



SOAR: Southwest Outreach Academic Research Evaluation & Policy Center

2020 New Mexico Educator Vacancy Report

Date Prepared: October 6, 2020

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Introduction

The New Mexico Educator Vacancy report has been done annually by the New Mexico State University SOAR Center since 2015. The purpose of this report is to provide policy makers, superintendents, higher education, and other stakeholders with a clear picture of the staffing needs in K-12 schools across the state, focusing primarily on teachers with other educator positions discussed as well. The results are designed to facilitate informed decision making among these different groups and subsequent implementation of strategic initiatives and efforts to address the most critical areas gleaned from the data.

Methodology

To gather the most detailed and up to date data from the districts, SOAR researchers went to each school district's website to find the current job postings. They put this information into a comprehensive database and grouped positions by district and teaching area or job type, such as middle school science, elementary educational assistant, and so on. If the information was not available on the district website, they searched the New Mexico Regional Education Applicant Placement (REAP) database, where districts and schools can post educator positions, and if the district information was still not available, the students called the district. Although this information changes as people are hired, the data provided in this report represent verified openings as of September 25, 2020. Please note, these data *do not include* state charter schools or private schools. The data represent the 89 school districts defined by the New Mexico Public Education Department (NMPED) plus the Bureau of Indian Education (BIE) Schools located in New Mexico.

This report also presents information about the pipeline of educators from the colleges and universities in the state. Beginning with the Fall 2018 report, Educator Preparation Programs (EPPs) in New Mexico provided the SOAR Center with the number of students they admitted to a teacher education program and how many graduated from a teacher education program the prior academic year. This approach was utilized for the current report as well. In prior years, this information was gleaned from the New Mexico Educator Accountability Reporting System (EARS), however, obtaining these figures directly from the EPPs yields the most up to date data available.

Results

Vacancies

In all, there were a total of **889 educator vacancies** for the positions in Table One below, with **571 teacher vacancies** included in this total. Last year there were 644 teacher vacancies, indicating an overall decrease of 73 teachers, or 11 percent, and in the 2018 Report, there were 740 teacher vacancies. A breakdown of this year's vacancies by position can be found in Table One below.

Position	Number of Vacancies
Teachers	571
Educational/Instructional Assistants	173
Counselors	41
Instructional Coaches	32
Emotional/Behavioral Support Providers	20
Administrators (Principals and Assistant Principals)	16
Speech Language Pathologists	16
Educational Diagnosticians	13
School Psychologists	7
Total Vacancies	889

Table One: Educator Vacancies by Position

When breaking down the teacher vacancies by grade level and general area, the **largest need was for elementary teachers** (163 teachers; 29 percent of the total teacher vacancies), followed closely by special education teachers (153 teachers; 27 percent of the total teacher vacancies). These were the top grade levels/areas last year as well. Additionally, within these 571 teacher vacancies, **59 had bilingual** specified in the job title (10 percent). All teacher vacancy groups can be found in Figure One below.

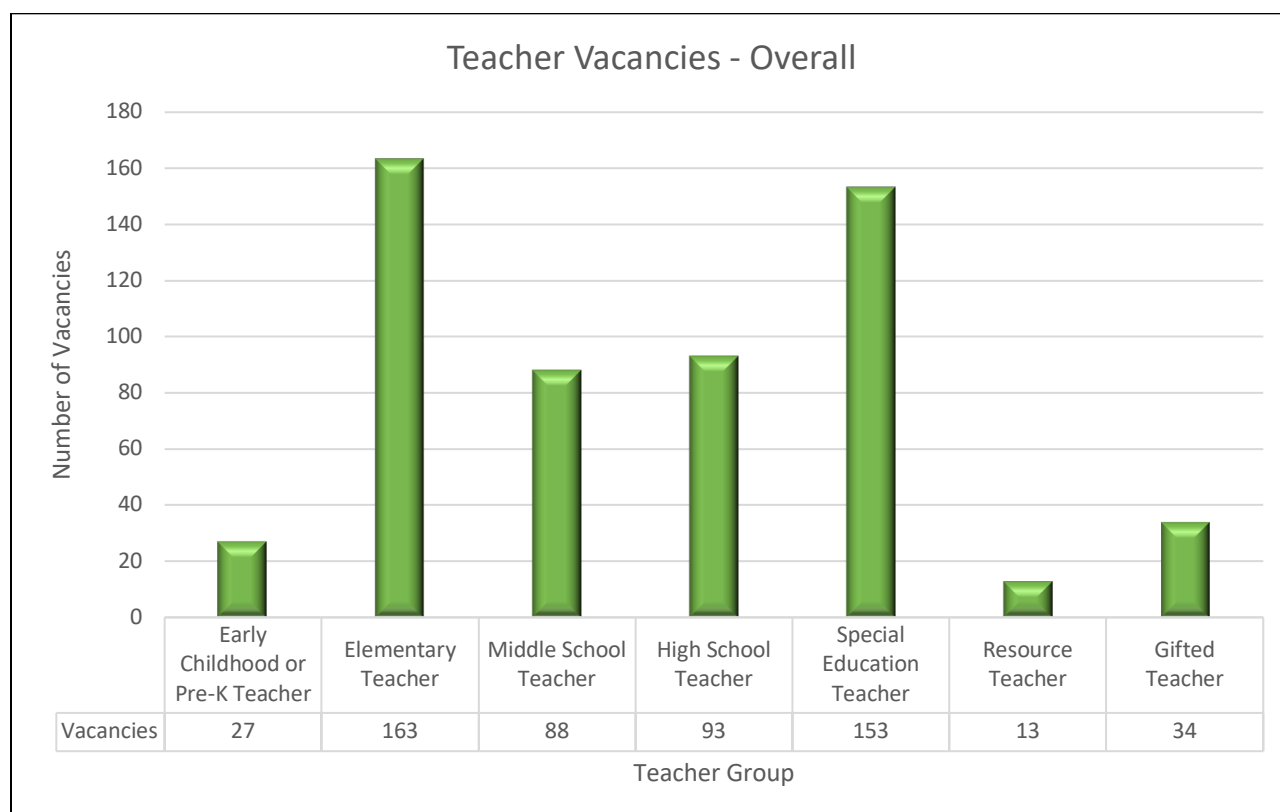


Figure One: General Breakdown of Teacher Vacancies

When breaking down **the Special Education Teacher vacancies** into grade levels and adding those figures to the totals in Figure One, this yields a need for 35 teachers at the early childhood or pre-K level, 207 teachers at the elementary level, 122 teachers at the middle school level, and 122 teachers at the high school level. Compared to last year’s Report, there were decreases in the number of Elementary

Teachers, Middle School Teachers, and High School Teachers by 10 vacancies, 24 vacancies, and 29 vacancies, respectively. The rest of the teacher group totals remained relatively stable, with a difference of less than five vacancies compared to last year in each group.

Utilizing the same geographic district grouping as prior Vacancy Reports, the central region continues to have the highest amount of vacancies, with 258 this year (compared to 309 last year), and it is important to keep in mind that this region includes Albuquerque and Santa Fe Public Schools. There were vacancy decreases in the Central region (309 last year; 258 this year), Northeast (21 this year; 27 last year), Southeast (118 this year; 147 last year), and Southwest (61 this year; 65 last year); however, there was an 18 percent increase in vacancies in the Northwest (113 this year; 96 last year). Table Two below lists the districts and the total number of teacher vacancies in each region.

Region	Districts
Central: 258 Teacher Vacancies	Albuquerque Public Schools, Belen, Bernalillo, Estancia, Los Lunas Schools, Moriarty - Edgewood School District, Mountainair, Pecos, Rio Rancho Public Schools, Santa Fe, Vaughn
Northeast: 21 Teacher Vacancies	Cimarron Municipal Schools, Clayton, Des Moines Municipal Schools, Grady Municipal Schools, House, Las Vegas, Logan, Maxwell Municipal Schools, Mora, Mosquero, Penasco ISD, Questa Independent School District, Raton, Roy Municipal, San Jon, Santa Rosa, Springer, Taos, Tucumcari, Wagon Mound, West Las Vegas
Northwest: 113 Teacher Vacancies	Aztec Municipal Schools, BIE, Bloomfield Schools, Central, Chama Valley Schools, Cuba, Dulce, Espanola, Farmington, Gallup-McKinley, Grants- Cibola, Jemez Mountain, Jemez Valley, Los Alamos Public Schools, Mesa Vista, Pojoaque, Zuni
Southeast: 118 Teacher Vacancies	Alamogordo, Artesia, Capitan Schools, Carlsbad Municipal Schools, Carrizozo Municipal Schools, Cloudcroft Municipal Schools, Clovis Municipal School District, Corona, Dexter, Dora, Elida Municipal Schools, Eunice, Floyd Municipal School District, Fort Summer, Hagerman Municipal Schools, Hobbs, Hondo Valley, Jal, Lake Arthur Municipal Schools, Loving Municipal Schools, Lovington, Melrose, Portales Municipal Schools, Roswell, Ruidoso, Tatum, Texico, Tularosa Municipal Schools
Southwest: 61 Teacher Vacancies	Animas, Cobre Consolidated Schools, Deming Public Schools, Gadsden, Hatch Valley, Las Cruces, Lordsburg Municipal Schools, Magdalena Municipal School District, Quemado, Reserve, Silver, Socorro, Truth or Consequences

Table Two: District List and Total Teacher Vacancies for Each Region

Next, looking more closely at the elementary, middle school, high school, and special education teacher vacancies, the **subjects with the highest needs were math (54 vacancies), with science (33 vacancies) and English language arts (31 vacancies)** and music the next highest area of need (25 vacancies). These are the same top four subjects found last year, though there are slight decreases in each area this year compared to last year's figures. Math had eight fewer vacancies, science had 13 fewer vacancies, English language arts had 15 fewer vacancies, and music had nine fewer vacancies this year compared to last year. Among all subjects that had at least five vacancies, the breakdown can be found in Figure Two below.

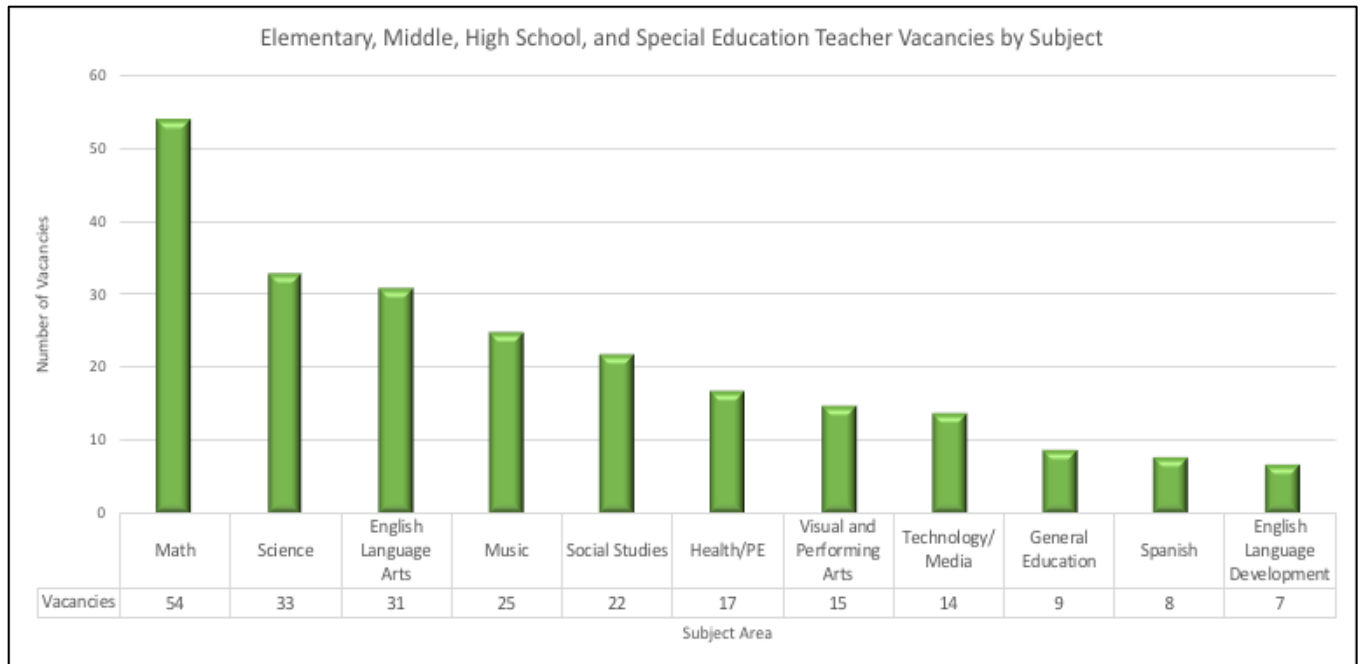


Figure Two: Vacancies by Subject Area for Elementary, Middle, High School, and Special Education Teacher Positions

Taking a closer look at the 153 special education teacher vacancies from Figure One the largest need within the **special education teacher total** is for **elementary teachers (44 vacancies; 29 percent)**, with a large need for K-12 teachers (29 vacancies; 19 percent) as well. There were also needs for middle and high school teachers, and all special education vacancy areas can be found in Figure Three below.

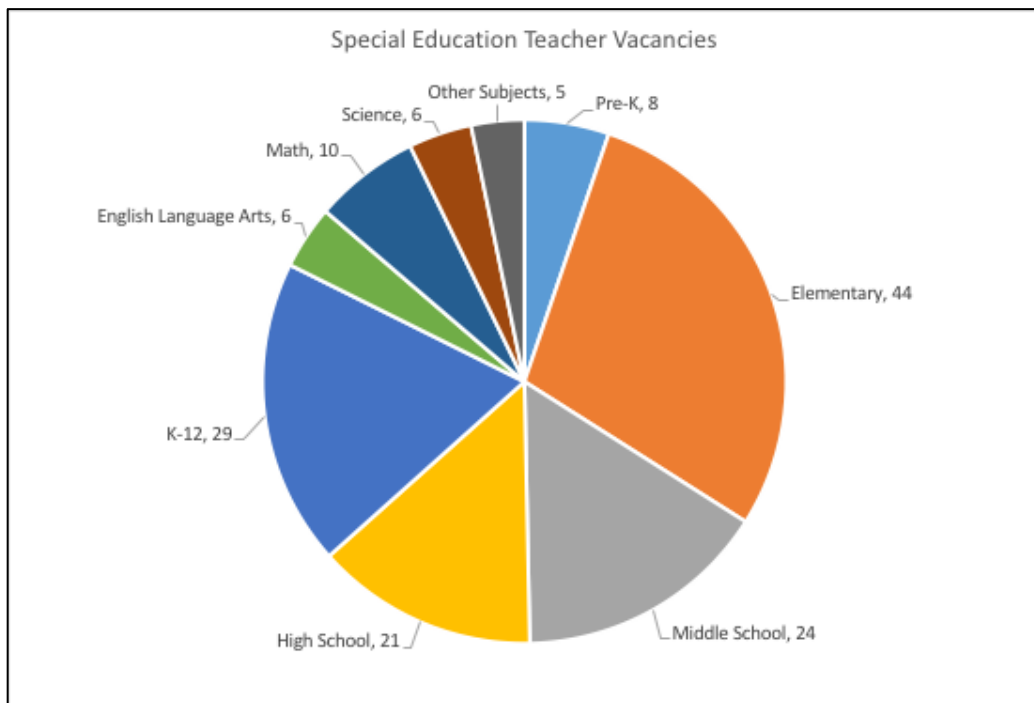


Figure Three: Special Education Teacher Vacancies by Level and Subject Area

In addition to teacher vacancies, there were **173 vacancies for educational or instructional assistants, down 85 vacancies** from 258 in last year’s Report. Many of these (54 percent) were for **general educational assistants that did not specify an area** (94 vacancies) with 67 special education assistant postings, and 10 additional postings that specifically asked for a bilingual assistant. Within the 161 general and special education postings, the grade level breakdowns can be found in Figure Four below, illustrating that elementary schools have the highest need, which was also the case in last year’s Report.

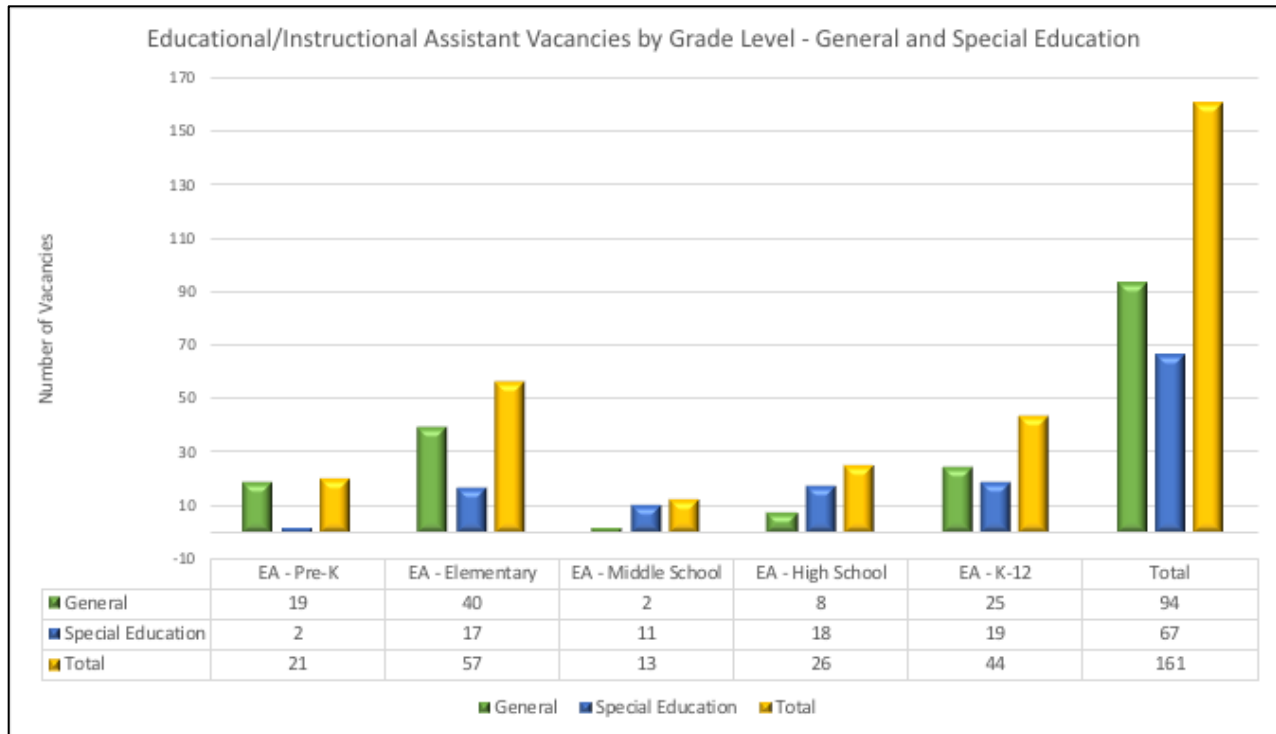


Figure Four: Educational and Instructional Assistant Vacancy Breakdown by Grade Level (Special Education and General Assistant Postings)

Higher Education Admits and Completers

The second half of this report looks at the number of students who completed an Educator Preparation Program (EPP; teacher education only) and the number who were admitted to a program during the last academic year (2019 - 2020). Two-year institutions offer alternative licensure programs to students who already have a bachelor’s degree, while the four-year institutions offer traditional undergraduate, graduate, or alternative licensure programs as well. This year, New Mexico Institute of Mining and Technology was added to the list of included institutions, as they have a new alternative licensure program that admitted students last year. Additionally, among the two-year institutions in the state, only those that offered alternative licensure programs were included in the results. Institutions included in this year’s analyses are below.

Four Year Institutions

Eastern New Mexico University
 New Mexico Highlands University
 New Mexico Institute of Mining and Technology
 New Mexico State University
 Northern New Mexico College
 University of New Mexico
 University of the Southwest
 Western New Mexico University

Two Year Institutions

Central New Mexico Community College
 New Mexico Junior College
 San Juan College
 Santa Fe Community College

Across all institutions and programs, a total of **1,287 students were admitted** to an educator preparation program during the 2019 - 2020 academic year, while **927 students completed** an educator preparation program. This is an **increase of 193 admits and 181 completers** from last year's totals. Prior Vacancy Reports cited the 2015 New Mexico Educator Accountability Reporting System (EARS) report when looking at completer figures, noting there were 1,318 total completers across the state in the 2009 - 2010 academic year. Compared to this total, the current report yielded a decrease of 391 program completers. Table Three below presents the total number of admits and completers by program type, illustrating that a majority of admits and completers were in alternative programs.

	Admits		Completers	
	Number of Students	Percent of All Admits	Number of Students	Percent of All Completers
Alternative	791	61%	554	60%
Traditional	496	39%	373	40%
Total	1,287		927	

Table Three: Educator Preparation Program 2019 - 2020 Admits and Completers by Program Type

In terms of grade level and program, the number of admitted students was relatively stable for early childhood and K-12 programs, with a difference of less than 10 students compared to last year in each area. The biggest change in admits was in **elementary education, with an increase of 122 students** this year compared to last year's Report. Looking at completers, there was a notable **increase in the number of secondary completers (145 more students)** and K-12 areas (46 more students) this year compared to last year. There was a slight decrease in early childhood completers (11 students), and elementary and special education totals had a difference of less than five students each compared to last year's Report. The total number of admits and completers for each program can be found in Table Four below.

	Admits		Completers	
	Number of Students	Percent of All Admits	Number of Students	Percent of All Completers
Early Childhood	94	7%	53	6%
Elementary	497	39%	239	26%
Secondary	342	27%	351	38%
Special Education	269	21%	186	20%
K - 12	85	7%	98	11%
Total	1,287		927	

Table Four: 2019 - 2020 Admits and Completers by Program/Grade Level

Finally, it is worth examining the subject areas within the secondary and K-12 admitted and completer data to better understand the specific areas students are being prepared. Comparing these figures to the vacancy totals can then provide a more complete understanding of outlook for addressing these teacher needs. The subject area that had the **largest number of admits and completers was social studies (88 admits and 68 completers)**, with science, English language arts, math, and music the next most common areas. These subjects were also the top areas in last year’s Report, and this year’s figures show an increase in admits and completers in all of these subjects except for science, which had slightly fewer admits this year compared to last year’s Report. Additionally, a total of 92 students completed the requirements for a bilingual/TESOL endorsement (including students who were enrolled in an educator preparation program and those who enrolled only in the endorsement courses and not a formal preparation program). The total number of admits and completers for each subject area can be found in Figure Five below. This list includes only subjects that had at least five admits and five completers each.

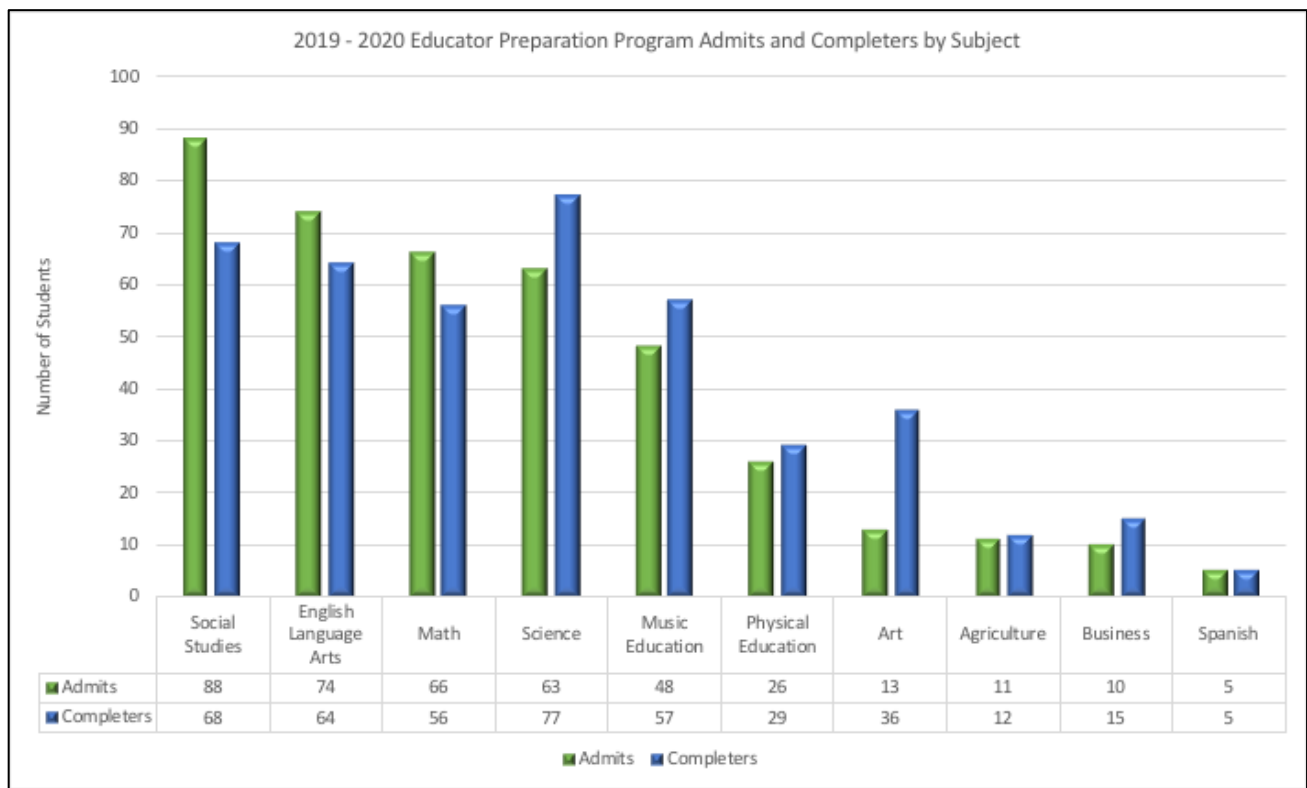


Figure Five: 2019 - 2020 EPP Secondary and K-12 Admits and Completers by Subject

Main Findings

This Report is meant to provide key stakeholder groups with helpful data that can inform decision making and to describe not only the scope of the educator vacancy problem, but to highlight the areas of greatest need. Last year’s Vacancy Report (Boren, 2019) described several changes in the K-12 and educator preparation realm, and these continue to be relevant today. This includes the Yazzie/Martinez lawsuit ruling, new scholarships for students in a teaching program, and changes to the state’s assessment and teacher evaluation systems.

Additionally, this year’s Vacancy Report is being prepared under extraordinary circumstances, with a global pandemic strongly impacting K-12 and higher education, the economy, and so many facets of life.

Circumstances this year are very different than one year ago. There has also been a drop in statewide K-12 enrollment this year (*Education Week*, 2020), attributed largely to the pandemic. This decrease in enrollment may mean fewer positions to fill this year; but these needs can dramatically shift should schooling return to in person instruction next year. It is important to keep all of this in mind when reviewing the information in this year's Report.

Overall, review of the data presented in the Report yielded the following main points for readers:

- 1) There was a **decrease in total teachers needed** this year compared to last year's Report, down from 644 teacher vacancies last year to 571 vacancies this year. A decrease is encouraging, however, to address the vacancy problem, attention will need to be given to both **recruiting new teachers and effectively retaining current teachers**. The LANL Foundation collected ample data from teachers and students in Northern New Mexico and yielded a set of recommendations in these areas. Speaking with educators and those in the profession is an important source of information about how to address the vacancy issue. The link to this report can be found in the Reference list.
- 2) As was the case last year, the **subject area with the most vacancies was math (54 vacancies)** with **elementary and special education teachers** continuing to make up a substantial portion of the need across teacher areas. Additionally, the **need for educational and instructional assistants** remains high, at 173 vacancies this year. Though this is a decrease in 85 vacancies compared to last year, this continues to be a high area of need in schools across the state.
- 3) Looking at the higher education admit and completer figures, there were **increases in the numbers of admitted students and program graduates**, and it is worth noting that the portion of **alternative licensure students** in these groups increased in this year's Report compared to last year's Report. In the 2019 Vacancy Report, 57 percent of admits were in an alternative program, and in this year's Report, alternative students made up 61 percent of all admits. In terms of completers, alternative students made up 51 percent of graduates in last year's Report and 60 percent in this year's Report.
- 4) Finally, there were a number of vacancies found for other positions that help meet the diverse needs of students, including **41 counselor vacancies and 32 instructional coaches**. It is important to keep these positions in mind when reviewing the report and possible subsequent decisions that result from the findings.

References

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