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August 27, 2015

**MEMORANDUM**

**TO:** Legislative Education Study Committee

**FR:** Heidi L. Macdonald

**RE: STAFF REPORT: TEACHER EVALUATIONS**

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**INTRODUCTION**

According to a May 4, 2015 Albuquerque Journal newspaper article, the Public Education Department (PED) has distributed individual teacher evaluation scores for school year 2014-2015. The article reflects that:

- 20,500, or 94 percent, of the state's 21,800 teachers were evaluated; and
- 73.8 percent of these teachers were rated effective or better, a 4.4 percent point decrease compared with last year, when 78.2 percent of teachers rated effective or better.

During the June interim meeting, the Legislative Education Study Committee (LESC) heard testimony from LESL and PED staff regarding the second year of implementation of the teacher effectiveness evaluation system (EES). PED staff indicated that year two results of the EES would be presented at a later date as the department was in the process of reviewing inquiries and appeals from districts and charters. As such, during the August interim meeting, Mr. Matt Montañó from PED will be presenting on year one and year two data comparison results of the EES as well as the appeals process and results.

For the committee's review, **Attachment 1, Statewide Summative Ratings – 2014 and 2015 Comparison**, outlines these scores by the approximate number and percentage of the teachers evaluated in five levels of performance as follows:

1. **exemplary:** approximately 512 teachers, or 2.5 percent of the total teachers evaluated;
2. **highly effective:** 4,961 teachers, or 24.2 percent of the total teachers evaluated;
3. **effective:** approximately 9,655 teachers, or 47.1 percent of the total teachers evaluated;
4. **minimally effective:** 4,633 teachers, or 22.6 percent of the total teachers evaluated; and
5. **ineffective:** 738 teachers, or 3.6 percent of the total teachers evaluated.

From PED's website, the following attachments are provided for the committee's review:

- **Attachment 1, Statewide Summative Ratings – 2014 and 2015 Comparison;**
- **Attachment 2, 2015-2016 NMTEACH Calendar;** and
- **Attachment 3, 2014-2015 NMTEACH Results Briefing and Summary Sheet.**

## **UPDATED NMTEACH FREQUENTLY ASKED QUESTIONS**

On a regular basis, PED posts questions and answers on a number of questions related to the teacher evaluation system. For the committee's review, the following updated questions/answers are provided on selected topics:

### ***Evaluation Plans***

#### **How was my district evaluation plan chosen?**

Each district had the opportunity to submit a custom evaluation plan, tailored to their community's needs, within the framework provided by PED regulations. If a district did not submit a plan, then they automatically defaulted to the state advocated plan. Many districts chose to adopt the state advocated evaluation plan.

#### **What is the difference between the PED State Advocated Plan and what each district uses?**

A sound evaluation plan allows for an accurate portrayal of what teachers and schools are doing in their unique districts. As such, districts and charters in the state of New Mexico have a good deal of flexibility within a uniform framework. While all districts must use student achievement results, there are many options for the exact assessment use. Custom plans encourage districts to stay focused on their particular goals.

### ***Observations***

#### **Who trained the observers, and how were they trained?**

Observers were trained during the summer and fall of 2014 by the Southern Regional Education Board, the New Mexico School Leadership Institute, and Teachscape. Observers were certified after attending the training and passing an online observation calibration exam. The NMTEACH Observation Protocol is the tool on which all certified observers were trained. The certified observers utilize the Observation Protocol to guide their teacher observations.

**We chose Observation Option 3, which uses an external “certified” observer. Where do we get this “certified observer”?**

Schools may arrange another administer themselves, e.g. a principal from a neighboring school; or districts can use a PED-approved, contracted observer. If using a PED-contracted observer, the district/school must request observation support well in advance of the observation deadline to ensure district needs are met.

### ***Professional Development***

**Does the new NMTEACH Educator Effectiveness Plan have new Professional Development Plan (PDP) forms?**

The PDP form and process have not changed from prior years. Teachers will develop their individual PDP with their principal based on school and personal goals as they always have, using a school choice form. The only new component is that now there will be a mechanism for evaluating the progress of the PDP via Domain 4 of the NMTEACH Observation Rubric. In addition, PED has provided an *optional* PDP form within the Teachscape system. However, PED *does not* require districts to use this form.

### ***Teacher Evaluations***

**Now that the evaluation is done what is the next step? What do I do with it?**

The goal of NMTEACH is to enhance student achievement by supporting and recognizing teachers. For the first time New Mexico has comprehensive data to help teachers identify their areas of strengths and areas needing improvement and support. Please carefully read your summative evaluation. Identify areas where you scored well and note areas where you might want to seek help and support. As you prepare your PDP for the next school year keep in mind what you learned about your teaching practice from the summative evaluation. Professional development opportunities are available through your district, in your school, and at the state level. In your school, professional learning communities can offer professional development with your colleagues and your school leaders will now have the data to pursue trainings that will benefit the group. There are also trainings and professional development available statewide.

**Will I be asked to do any additional work under the new evaluation system?**

PED is not requiring any additional work from teachers as part of the NMTEACH EES. Work assignments and professional development occur at the discretion of the districts and individual schools. While a new system of evaluation may feel arduous, the extra effort is more the result of doing things differently rather than the assignment of new responsibilities being placed upon the teacher.

**How is student achievement data used in my evaluation if I teach an elective course and do not have any Standards Based Assessments related to my courses?**

Depending on the assessment chosen by your district for use in the Improved Student Achievement category, there may be student achievement data applied to you.

**What if I have not been teaching my subject in New Mexico for three years? What student achievement data will be used for my evaluation?**

Teachers who do not have three years of student achievement data available will have graduated considerations applied to their evaluations. Since available data varies from teacher to teacher, there are many different scenarios for graduated considerations.

**I have been teaching third grade for years, why don't I have any student achievement data?**

Because Improved Student Achievement scores are based on student growth, PED needs to have historical student data to set a growth estimate for each individual student. It is the difference between the actual progress and the growth estimate that creates the teacher score. If, however, PED has no historical student data, then we cannot create a growth estimate against which to measure the actual growth. This would prevent a teacher from receiving a score in the Improved Student Achievement category. Data from past years were sporadically reported by districts and often without state student identification numbers. Given that a third grade 2014 value-added score (VAS) score requires data from both 2013 and 2012 for a student to be included, it is often the case that data are incomplete for a student; this coupled with the fact that third grade classes tend to have around 20 or fewer students, it is easy to have fewer than 10 students' scores recorded, which results in VAS scores not being reported. PED is addressing this situation by receiving K-2 scores for the DIBELS test directly from the vendor for school year 2015. As the process continues we will continue to see more viable data for all students and teachers.

**Why are the possible points for my district chosen measures different than what it says on the district plan?**

Because not all teachers have the same level of experience, PED created graduated considerations, which essentially a method for phasing-in Improved Student Achievement and redirecting those "unused" points to other evaluation categories. Graduated considerations also apply to teachers with varied levels of student achievement data.

***Teacher Grouping***

**How will special education students factor in?**

Special education teachers, whether in a self-contained classroom or inclusion classroom, are grouped according to the students they serve, whether Group A or Group B.

***Other***

**How are teacher evaluations calculated?**

Effective educators have high standards of professional practice and demonstrate their ability to improve student learning. Thus, the NMTEACH Educator Effectiveness System is based on measures of student academic growth, evidence from classroom and school practice, and contributions to colleagues and the school community. The final evaluation for any teacher is comprised of a combined score of the three individual components: Improved Student

Achievement (50 percent); Classroom Observations (25 percent); and Multiple Measures (25 percent). However, for most teachers, it will be three to four years before they are eligible to be evaluated at 50 percent for the Improved Student Achievement portion. Until that time, remaining points from the Improved Student Achievement category will shift to the observation and multiple measures categories.

### **How does a teacher know how he or she is scoring during the process?**

Because the NMTEACH EES was created to be a system of improvement, conclusions should not be formed about the final score of an individual teacher based on incomplete evaluation data. NMTEACH was intentionally designed to be a year-long process, so educators would have the opportunity to reflect on each part of the evaluation and respond to it accordingly with adjustments in teaching practice when necessary. By looking at each category separately, it provides teachers an opportunity to specifically recognize what they are doing well and seek help for the areas they need to improve. Although not all categories are weighted equally, it is unlikely that any individual category will determine the final evaluation score.

### **What happens if I receive a minimally effective or ineffective rating?**

Teachers who demonstrate ineffective or minimally effective performance will receive targeted supervision and support. This process will be documented in a PGP that will be the responsibility of the teacher to demonstrate improvements in areas of need.

## **NMTEACH 2015-2016 CALENDAR**

PED has released the NMTEACH calendar for school year 2015-2016 (see **Attachment 2**). The calendar depicts the deadlines for districts and charters to submit information on the following:

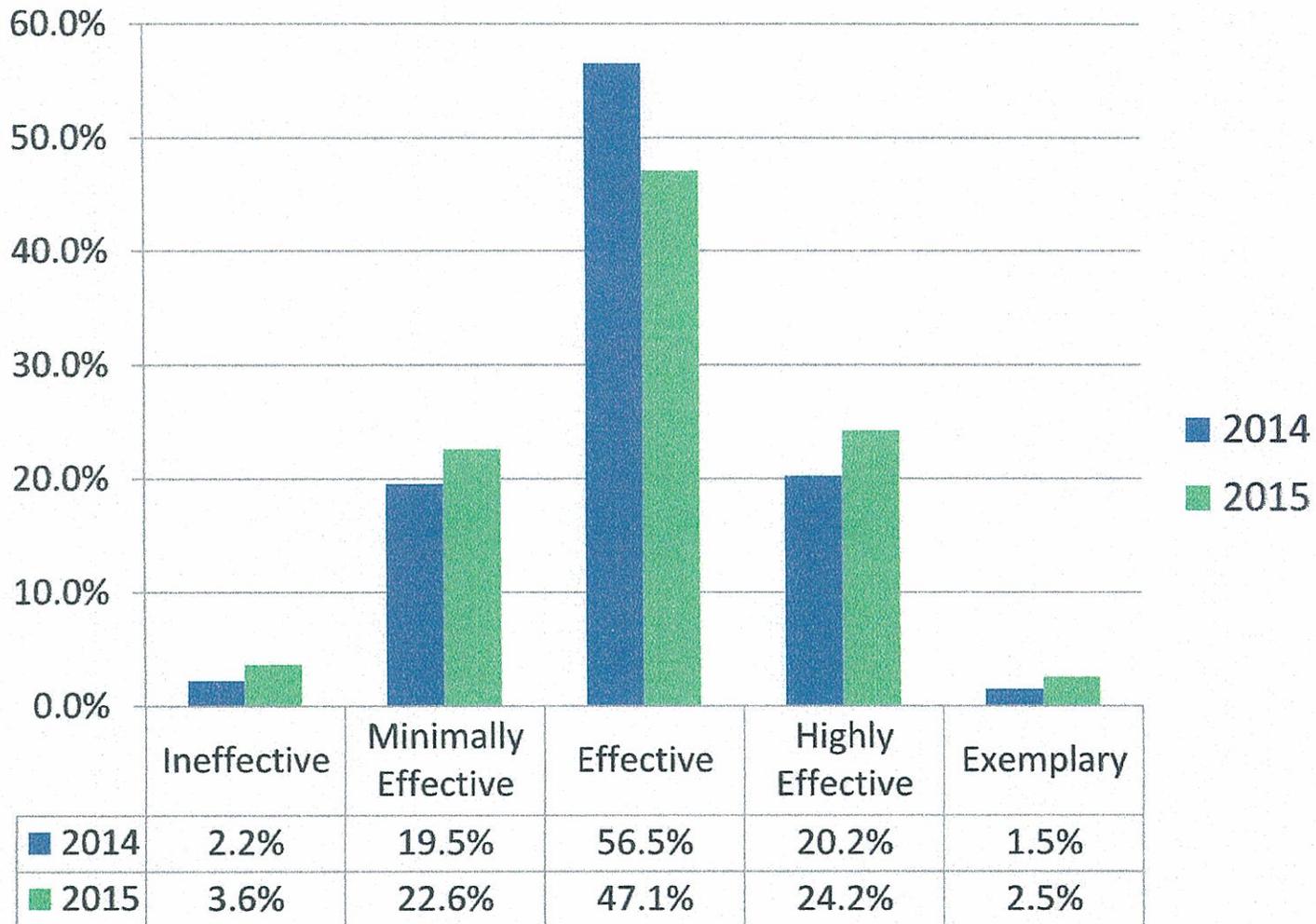
- teacher assignment/course/roster data review;
- completed observations;
- charter flexibility multiple measure data submission;
- teacher attendance reporting;
- completed NMTEACH student and parent surveys; and
- the date the 2015-2016 summative reports are available.

## **2014-2015 NMTEACH YEAR TWO RESULTS**

According to **Attachment 3, 2014-2015 NMTEACH Results Briefing and Summary Sheet**, more teachers have student achievement as part of their evaluation. During the first year of evaluations, 9,111 teachers had student achievement included in their evaluations. This year, 14,844 teachers have student achievement data included in their evaluations, which is an increase of 63 percent. Overall, 17,024 teachers now have two years of NMTEACH evaluations completed. Of this group:

- 75 percent had a final rating that either stayed the same or improved;
- 107 teachers (0.6 percent) received the highest rating of exemplary two years in a row; and
- 1,831 teachers (11 percent) received a highly effective rating two years in a row.

# Statewide Summative Ratings – 2014 and 2015 Comparison



\*2015 results are based on 20,500 teachers being evaluated.


**2015-2016 Calendar**

SOURCE: Public Education Department website

Teacher Evaluation		
	DISTRICT/CHARTERS Tasks	PED Tasks
<b><u>NMTEACH EES PLANS updates</u></b>		
<ul style="list-style-type: none"> <li>• <b><u>Amend EES plans according to the August 3 MEMO</u></b></li> </ul>	August 14-September 14	Confirm-September 30
STUDENT ACHIEVEMENT		
<ul style="list-style-type: none"> <li>• <b>Teacher Assignment/Course/Roster Data Review through TSDL (aka Accuroster) Window</b> <ul style="list-style-type: none"> <li>○ Training Guidance for TSDL Data Review (webinar and regional training)</li> <li>○ Districts/Charters will review teacher and course assignment data, including student rosters, that will be used to establish Student Achievement Measures (STAM) on NMTEACH Summative Evaluations</li> <li>○ Districts share assignment/course data with principals</li> </ul> </li> <li>• Gather Interim Assessment (NWEA, Discovery, STAR, Riverside) Data via Electronic Upload</li> <li>• Guidance out to LEAs</li> </ul>	<p><b>District Data Confirmation</b> September 1-October 15, 2015</p>	<p>August 24, 2015</p>
	<p>September 14-October 30, 2015</p>	<p>November 1, 2015</p> <p>September 10, 2015</p>
OBSERVATIONS		
<p><b>Observations are considered complete when:</b></p> <ul style="list-style-type: none"> <li>• Observations conducted and submitted to teachers through Teachscape</li> <li>• Feedback provided to teacher by principal</li> </ul>		

ATTACHMENT 2


**2015-2016 Calendar**

SOURCE: Public Education Department website

<ul style="list-style-type: none"> <li>Teacher acknowledges receipt of observation</li> <li>Principal finalizes observation in Teachscape to ensure points are awarded on NMTEACH summative evaluation</li> </ul>		
<b>3 Observation Cycle (OPTION 1)</b> <ul style="list-style-type: none"> <li>Observation 1</li> <li>Observation 2</li> <li>Observation 3</li> </ul>	November 1, 2015 January 20, 2016 April 15, 2016	Calibration Training-Ongoing
<b>2 Observation Cycle (OPTION 2)</b> <ul style="list-style-type: none"> <li>Observation 1</li> <li>Observation 2</li> </ul>	December 20, 2015 April 15, 2016	
<b>2 Observation Cycle (OPTION 3-Outside observer)</b> <ul style="list-style-type: none"> <li>Observation 1</li> <li>Observation 2</li> </ul>	December 20, 2015 April 15, 2016	
<b>MULTIPLE MEASURES</b>		
<b>Domains 1 and 4 are considered complete when:</b> <ul style="list-style-type: none"> <li>Domains 1 and 4 review conducted, scored, and submitted to teacher</li> <li>Feedback provided by principal</li> <li>Teacher acknowledges receipt of observation</li> <li>Principal finalizes (confirms) observation in Teachscape to ensure points are awarded on NMTEACH summative evaluation. All data that has been entered into Teachscape as of April 15, 2016 will be pulled for the NMTEACH summative rating.</li> </ul> <b>Domains 1 and 4</b> <ul style="list-style-type: none"> <li>Only 1 submission for each of these two domains is necessary per school year</li> </ul>	April 15, 2016	
<b>Charter Flexibility Multiple Measure Data Submission</b>	<b>Charter Reporting/Verification Deadline</b> April 15, 2016	
<b>Teacher Attendance Reporting</b> <ul style="list-style-type: none"> <li>April 16, 2015-April 15, 2016</li> </ul>	<b>District Reporting/Verification Period</b> <ul style="list-style-type: none"> <li>September 15, 2015 -October 15, 2016</li> <li>(1<sup>st</sup> window report absences from April 16, 2015 through</li> </ul>	


**2015-2016 Calendar**

SOURCE: Public Education Department website

	September 15, 2015) ● March 21-April 22, 2016 (2 <sup>nd</sup> window report absences September 16, 2015 through April 15, 2016) <ul style="list-style-type: none"> <li>May be submitted as soon as available. Do not wait until April 22 to submit.</li> </ul>	
<b>NMTEACH Student and Parent Surveys (issued by UNM)</b> <ul style="list-style-type: none"> <li>Fall Student Surveys (Semester and Block Schedules)</li> <li>Spring Student and Parent Surveys (all schedules)</li> </ul>	<b>Window Open</b> November 24, 2015-December 11, 2015  January 11, 2016-March 11, 2016	Data available January 15, 2016 Data available April 1, 2016
<b>2015-2016 Summative Reports Available to Districts/Charters</b>	<b>May 2, 2016</b>	
<b>Principal Evaluation</b>		
<b>Student Achievement Measures (STAM)</b>		
<b>School Grade Report Card</b>	Available Fall 2015	
<b>Observations</b>		
<b>See observation timelines for teachers</b>	Districts may move up timelines, or use partial data from the observation process to complete principal summative reports	
<b>Multiple Measures</b>		
<b>HOUSSE Competencies conducted by Superintendent/Supervisor</b> <ul style="list-style-type: none"> <li>HOUSSE Forms A and B (prior to 40<sup>th</sup> day)</li> </ul>	<a href="http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/housse_a.pdf">http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/housse_a.pdf</a> <a href="http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/housse_b.pdf">http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/housse_b.pdf</a>	


**2015-2016 Calendar**

<ul style="list-style-type: none"> <li>• HOUSSE Form C</li>   <li>• HOUSSE Form D</li> </ul> <p>Recommended timeline</p> <ul style="list-style-type: none"> <li>○ HOUSSE Forms A and B             <ul style="list-style-type: none"> <li>▪ Midyear review</li> </ul> </li> <li>○ HOUSSE Form C</li> <li>○ HOUSSE Form D</li> </ul>	<p>May be completed as early as February, 2016  <a href="http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/housse_c.pdf">http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/housse_c.pdf</a></p> <p>May be completed as early as February, 2016  <a href="http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/housse_d.pdf">http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/housse_d.pdf</a></p> <p>Prior to October 1, 2015            January – February, 2016            April, 2016            April, 2016-June, 2016</p> <p>January 4, 2016- February 12, 2016</p>	<p>Data available            March 4,            2016</p>
<p><b>Teacher Surveys</b></p>	<p>January 4, 2016- February 12, 2016</p>	
<p><b>Final Summative Report</b></p>	<p>Recommended April-June, 2016</p>	
<p><b>Final Principal Evaluation Data Submitted to PED</b></p>	<p>July 1, 2015-July 31, 2016</p>	



## 2014-15 NMTEACH Results Briefing and Summary Sheet

### NMTEACH Overview

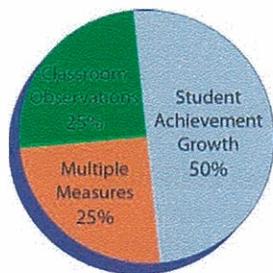
New Mexico's educator evaluation and support system, NMTEACH, uses a variety of measures to create a comprehensive picture of a teacher's effectiveness in the classroom. Its primary purpose is to provide the information needed to better support our teachers so that they continuously improve in their craft by knowing their specific strengths and areas for development.

NMTEACH served as a key part of New Mexico's federal "No Child Left Behind" Act waiver request in 2012. As part of the waiver, New Mexico committed to developing and implementing an educator evaluation system that would differentiate teacher performance and be used to provide better, more useful feedback and support to teachers. NMTEACH was developed with significant input from educators around the state and first implemented in all New Mexico districts and charters in the 2013-14 school year.

By working collaboratively with our local districts and schools, New Mexico has created a system that accurately evaluates our teachers and provides valuable information to guide their professional development and career advancement. With NMTEACH, our teachers have the tools they need to grow in their profession, become more effective in the classroom, and produce results for our kids.

### Evaluation Criteria

NMTEACH is based on three primary components: student achievement, classroom observations, and multiple measures. The pie chart represents the weighting of each component when student achievement is set at its maximum weight. Different teachers have different student achievement weightings based on the subject and level they teach and how long they have been teaching.



Each district and charter school developed their own evaluation plan by selecting which "multiple measures" to include, selecting which assessments to use to measure growth in student achievement, and determining how to conduct classroom observations.

#### **Student achievement:**

- Student achievement is worth 50% ONLY if a teacher has three years' worth of student data available.
- If a teacher does not have three years' worth of data, the student achievement portion of his/her evaluation is weighted less and redistributed to the observation portion of the evaluation.
- Student achievement in NMTEACH is measured only by growth, never absolute proficiency.

#### **Multiple measures:**

- These include areas such as: professionalism, preparation, teacher attendance, and parent/student surveys.
- Districts can select to include either teacher attendance or surveys, or both, in their teachers' evaluations.

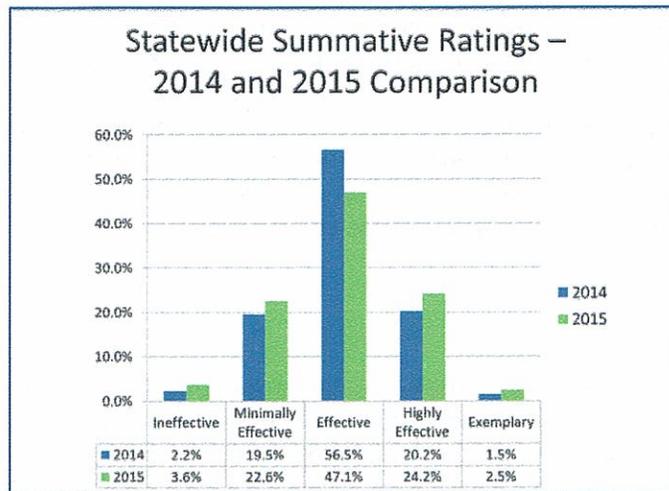


**Summative Ratings**

All of the evaluation criteria are combined for a final, summative rating for each teacher. Based off a 200-point total scale, a teacher may receive a summative rating of Exemplary, Highly Effective, Effective, Minimally Effective, or Ineffective.

As always, all necessary data was provided to PED by the districts and charters in order to produce reports for districts to share and discuss with their teachers.

**2014-15 Statewide Results**

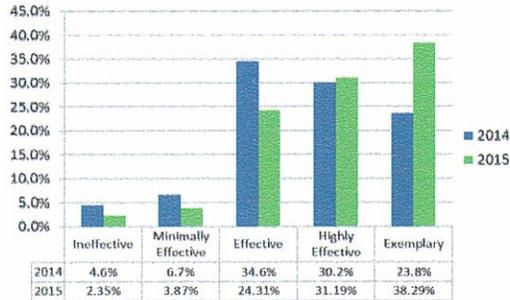


- Compared to 2013-14, this year’s results show a more even distribution of ratings.
- **More teachers than ever before now have student achievement as part of their evaluation.**
  - Last year, 9,111 teachers had student achievement data to include in evaluation.
  - This year, 14,844 teachers have student achievement data as part of their evaluation, an increase of 63%.
- For the second year in a row, the **student achievement component of NMTEACH identified more highly effective and exemplary teachers** than did observations alone.
  - 23% of teachers received highly effective or exemplary ratings in **student achievement**.
  - 14% of teachers received highly effective or exemplary ratings in **observations**.
- 17,024 teachers now have two years of NMTEACH evaluations completed. Of this group:
  - 75% had a final rating that either stayed the same or improved
  - 107 teachers (0.6%) received the highest rating of “exemplary” two years in a row
  - 1,831 teachers (11%) received a “highly effective” rating two years in a row
- Attendance ratings improved significantly from last year, amounting to approximately 18,000 additional instructional days that students received from a licensed teacher as opposed to a substitute.

**SOURCE: Public Education Department website**

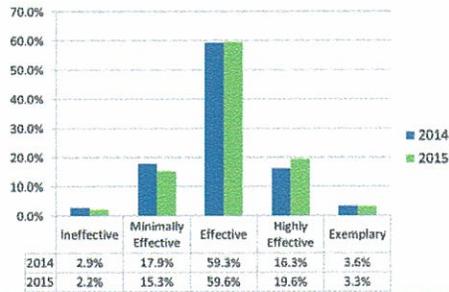


Statewide Teacher Attendance Ratings – 2014 and 2015 Comparison

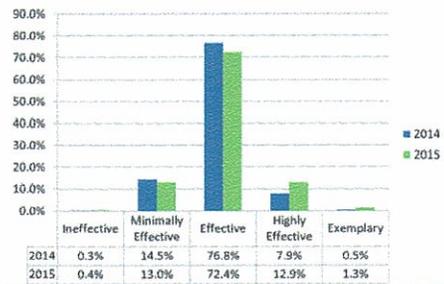


- Both student achievement and observation ratings remained consistent, with similar distributions compared to last year.

Statewide Student Achievement Ratings – 2014 and 2015 Comparison



Statewide Observation Ratings – 2014 and 2015 Comparison



SOURCE: Public Education Department website