



Educator Equity in New Mexico's ESSA State Plan¹

Strengths

Ineffective Teacher Definition

New Mexico's strong definition of an ineffective teacher is based on its teacher evaluation system², which includes, among multiple measures, objective measures of student learning and growth that research demonstrates are critically important to measuring teacher quality.³ New Mexico also considers any teacher who earns student growth ratings in the bottom decile statewide to be an ineffective teacher, which helps to ensure that its ineffective teacher definition includes all teachers who are not making adequate contributions to student learning and growth.

Inclusion of Additional Data

New Mexico's state plan includes educator equity gap calculations for additional student subgroups as well as for the statutory subgroups. By calculating and reporting the rates at which English learners and students with disabilities, as well as low-income and minority students, are taught by ineffective, inexperienced and out-of-field teachers, New Mexico illuminates additional equity gaps, which is the first step in eliminating those gaps.

Clear Timelines and Interim Targets

New Mexico's plan includes clear, ambitious timelines and interim targets for entirely eliminating its identified educator equity gaps by August 2020. Transparent inclusion of these timelines and interim targets enables New Mexico and its stakeholders to ensure adequate accountability for eliminating educator equity gaps.

Promising Strategies

New Mexico intends to implement multiple, promising, potentially high-impact strategies designed to eliminate its existing educator equity gaps, including: 1) developing a framework for mentorship that is aligned with its teacher effectiveness ratings; 2) implementing pay-for-performance grants to attract and retain the most effective teachers; 3) ensuring that the state's Title II, Part A work is aligned to its equity plan; and 4) launching a robust teacher preparation accountability and support model in 2017, with a focus on preparing and retaining high-performing teachers in high-needs schools.

Opportunities

Inexperienced Teacher Definition

New Mexico defines an inexperienced teacher as a teacher who has been in the field for three or fewer years. New Mexico should amend this definition to limit it to a teacher with two years or fewer of experience, as research demonstrates that teachers experience the greatest increase in effectiveness in the first two years of teaching.⁴

State Response

New Mexico was helpful in providing NCTQ with facts that enhanced this analysis.

- ¹ <https://www2.ed.gov/admins/lead/account/stateplan17/nmcsa2017.pdf>
- ² For NCTQ's analysis of the role of student growth in New Mexico's teacher evaluation system, see <http://www.nctq.org/dmsView/NewMexico-snap-shot>.
- ³ See, e.g., Kane, T. J., & Cantrell, S. (2013). Ensuring fair and reliable measures of effective teaching: Culminating findings from the MET Project's three-year study. Seattle, WA: Bill & Melinda Gates Foundation; Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of Teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review*, 104(9), 2633-2679; and Adnot, M., Dee, T., Katz, V., & Wyckoff, J. (2017). Teacher turnover, teacher quality, and student achievement in DCPS. *Educational Evaluation and Policy Analysis*, 39(1), 54-76.
- ⁴ See, e.g., Boyd, D., Lankford, H., Loeb, S., Rockoff, J., & Wyckoff, J. (2008). The narrowing gap in New York City teacher qualifications and its implications for student achievement in high-poverty schools. *Journal of Policy Analysis and Management*, 27(4), 793-818; Henry, G. T., Bastian, K. C., and Fortner, C. K. (2011). Stayers and leavers: Early-career teacher effectiveness and attrition. *Educational Researcher*, 40(6), 271-280; and Papay, J. P., & Kraft, M. A. (2015). Productivity returns to experience in the teacher labor market: Methodological challenges and new evidence on long-term career improvement. *Journal of Public Economics*, 130, 105-119.

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