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HOUSE MEMORIAL 46

**54TH LEGISLATURE - STATE OF NEW MEXICO - SECOND SESSION, 2020**

INTRODUCED BY

G. Andrés Romero and Christine Trujillo

A MEMORIAL

REQUESTING THE SECRETARY OF PUBLIC EDUCATION TO CONVENE A TASK FORCE TO STUDY, ASSESS AND MAKE RECOMMENDATIONS TO ADDRESS INNOVATIVE ALTERNATIVE EDUCATOR COMPENSATION IN NEW MEXICO.

WHEREAS, in 1974, in the Public School Finance Act, the New Mexico legislature took responsibility for funding the operation of school districts and created a funding formula to guarantee equal funding to all districts within the state according to their unique student population; and

WHEREAS, since that time, the state has had the primary responsibility for funding the operation of its schools through the state equalization guarantee, which is how the legislature distributes state funding equitably to all eighty-nine districts. The state equalization guarantee is a progressive way to equitably distribute funding for schools, and the

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1 weights in the formula are based on the attributes of each  
2 student enrolled in those schools; and

3 WHEREAS, in addition, the New Mexico public school funding  
4 formula adjusted the value of the pupil unit on the basis of  
5 the training and experience, commonly referred to as the T&E  
6 index, of each school district's professional staff, excluding  
7 principals. This adjustment was intended to promote and  
8 provide incentives for districts to hire and retain more highly  
9 educated and experienced teachers; and

10 WHEREAS, a program cost for each school district is  
11 determined by multiplying the student full-time-equivalency in  
12 a particular grade or a program full-time-equivalency by the  
13 respective cost differential to generate units. The full-time-  
14 equivalency to be used in the calculation of program units is  
15 the prior year average of district membership on the eightieth  
16 and one hundred twentieth days. All of the program units are  
17 then added together and multiplied by the district's training  
18 and experience index to produce the adjusted program units; and

19 WHEREAS, in 2003, when the state adopted the three-tiered  
20 licensure system, the state created a link connecting teachers'  
21 licensure levels, education and experience to minimum salaries,  
22 but it soon became clear that the training and experience index  
23 and the three-tiered licensure system were a mismatch; and

24 WHEREAS, in 2018, House Bill 188, sponsored by former  
25 Representative George Dodge, Jr., began the important process

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1 of transitioning New Mexico funding processes away from the  
2 outdated and inadequate teaching and experience model to the  
3 teacher cost index model. The phase-in of the teacher cost  
4 index model is an effort to better allocate adequate funding to  
5 public school districts, as these are the dollars that are  
6 required to compensate all teachers according to state mandated  
7 three-tiered licensure minimums; and

8 WHEREAS, increasing the three-tiered minimum salaries  
9 decreases the state's ability to retain experienced educators;  
10 and

11 WHEREAS, a next step to build on the teacher cost index is  
12 to enhance the three-tiered licensure and compensation system;  
13 and

14 WHEREAS, many states and school districts have made a  
15 concerted effort to go beyond the traditional salary schedule  
16 made up of steps and lanes by creating career ladders, which  
17 typically serve as career advancement systems for teachers; and

18 WHEREAS, in Montgomery county, Maryland's largest public  
19 school district, the district and union worked collaboratively  
20 to go beyond the ladder concept and developed a career lattice;  
21 and

22 WHEREAS, New Mexico is poised to build on the three-tiered  
23 system by enhancing the teacher cost index with teacher  
24 attribute factors that would carry a weight in the state  
25 equalization guarantee, in a similar way to how the current

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1 funding formula attaches a weight, or multiplier, to students'  
2 attributes; and

3 WHEREAS, weighting factors would include the  
4 responsibilities, credentials and leadership positions that  
5 exist in New Mexico public schools and that are, at least in  
6 part, required by the state of New Mexico. Including a factor  
7 for greater years of service, additional credentials and  
8 movement through the three-tiered system of licensure could  
9 enhance teacher retention efforts and could address the  
10 compression issues that have resulted from adding money  
11 primarily to the base of each tier. The new system could be  
12 called the teacher weighted formula; and

13 WHEREAS, the goal of the teacher weighted formula is to  
14 create an innovative and cutting-edge statewide alternative  
15 compensation system that better connects the three-tiered  
16 salary minimums, a school district's need to fill school-based  
17 responsibilities and the state's goal to attract and retain  
18 teachers with diverse qualifications; and

19 WHEREAS, through the teacher weighted formula, the state  
20 could create a framework to better allocate funding to school  
21 districts and value a highly qualified and diverse teacher  
22 workforce, and the teacher weighted formula has the potential  
23 to be the most innovative alternative compensation system in  
24 the United States; and

25 WHEREAS, a teacher weighted formula will build on, and

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1 exceed, the current research and practice on alternative  
2 teacher compensation, while acknowledging the importance of  
3 teacher leadership, school responsibilities, diverse  
4 credentials and qualifications, advanced degrees or micro-  
5 credentials and retention of experienced teachers; and

6 WHEREAS, by building onto the existing teacher cost index  
7 framework, calculating actual teacher costs through a teacher  
8 weighted formula and determining individual attributes that  
9 contribute to school function, success, stability and ability  
10 to meet student needs, the state has an opportunity to promote  
11 the longevity of teaching professionals, diversify  
12 qualifications, attract and recruit more people into the  
13 teaching profession and alleviate the compression of teacher  
14 salaries; and

15 WHEREAS, an innovative career ladder through the weighting  
16 of additional roles and responsibilities that teachers assume,  
17 including extracurricular leadership, cocurricular leadership  
18 positions such as departmental chair and student assistance  
19 team chair, mentoring and leadership positions in school-based  
20 reforms, such as restorative justice initiatives and project-  
21 based learning, will help acknowledge the diverse credentials,  
22 talents and work of the New Mexico teaching force, and the  
23 state can better retain highly qualified teachers in the  
24 profession; and

25 WHEREAS, as the state implements and refines the current

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1 teacher cost index framework, the teacher weighted formula  
2 would acknowledge and reward leadership roles, qualifications  
3 and responsibilities and help to ensure that distributed state  
4 funding matches the attributes of teachers in any given school  
5 district; and

6 WHEREAS, moving to a teacher weighted formula in  
7 conjunction with the current teacher cost index is not a deep  
8 departure from current practice and is a next logical step in  
9 efforts to attract and retain a diverse, well-qualified teacher  
10 workforce in New Mexico; and

11 WHEREAS, the legislature has already recognized that  
12 additional credentialing is valuable in New Mexico schools and  
13 provides a differential for those educators holding additional  
14 certifications. Advocates for the groundbreaking *Yazzie/  
15 Martinez v. State of New Mexico* lawsuit believe that additional  
16 credentials, such as teaching English to speakers of other  
17 languages, bilingual and reading intervention, are also worthy  
18 of such differentials. Other areas of school-based  
19 responsibilities and teacher leadership should be treated  
20 equally; and

21 WHEREAS, to create a true teaching profession in New  
22 Mexico, the school systems must provide the supports and  
23 structures that allow teachers to assume meaningful leadership  
24 roles in the school site, the school district and the  
25 profession as a whole; and

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1           WHEREAS, these roles should provide diverse opportunities  
2 and choices for teachers to continuously develop their skills  
3 in and out of the classroom. One important way to help create  
4 these opportunities is innovative compensation systems that  
5 provide a clear mechanism by which the state can capture the  
6 leadership and instructional capacity that already exists  
7 within the system; and

8           WHEREAS, career ladders or "lattices" enable all staff to  
9 achieve their full potential, which in turn increases levels of  
10 personal satisfaction and improves job performance. A career  
11 ladder/lattice program builds the internal capacity of the  
12 school district to positively affect student achievement by  
13 using its most underutilized resource: its people; and

14           WHEREAS, the investment that New Mexico has made and is  
15 poised to make in salaries is an important component of  
16 attracting and retaining teachers; and

17           WHEREAS, school is more than teaching and is made up of  
18 many enriching experiences designed for students.  
19 Additionally, teaching is not all that teachers do in school,  
20 as they have many leadership roles and take on a multitude of  
21 responsibilities that keep New Mexico schools running smoothly  
22 and students engaged;

23           NOW, THEREFORE, BE IT RESOLVED BY THE HOUSE OF  
24 REPRESENTATIVES OF THE STATE OF NEW MEXICO that the secretary  
25 of public education be requested to convene a task force to

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1 study, assess and make recommendations to address educator  
2 compensation in New Mexico; and

3 BE IT FURTHER RESOLVED that the task force be composed of  
4 the following representatives:

5 A. the secretary of public education or the  
6 secretary's designee;

7 B. four representatives selected by the national  
8 education association;

9 C. four representatives selected by the American  
10 federation of teachers New Mexico;

11 D. twelve teachers statewide, selected by New  
12 Mexico education partners, as follows: two teachers who have a  
13 level two license and currently teach an elementary school  
14 class on a full-time basis; two teachers who have a level three  
15 license and currently teach an elementary school class on a  
16 full-time basis; two teachers who have a level two license and  
17 currently teach a middle school class on a full-time basis; two  
18 teachers who have a level three license and currently teach a  
19 middle school class on a full-time basis; two teachers who have  
20 a level two license and currently teach a high school class on  
21 a full-time basis; and two teachers who have a level three  
22 license and currently teach a high school class on a full-time  
23 basis;

24 E. six principals statewide, selected by New Mexico  
25 education partners, as follows: two principals who administer

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1 an elementary school, two principals who administer a middle  
2 school and two principals who administer a high school; and

3 F. four superintendents statewide, selected by New  
4 Mexico education partners; and

5 BE IT FURTHER RESOLVED that the task force may convene  
6 work groups that include non-task force members with  
7 appropriate expertise and consult with state, regional and  
8 national experts; and

9 BE IT FURTHER RESOLVED that the task force be requested to  
10 report its findings and recommendations to the office of the  
11 governor and the legislative education study committee by  
12 November 1, 2021; and

13 BE IT FURTHER RESOLVED that copies of this memorial be  
14 transmitted to the governor, the secretary of public education  
15 and the chair of the legislative education study committee.

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