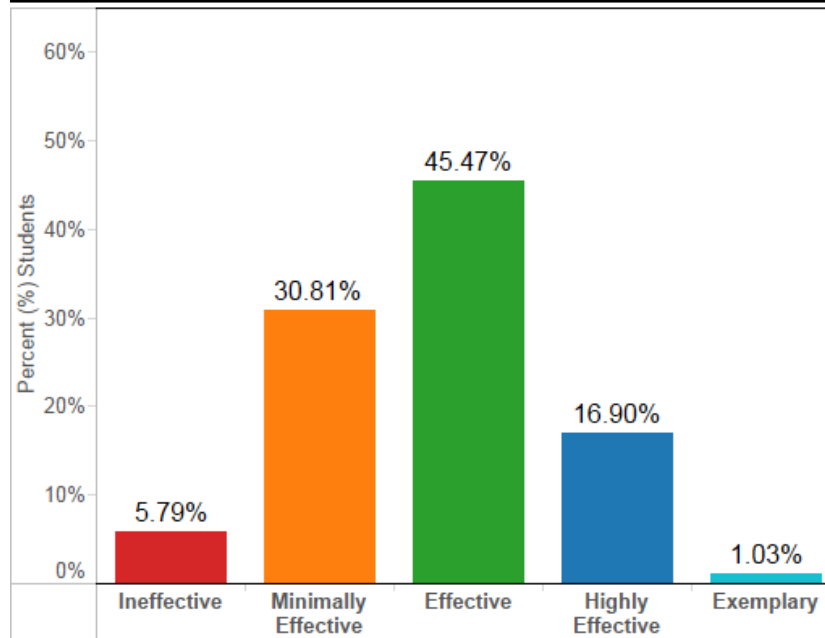
Science Teacher Ratings

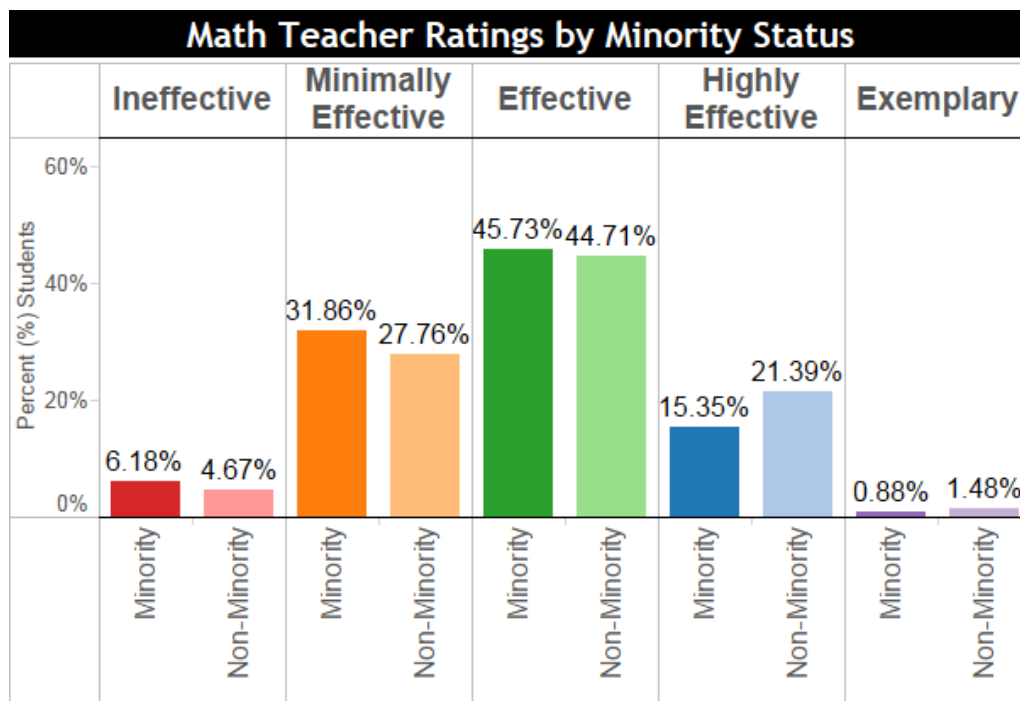
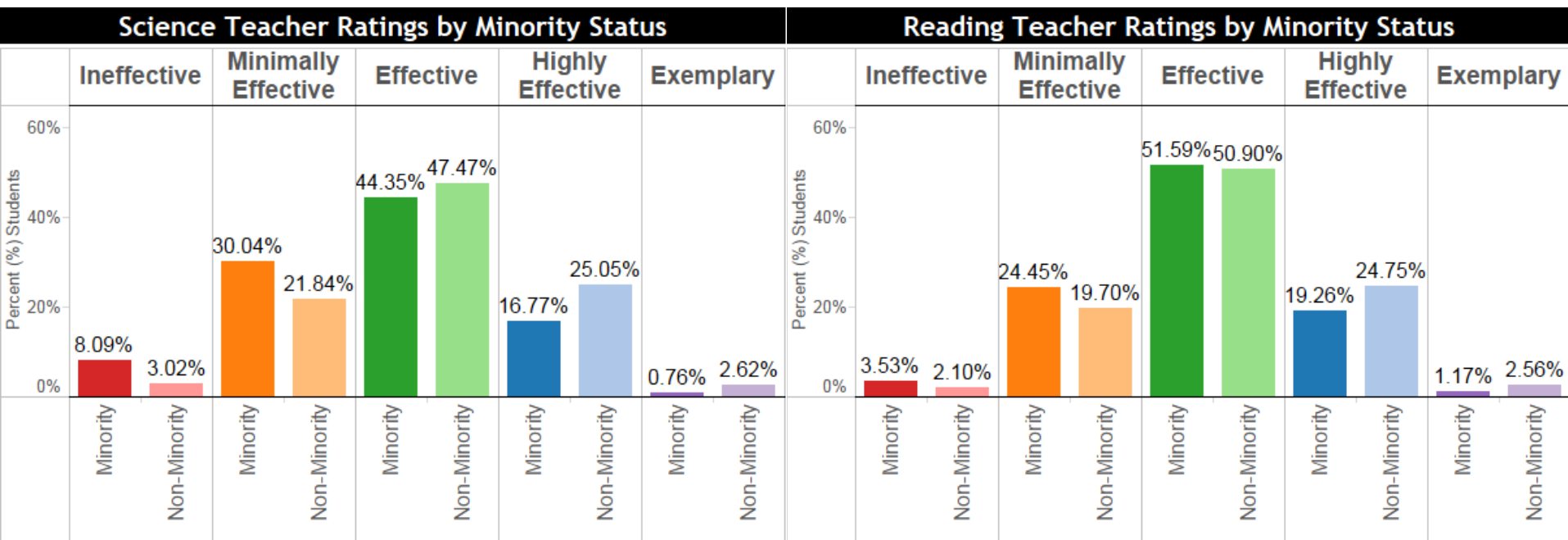


Reading Teacher Ratings



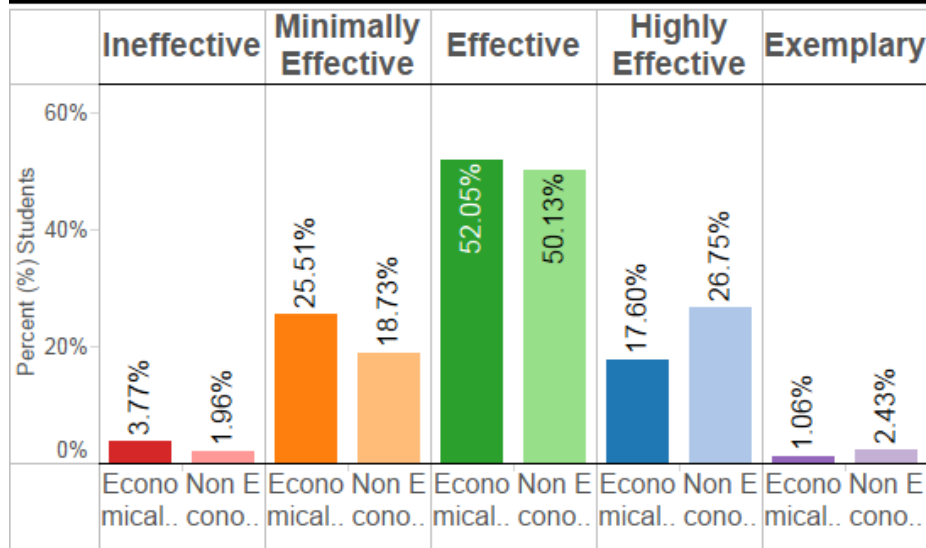
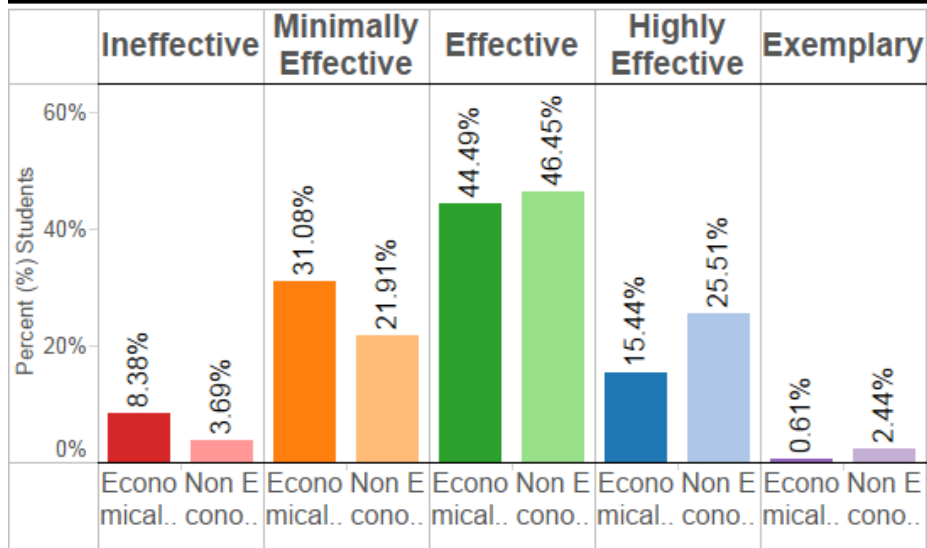
Math Teacher Ratings



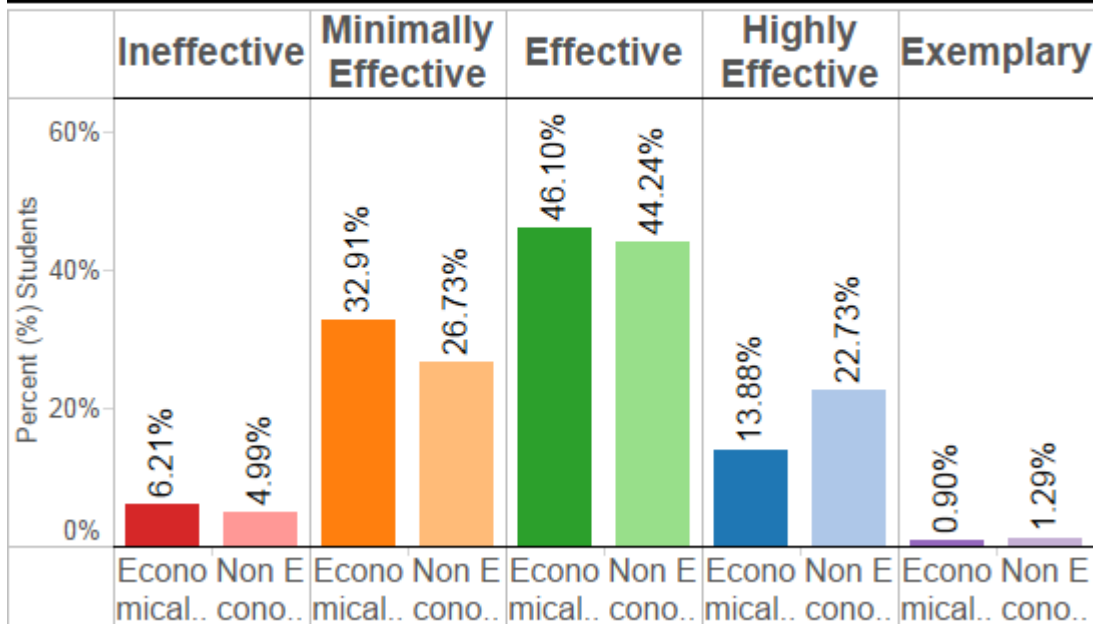


Science Teacher Ratings by Economically Disadvantaged Status

Reading Teacher Ratings by Economically Disadvantaged Status



Math Teacher Ratings by Economically Disadvantaged Status



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: 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:

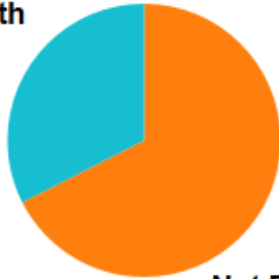
- 3rd Grade Reading:
 - 48.3% of Hispanic students are on grade level
 - 32.3% of Native American students are on grade level
 - 44.8% of students in poverty are on grade level
- Graduation Rate:
 - 1/3 of Hispanic students do not graduate in 4 years (67.6% graduate)
 - Nearly 40% of Native students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

Achievement Gap between Minorities and Non Minorities Math

Minority

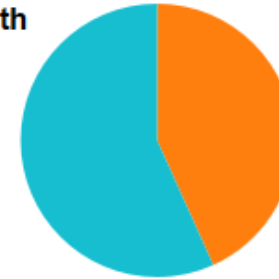
Non-Minority

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

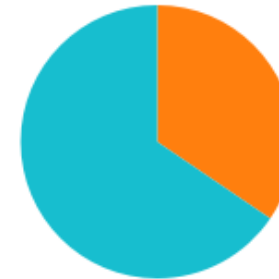
Non-Minority

Proficient in Reading
41.94%



Not Proficient in Reading
58.06%

Proficient in Reading
65.52%



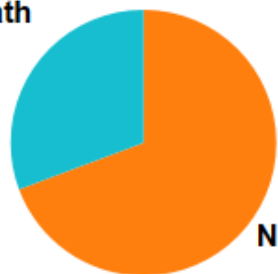
Not Proficient in Reading
34.48%

Achievement Gap between Economically Disadvantaged and Non Economically Disadvantaged Students Math

Economically Disadvantaged

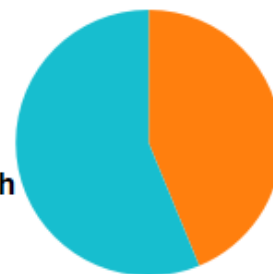
Non Economically Disadvantaged

Proficient in Math
30.69%



Not Proficient in Math
69.31%

Proficient in Math
56.21%



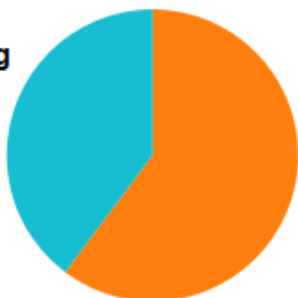
Not Proficient in Math
43.79%

Achievement Gap between Economically Disadvantaged and Non Economically Disadvantaged Students Reading

Economically Disadvantaged

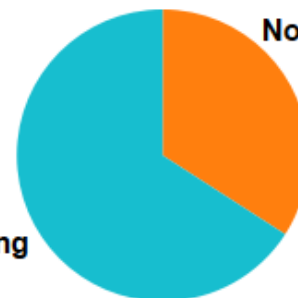
Non Economically Disadvantaged

Proficient in Reading
39.77%



Not Proficient in Reading
60.23%

Proficient in Reading
65.90%



Not Proficient in Reading
34.10%

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
- 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

New Mexico's Equity Gaps

To address the gaps, PED **WILL**:

- 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
 - Student achievement
 - Observations
 - Leverage district best practices
 - Conduct internal program evaluations to determine impact on eliminating gaps
- 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 report educator equity gaps
 - Hold districts accountable for their own plans to bring equity to students and student achievement (WebEPSS)
 - School-based Budget Pilot, Spring 2015
 - Priority Schools Bureau programming
 - PPE
 - TPE
 - UVA
 - New Mexico Reads to Lead
 - New Mexico STEM Ready
 - Advanced Placement teacher support

New Mexico's Equity Gaps

- Highly Qualified Teacher Flexibility
 - New flexibility allows for districts to place Effective and higher teachers into like-content areas
 - For example, a Highly Effective Physics teacher could now also provide instruction in Algebra II
 - Eliminates the arbitrary and costly gate-keeper of the former HQT requirements

BREAK

Discussion

- With your elbow partner, take 5 minutes and discuss what educator equity means to you

Discussion

- Based on the previous question and feedback, turn to a different elbow partner and discuss the barriers to closing educator equity gaps in your community

Discussion

- Based on the data shared earlier and the feedback from the stakeholder's here today, spend 5 minutes discussing how New Mexico can begin to close educator equity gaps

Discussion

- Each state must publically report on educator equity gaps and progress towards closing those gaps
- What is the best avenue to report that information annually?
- Spend 5 minutes discussing what information should be shared with the public to ensure it is meaningful and actionable

Question and Answer

Further Feedback

- Written feedback can be submitted to Matt Pahl and Leighann Lenti at matt.pahl@state.nm.us and leighann.lenti@state.nm.us
- Written feedback will be accepted until May 25, 2014