Date: September 1, 2017
Prepared By: Macdonald
Purpose: Inform the committee about the Public Education Department's (PED) college of education (COE) report card development and expected timeline.
Witnesses: Matthew Goodlaw, Liaison Officer III, Educator Effectiveness and Development, PED; and Dr. Penny Garcia, Dean, College of Education and Technology, Eastern New Mexico University
Expected Outcome: Better understanding of PED's report card development and the challenges associated with it.

College of Education Report Card Development

With teachers being the most impactful in-school factor influencing student educational outcomes, the discussion to improve teacher preparation programs has become more prevalent. In recent initiatives, the U.S. Department of Education (USDE) has emphasized strengthening teacher preparation programs by developing accountability systems based on student learning outcomes. In New Mexico, the Public Education Department (PED) has been developing a comprehensive report card to evaluate the teacher preparation programs in the state. Promoting effective teacher preparation programs in the state will lead to well-rounded programs that produce successful teacher candidates that ultimately increase student academic achievement.

The teacher education components of USDE's Race to the Top initiative asked states to adopt more rigorous accountability mechanisms and to establish or expand preparation programs that are successful at producing effective teachers. Specifically, USDE required the funded states to link student achievement and student growth data to the teachers of these students, tie this information to the in-state programs that prepare teachers, and publicly report on program effectiveness for each program in the state.

This brief will provide an historical overview of college of education report cards nationally, provide an overview of New Mexico's teacher preparation program report card development, and detail some state teacher preparation program accountability report cards.

College of Education Report Cards – National and State Leaders

Based on research, three potential methods for assessing teacher preparation program effectiveness have emerged, including results of prekindergarten through 12th-grade student growth in academic learning as assessed by standardized tests; teacher performance as measured by observation instruments; and surveys of teacher education program completers, those responsible for hiring and supervising teachers, and the students taught by the graduates, to demonstrate the candidates who complete teacher preparation programs are well prepared to support student learning. All three of these potential methods of assessing teacher preparation programs require partnerships to be successful and promote the use of multiple measures to evaluate programs.

Teacher preparation programs need to demonstrate with evidence that teacher education makes a difference in student learning.

Additionally, a complete teacher preparation program assessment starts with clear statements of what is to be measured and why, what data are to be collected and analyzed, how decisions will be made, and how the intended and unintended consequences of the assessment activities will be addressed. It is essential relevant stakeholders be involved from the beginning. Collaboratively creating training for current and future faculty and staff in implementing the assessment system is also

important. Finally, periodic peer review will also help sustain the quality of the assessment system's implementation.

The federally mandated Title II report requires teacher preparation programs to submit the following information to USDE:

- Admission requirements;
- Enrollment;
- Race and ethnicity of teacher candidates;
- Number of program completers;
- Requirements for supervised clinical experience;
- Teacher certification;
- Teacher preparation program goals and assurances;
- Assessment pass rates of teacher candidates for initial licensure;
- Use of technology;
- Teacher candidates' academic major; and
- Alternative paths to certification.

National Accountability Requirements. The federal Higher Education Act (HEA), as amended in 2008, requires accountability for programs that prepare teachers. Section 205 of Title II of HEA requires reports from each postsecondary institution that has a traditional teacher preparation program or an alternative route to state certification or licensure program and that enrolls students receiving federal assistance under HEA. The law requires the USDE secretary to report on the quality of teacher preparation to the U.S. Congress by April of each year. Institutional and state report cards are due annually in April and October.

In October 2016, USDE released final regulations for teacher preparation programs that would have required states to rate the effectiveness of each program, including reporting program-level data on graduates' placement and retention, feedback from graduates and their employers, learning outcomes of students taught by graduates of teacher preparation programs, and tying access to federal grants to student success. The final rules came after several years of negotiated rulemaking and gathering of input from education groups. However, in March 2017, the U.S. president signed a bill rescinding USDE's final regulations under the Congressional Review Act, which allows Congress to disapprove of regulations enacted at the end of a prior administration.

For a detailed description of New Mexico's teacher preparation program approval process, see the following LESC hearing brief: College of Education Program Approval Process from September 1, 2017, which can be found under Tab 9.

College of Education Report Cards in New Mexico

In the fall of 2014, PED initiated development of a comprehensive report card to evaluate teacher preparation programs in the state. According to PED staff, the report card will identify high-performing programs and offer feedback for continuous improvement for struggling programs. Ultimately, the report card will inform the teacher preparation program approval and accreditation process; however, it is unclear to what extent it will impact programs.

PED has the statutory authority to approve teacher preparation programs and is required to report annually on specific metrics through the educator accountability reporting system (EARS) report, which is designed to provide a portrait of effective preparation of educators (teachers, counselors, and administrators) in New Mexico. Under Subsection D of Section 22-10A-19.2 NMSA 1978, PED is required to include an evaluation plan for teacher preparation programs in the annual EARS report, including data related to improving student achievement, retaining teachers and administrators, placing teachers in classes and subjects they are qualified to teach, and increasing the number of teachers trained in science, technology, and math.

PED's teacher preparation program report card will adhere to the requirements of the EARS report as well as expand the requirements to incorporate data from the

state's teacher evaluation system, NMTEACH. The report card will analyze how teachers, who are in their first three years of teaching, perform on the classroom observation and student achievement portions of the NMTEACH evaluation system and examine placement and retention trends in high-needs schools to assess how teachers are being utilized across the state after graduation.

The proposed report card metrics will measure: (1) teacher performance facts, including employer and candidate satisfaction with teacher preparation program, NMTEACH teacher evaluation value-added scores, NMTEACH classroom observation rubric scores, and NMTEACH overall summative ratings; (2) teacher placement facts, including the percent of teachers retained in the teaching profession, the percent of completers working in hard-to-staff schools, the percent of completers with secondary education licenses and science, technology, engineering, and math endorsements, and the percent of completers teaching in New Mexico; (3) completer facts, including licensure test scores, the percent passing licensure tests on the first attempt, and diversity of completers; and (4) admission facts, including diversity of admitted cohort, essential skills test scores, and acceptance rates. According to PED staff, the department has not yet determined how each component will be weighted in the final report card.

PED released details on the proposed report card metrics to the New Mexico Association of Colleges of Teacher Education, commonly referred to as the Deans and Directors group, on March 22, 2017. **See Attachment 1.**

Over the past three years, PED has worked in collaboration with the New Mexico Association of Colleges of Teacher Education, commonly known as the Deans and Directors group, to collect, share, and exchange information intended for the report card. In 2014, PED requested the Deans and Directors submit data on various metrics from their teacher preparation programs, which took a considerable amount of time to compile. This data was given to PED staff, and no action occurred or was reported on for more than 18 months despite PED's directive to teacher preparation programs to compile the information over the Christmas break in 2014. Somehow the data the Deans and Directors submitted to PED in 2014 became corrupted, and PED required the Deans and Directors to resubmit updated data this past year. If the Deans and Directors were unable to provide updated data, PED staff indicated the department would be unable to run the planned analyses and as a result, teacher preparation programs would be docked in the final score on the report card. It is unclear why the department would penalize teacher preparation programs based on issues that may have been caused by department staff.

The need for evidence of teacher impact arises from the ethical and professional responsibility of teacher education programs to assure the public that they are preparing effective teachers for public schools.

Additionally, other concerns have been raised regarding the report card development, including whether PED has the capacity to develop and implement the report card process given high turnover and vacancy rates and the department's inability to control outside factors, including recruiting and retaining teachers in New Mexico's school districts; any school district's ability to create and implement an effective mentoring and induction program, which is required for all first-year teachers; and whether or not a school district has capable and responsible school district and school leaders.

Currently, PED is in the process of updating memorandums of understanding (MOUs) between the department and each postsecondary institution that has a teacher preparation program to exchange certain metrics for the report card. The MOU template was revised in the summer of 2017. **See Attachment 2 for the MOU template.** Additionally, PED released a proposed timeline for the report card. The department anticipates developing the final report card template by October 2017, releasing an embargoed copy of the report card to the Deans and Directors group in late October, releasing an embargoed copy of the report card to the Higher Education Department and legislators in early November, and publishing the final report card in late November on PED's website. PED staff indicated the department is still on track to release the final report card to the public in late November.

College of Education Report Cards in Other States

States across the country were making progress on establishing accountability systems to evaluate teacher preparation programs in their respective states. For instance, Tennessee and Missouri have released annual performance reports or report cards for their teacher preparation programs.

NTEP includes 13 states. This network is committed to supporting these 13 states in developing systems to collect, analyze, and report on outcome data from teacher preparation programs and helping leverage their data systems to continuous improvement to ensure that all teachers are learner-ready on day one.

Tennessee. As a member of the Council of Chief State School Officers (CCSSO) Network for Transforming Educator Preparation (NTEP), Tennessee has committed to strengthening educator preparation through specific policy levers. In 2007, the Tennessee General Assembly passed legislation requiring the publication of a report on the effectiveness of teacher preparation programs in the state. The report card is also designed to provide preparation providers with information about how graduates perform in Tennessee public school classrooms that can be useful in ongoing program improvements.

Additionally, the Tennessee Department of Education released its own annual report that will allow preparation providers to focus on effective interventions to drive improved outcomes. The annual reports will also be used to determine ongoing approval for all providers. These are two steps the state has taken to accomplish better transparency and focus on continuous improvement for educators.

The Tennessee teacher preparation report card requires the following information from teacher preparation programs to be collected:

- Number of completers;
- Percent of completers by state of residency;
- Completers by type of initial licensure;
- Enrollment by ethnicity; and
- Completers by type of clinical practice (student teaching, internship, or job-embedded).

Tennessee's teacher preparation report card captures the abilities of state preparation providers to train new teachers for success and presents data on a variety of metrics to provide an overall picture of how well each provider is able to prepare effective teachers and meet state goals, which is detailed below. The metrics include: (1) a teacher candidate profile, which evaluates the provider's ability to recruit a strong, diverse cohort of candidates, and prepare them to teach in the content areas of greatest need; (2) an employment domain, which evaluates a provider's performance in preparing teacher candidates who began their teacher preparation program in the state and was retained to work in Tennessee public schools; and (3) overall provider impact, which reports on the effectiveness of new

teachers from the provider's program in Tennessee public schools based on student academic performance. Each provider is scored on a 100-point scale with four performance ratings.

Missouri. Missouri released its first annual performance report for the state's teacher preparation programs in March 2017. The report provides information to the state board of education to accredit certification programs, to preparation programs to use for continuous improvement, and to the public to inform about the quality of teacher preparation. Each program is evaluated on four quality indicators, including content assessment pass rate of teacher candidates, content grade point average of teacher candidates, and surveys from teachers and principals that question adequacy of preparation. Each provider is scored on a 60-point scale with five possible performance ratings, including a "not applicable" performance rating for programs with 15 or fewer candidates in the past five years or where data is unavailable or limited. Beginning in 2018, the performance reports will be used by the state board of education for making decisions on teacher preparation program accreditation.

The annual performance report for teacher preparation programs in Missouri includes data on four quality indicators with assigned points possible, including:

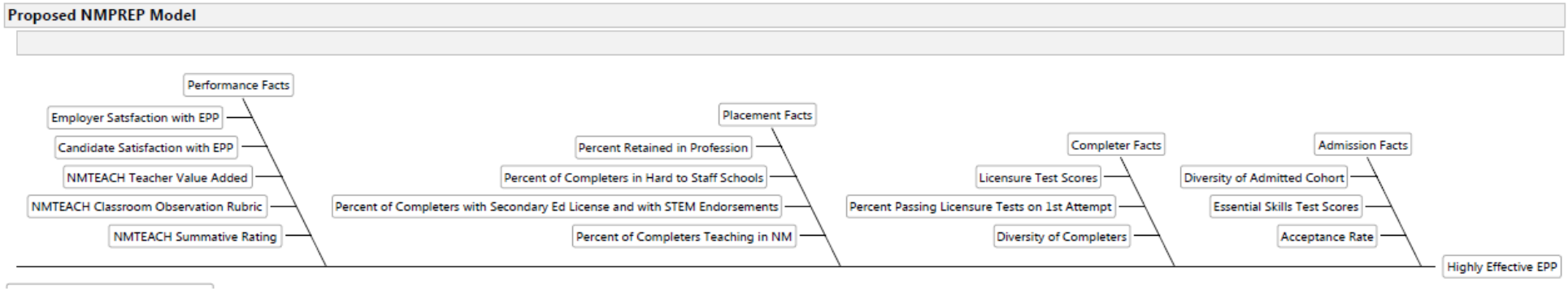
- Content assessment pass rate of teacher candidates – 20 points;
- Content grade point average of teacher candidates – 20 points;
- Adequacy of preparation based on teacher surveys – 10 points; and
- Adequacy of preparation based on principal surveys – 10 points.

Conclusion

The report card's success is a function of continued collaboration with impacted stakeholders. New Mexico's proposed report card shows promise to promote high-performing teacher preparation programs in the state that will positively impact teachers and students alike if developed and implemented effectively.

ATTACHMENT 1

To: New Mexico Association of Colleges of Teacher Education
From: Annice Correia Gabel and Matthew Goodlaw, Public Education Department
Subject: Detail on metrics for the educator preparation program report card
Date: March 22, 2017



Domain	**Admission Facts**: To what extent is the EPP admitting high promise candidates? This domain scores EPP's ability to attract an ethnically diverse and academically prepared pool of candidates	
Metric	Acceptance Rate	
	Metric Description	Reported here is a measure of the extent that the EPP admits candidates who are ready for training to become a teacher.
	Summary of Distribution	10th percentile_____mean_____90th percentile_____
	Minimum Standard	
	State Target	
	Description of Calculation	The probabilistic complement to the ratio of the number of candidates who are not fully admitted to the total number of admitted candidates.
	Universe or Population	All candidates admitted by cohort year July 1 through June 30th.
	Exclusion Rules	Candidates not reported to NMPED by the EPP are excluded from calculation.
	Minimum N for reporting	10
	Example Calculation	Suppose the TeacherPrepXY admitted 10 candidates to its teacher Preparation Program. Of these 10 candidates, 1 was conditionally admitted because he failed to complete Test of Essential Skills, he will be fully admitted as soon as he passes the essential skills tests. The calculation is [(1 - (1/10)) x 100] = 90%, indicating that the EPP is entitled to 90% of the points possible for this metric.

Domain	**Admission Facts**: To what extent is the EPP admitting high promise candidates? This domain scores EPP's ability to attract an ethnically diverse and academically prepared pool of candidates	
Metric	Diversity Index	
	Metric Description	Reported here is a measure of the ethnic diversity of the incoming cohort.
	Summary of Distribution	10th percentile_____mean_____90th percentile_____
	Minimum Standard	
	State Target	
	Description of Calculation	One minus the ratio of the sum of the group size, n, times (n-1) to the sample size, N, times (N-1). {1 - [Sum(n*(n-1))/(N*(N-1))]}
	Universe or Population	All candidates admitted by cohort year July 1 through June 30th
	Exclusion Rules	Candidates whose ethnicity is not reported to NMPED by the EPP are excluded from calculation
	Minimum N for reporting	10
	Example Calculation	Suppose the TeacherPrepXY admitted 10 candidates to its teacher Preparation Program. Of these 10 candidates, 2 candidates are Hispanic/Latino and 8 candidates are Caucasian. 1 - [((2*1) + (8*7))/(10*9)] = 35.56% Now, suppose EducatorPrepXY admitted 10 candidates, 3 Hispanic/Latino, 4 Caucasian, and 3 Native American. 1-[((3*2)+(4*3)+(3*2))/(10*9)] = 73.33%. EducatorPrepXY is more diverse than TeacherPrepXY, and thus receives 73.33% of the points as opposed to 35.56% of the points

Domain	**Admission Facts**: To what extent is the EPP admitting high promise candidates? This domain scores EPP's ability to attract an ethnically diverse and academically prepared pool of candidates	
Metric	Candidate Strength: Test of Essential Skills	
	Metric Description	Reflects the performance of the typical EPP candidate on the Reading, Writing, and Math tests of essential skills.
	Summary of Distribution	**Basic Skills** 10th%tile =224, Mean = 261, 90th%tile = 289 Pass = 79.7%; Fail = 20.3%; s.d = 25
		Reading 10th%tile = 180, Mean = 236, 90th%tile = 284 Pass = 71.5%; Fail = 28.5%; s.d = 40
		Writing 10th%tile = 176, Mean = 220, 90th%tile = 264 Pass = 53.1%; Fail = 46.9%; s.d = 33.5
		Math 10th%tile = 171, Mean = 226, 90th%tile = 280 Pass = 59.1%; Fail = 40.9%; s.d = 43
	Minimum Standard	220 –240 for Basic Skills
	State Target	Reading = 268
		Writing = 244
		Math = 260
	Description of Calculation	For each test of essential skills we calculate the average score of by EPP. We use the standard formula for the arithmetic mean.
	Universe or Population	All candidate accepted into the educator preparation program over the past three years
	Exclusion Rules	If a candidate that is in the file is missing tests of essential skills they will not be included in the calculation
	Minimum N for reporting	10
	Example Calculation	Suppose that TeacherPrepXY has 10 students in the file -- 3 entered in 2014; 4 entered in 2015; 3 entered in 2016 -- with the following reading scores 300, 294, 235, 229, 227, 223, 220, 199, 199, 175. To calculate the average EPP Score for the specific essential skill = 230.1, sum the candidate scores = 2301 and divide by N = 10. Then, to score the EPP on this metric, we standardize the average and transform the standard score into a normal curve p-value, and multiply the p-value by the points possible. (230.1 – 236)/40 = -0.1475; p value = 0.441369; which if the points possible is 10 yields points earned = 4.41

Domain	**Completer Facts** measure completer promise. To what extent are diverse, high promise candidates completing the Educator Prep Program? The domain scores EPP's ability to develop candidates who are able to excel and complete all program requirements and demonstrate competence in a timely manner.	
Metric	Percent Passing Licensure Exam on First Attempt	
	Metric Description	Reported here is the percent of licensure exams (pedagogy and content) passed on the first attempt.
	Summary of Distribution	10th percentile_____mean_____90th percentile_____
	Minimum Standard	
	State Target	
	Description of Calculation	For each program completer, obtain the ratio of exams passed on the first attempt (divide total licensure exams passed on the first attempt by total attempted exams). Then add together all ratios and divide by the number of program completers.
	Universe or Population	All program graduates who attempt to pass at least one NM Teacher Assessment licensure exam.
	Exclusion Rules	Candidates who did not complete program requirements are excluded from the calculation. Candidates who complete program requirements but do not attempt to pass any NM Teacher Assessment licensure exams are also excluded.
	Minimum N for reporting	10
	Example Calculation	Suppose that TeacherPrepXY had 10 students who completed the program. Of the 10, 5 passed all NM Teacher Assessment licensure exams on the first attempt; 3 passed one of two exams on the first attempt; and 2 did not pass any exam on the first attempt. The calculation is [(5(1) + 3(0.5) + 2(0))/10] =0.75, or 75%. TeacherPrepXY will receive 75% of the points possible for this metric.

Domain	**Completer Facts** measure completer promise. To what extent are diverse, high promise candidates completing the Educator Prep Program? The domain scores EPP's ability to develop candidates who are able to excel and complete all program requirements and demonstrate competence in a timely manner.	
Metric	Licensure Exam Scores	
	Metric Description	Reported here is the measure of candidates' content knowledge as measured by the average of the best available NM Teacher Assessment licensure exams aggregated to the EPP level.
	Summary of Distribution	10th percentile_____mean_____90th percentile_____
	Minimum Standard	
	State Target	
	Description of Calculation	For each program completer, obtain the average of the best scores on each NM Teacher Assessment licensure exam. Add together each completer's average score and divide by the number of program completers.
	Universe or Population	All program completers who attempt to pass one NM Teacher Assessment licensure exam.
	Exclusion Rules	Program completers who do not take any NM Teacher Assessment licensure exams are excluded.
	Minimum N for reporting	10
	Example Calculation	Suppose that TeacherPrepXY had 40 students who completed the program. Of these, 38 have a record of at least one NM Teacher Assessment licensure exam. For each of these 38 program completers, the best available scores on each NM Teacher Assessment exam are averaged. If a program completer has one score, then that is used as the completer's average score. The average score of these 38 program completers are then averaged again, across program completers, to produce an average score for the EPP. If on average TeacherPrepXY students score 80% on their licensure exams, then the EPP will receive 80% of the possible points for this metric.

Domain	**Completer Facts** measure completer promise. To what extent are diverse, high promise candidates completing the Educator Prep Program? The domain scores EPP's ability to develop candidates who are able to excel and complete all program requirements and demonstrate competence in a timely manner.	
Metric	Diversity Index of EPP Completers	
	Metric Description	Reported here is a measure of the ethnic diversity of outgoing cohort.
	Summary of Distribution	10th percentile_____mean_____90th percentile_____
	Minimum Standard	
	State Target	
	Description of Calculation	One minus the ratio of the sum of the group size, n, times (n-1) to the sample size, N, times (N-1). {1 - [Sum(n*(n-1))/(N*(N-1))]}
	Universe or Population	All program completers.
	Exclusion Rules	Program completers whose ethnicity is not reported to NMPED by the EPP are excluded from calculation.
	Minimum N for reporting	10
	Example Calculation	Suppose the TeacherPrepXY had 10 candidates complete its teacher Prepartion Program. Of these 10 candidates, 2 candidates are hispanic/latino and 8 candidates are caucasion. 1 - [((2*1) + (8*7))/(10*9)] = 35.56%. Now, suppose EducatorPrepXY had 10 candidates complete, 3 hispanic/latino, 4 caucasion, and 3 native american. 1-[((3*2)+(4*3)+(3*2))/(10*9)] = 73.33%. EducatorPrepXY is more diverse than TeacherPrepXY, and thus receives 73.33% of the points as opposed to 35.56% of the points

Domain	**Placement Facts** measures how well the EPP meets market demands. To what extend is the EPP developing the teachers that NM needs? This domain scores the degree to which the graduates of the Educator Prep Program are able to find jobs in NM, meet the needs of the state, and persist in the profession.	
Metric	Percent of Completers Teaching in NM	
	Metric Description	Reported here is the proportion of graduates who start working as a teacher at a public school in NM within the first year after graduation.
	Summary of Distribution	10^{th} percentile_____mean_____90^{th} percentile_____
	Minimum Standard	
	State Target	
	Description of Calculation	Total number of program completers teaching in a NM public school divided by total number of program completers.
	Universe or Population	All program completers.
	Exclusion Rules	
	Minimum N for reporting	10
	Example Calculation	Suppose that TeacherPrepXY had 60 students who completed the program. Of those, 38 are observed teaching in a NM public school within one year of completion. TeacherPrepXY will therefore receive 63.33% of the possible points for this metric.

Domain	**Placement Facts** measures how well the EPP meets market demands. To what extend is the EPP developing the teachers that NM needs? This domain scores the degree to which the graduates of the Educator Prep Program are able to find jobs in NM, meet the needs of the state, and persist in the profession.	
Metric	Percent of Completers in Hard-to-Staff Schools in NM	
	Metric Description	Reported here is the proportion of program completers who work as a teacher at a PED-identified hard-to-staff school within one year after program completion.
	Summary of Distribution	10th percentile_____mean_____90th percentile_____
	Minimum Standard	
	State Target	
	Description of Calculation	Total number of program completers teaching in a NM hard-to-staff public school divided by total number of program completers.
	Universe or Population	All program completers.
	Exclusion Rules	
	Minimum N for reporting	10
	Example Calculation	Suppose that TeacherPrepXY had 60 students who completed the program. Of those, 21 are observed teaching in a PED-identified hard-to-staff school within one year of program completion. TeacherPrepXY will therefore receive 35% of the possible points for this metric.

Domain	**Placement Facts** measures how well the EPP meets market demands. To what extend is the EPP developing the teachers that NM needs? This domain scores the degree to which the graduates of the Educator Prep Program are able to find jobs in NM, meet the needs of the state, and persist in the profession.	
Metric	Percent of Completers with STEM Endorsements	
	Metric Description	Reported here is the proportion of program completers who have a STEM endorsement.
	Summary of Distribution	10th percentile_____mean_____90th percentile_____
	Minimum Standard	
	State Target	
	Description of Calculation	Total number of program completers with a STEM endorsement divided by total number of program completers.
	Universe or Population	All program completers.
	Exclusion Rules	
	Minimum N for reporting	10
	Example Calculation	Suppose that TeacherPrepXY had 60 students who completed the program. Of those, 15 have a STEM endorsement. TeacherPrepXY will therefore receive 25% of the possible points for this metric.

Domain	**Placement Facts** measures how well the EPP meets market demands. To what extend is the EPP developing the teachers that NM needs? This domain scores the degree to which the graduates of the Educator Prep Program are able to find jobs in NM, meet the needs of the state, and persist in the profession.	
Metric	Percent Retained in Profession	
	Metric Description	Reported here is the proportion of program completers placed in NM who remain as teachers at NM public schools beyond their first and second years of employment.
	Summary of Distribution	10th percentile_____mean_____90th percentile_____
	Minimum Standard	
	State Target	
	Description of Calculation	Total number of program completers teaching in a NM public school in their second and third years of employment divided by those cohort's program completers who taught in NM public schools within the first year after program completion.
	Universe or Population	All program completers who teach in NM public schools.
	Exclusion Rules	All program completers who do not work in NM public schools at any time.
	Minimum N for reporting	10
	Example Calculation	Suppose that TeacherPrepXY had 120 students who completed the program over the past three years and are observed teaching in NM public schools. Of those, 40 completed the program 3 years ago; 50 completed the program two years ago; and 30 completed the program within the past year. Of those who completed three and two years back, suppose 48 are observed teaching in NM public schools this year. TeacherPrepXY will receive 48/90 = 53.55% of the possible points for this metric.

Domain	**Performance Facts**: This domain measures how well the EPP produces teachers who are prepared to effectively reach students on day one: to what extent is the EPP developing effective teachers? This domain scores the EPP based on their candidates performance in the classroom, how the candidates and their employers perceive their teacher preparation.	
Metric	NMTEACH Summative Ratings	
	Metric Description	Reported here is a measure of the degree to which candidates are achieving adequate results with students in their first three years of teaching.
	Summary of Distribution	10th percentile_____mean_____90th percentile_____
	Minimum Standard	
	State Target	
	Description of Calculation	Divide the sum of teachers rated as effective or better by the total number of teachers rated by EPP is the proportion of teachers effective or better.
	Universe or Population	All teachers by EPP who are in their first three years of teaching.
	Exclusion Rules	Completers not reported to NMPED by the EPP are excluded from calculation, completers who have moved to a different state to teach, completers who aren't teaching, completers who aren't evaluated for any reason.
	Minimum N for reporting	10
	Example Calculation	There are 32 teachers in their first three years from TeacherPrepXY, 10 in their first year, 12 in their second year and 10 in their third year. 50% of the first year teachers are effective or better; 83.33% of second year teachers are effective or better and 90% of third year teachers are effective or better -- [(5+10+9)/32] = 75% of new teachers are effective or better -- TeacherPrepXY earns 75% of the points possible.

Domain	**Performance Facts:** This domain measures how well the EPP produces teachers who are prepared to effectively reach students on day one: to what extent is the EPP developing effective teachers? This domain scores the EPP based on their candidates performance in the classroom, how the candidates and their employers perceive their teacher preparation.	
Metric	NMTEACH Teacher Value Added	
	Metric Description	Reported here is a measure of the degree to which teachers are achieving better than expected growth with their students.
	Summary of Distribution	10th percentile_____mean_____90th percentile_____
	Minimum Standard	
	State Target	
	Description of Calculation	Divide the sum of teachers in their first 3 years, rated as effective or better on the Value Added Score by the total number of teachers with Value Added Scores, by EPP, is the proportion of teachers rated effective or better on the NMTEACH Observation Rubric.
	Universe or Population	All teachers by EPP who are in their first three years of teaching courses with State authorized tests of achievement.
	Exclusion Rules	Completers not reported to NMPED by the EPP are excluded from calculation, completers who have moved to a different state to teach, completers who aren't teaching, completers who aren't evaluated for any reason, completers teaching a course that doesn't have a test of achievement associated.
	Minimum N for reporting	10
	Example Calculation	There are 32 teachers in their first three years from TeacherPrepXY who have value added scores as part of their evaluation, 10 in their first year, 12 in their second year and 10 in their third year. 50% of the first year teachers are effective or better; 83.33% of second year teachers are effective or better and 90% of third year teachers are effective or better -- [(5+10+9)/32] = 75% of new teachers are effective or better with respect to the Value Added Score -- TeacherPrepXY earns 75% of the points possible.

Domain	**Performance Facts**: This domain measures how well the EPP produces teachers who are prepared to effectively reach students on day one: to what extent is the EPP developing effective teachers? This domain scores the EPP based on their candidates performance in the classroom, how the candidates and their employers perceive their teacher preparation.	
Metric	NMTEACH Classroom Observation Rubric	
	Metric Description	Reported here is a measure of the degree to which candidates are demonstrating high promising practices and behavior in the classroom.
	Summary of Distribution	10th percentile_____mean_____90th percentile_____
	Minimum Standard	
	State Target	
	Description of Calculation	Divide the sum of teachers rated as effective or better on the NMTEACH Rubric by the total number of teachers observed by EPP is the proportion of teachers rated effective or better on the NMTEACH Observation Rubric.
	Universe or Population	All teachers by EPP who are in their first three years of teaching.
	Exclusion Rules	Completers not reported to NMPED by the EPP are excluded from calculation, completers who have moved to a different state to teach, completers who aren't teaching, completers who aren't evaluated for any reason.
	Minimum N for reporting	10
	Example Calculation	There are 32 teachers in their first three years from TeacherPrepXY, 10 in their first year, 12 in their second year and 10 in their third year. 50% of the first year teachers are effective or better; 83.33% of second year teachers are effective or better and 90% of third year teachers are effective or better -- [(5+10+9)/32] = 75% of new teachers are effective or better -- TeacherPrepXY earns 75% of the points possible.

Domain	**Performance Facts:** This domain measures how well the EPP produces teachers who are prepared to effectively reach students on day one: to what extent is the EPP developing effective teachers? This domain scores the EPP based on their candidates performance in the classroom, how the candidates and their employers perceive their teacher preparation.	
Metric	Candidate/Completer Satisfaction with Program	
	Metric Description	Reported here is a measure of the degree to which completers are satisfied with their teacher preparation.
	Summary of Distribution	10th percentile_____mean_____90th percentile_____
	Minimum Standard	
	State Target	
	Description of Calculation	Divide the average summated score by the total possible points, to compute a proportion of survey points. Use this proportion to multiply by the points possible, to arrive at the points earned.
	Universe or Population	All teachers by EPP who are in their first year teaching and respond to the completer survey.
	Exclusion Rules	Non-respondents and completers not teaching in NM.
	Minimum N for reporting	10
	Example Calculation	Suppose there are three students from TeacherPrepXY who responded to the 10 question completer survey for TeacherPrepXY. Teacher 1 = 3334344553 (37); Teacher 2 = 2324243333 (29); Teacher 3 = 3435333245 (35). The average of rating for this EPP is 33.67 and there are 50 points possible on the survey -- 33.67/50 = 0.673. TeacherPrepXY earns 67.3% of the points possible.

Domain	**Performance Facts**: This domain measures how well the EPP produces teachers who are prepared to effectively reach students on day one: to what extent is the EPP developing effective teachers? This domain scores the EPP based on their candidates performance in the classroom, how the candidates and their employers perceive their teacher preparation.	
Metric	Employer Satisfaction with Program Completers –New teachers	
	Metric Description	Reported here is a measure of the degree to which employers are satisfied with the preparation of new teachers.
	Summary of Distribution	10^{th} percentile_____mean_____90^{th} percentile_____
	Minimum Standard	
	State Target	
	Description of Calculation	Divide the average summated score by the total possible points, to compute a proportion of survey points. Use this proportion to multiply by the points possible, to arrive at the points earned.
	Universe or Population	All employers of teachers by EPP who are in their first year teaching and respond to the employer survey.
	Exclusion Rules	Non-respondents and completers not teaching in NM.
	Minimum N for reporting	10
	Example Calculation	Suppose there are three teacher's employers who responded to the 10 question employer satisfaction survey for TeacherPrepXY. Employer 1 = 3334344553 (37); employer 2 = 2324243333 (29); employer3 = 3435333245 (35). The average of rating for this EPP is 33.67 and there are 50 points possible on the survey -- 33.67/50 = 0.673. TeacherPrepXY earns 67.3% of the points possible.

FIRST AMENDMENT TO
MEMORANDUM OF UNDERSTANDING
BETWEEN
THE NEW MEXICO PUBLIC EDUCATION DEPARTMENT AND
NEW MEXICO INSTITUTION OF HIGHER EDUCATION (IHE)

THIS FIRST AMMENDMENT dated as of _____day of _____ 20___, entered into by and between the parties listed as signatories hereto (the "**Partie**s").

WHEREAS, the Parties wish to amend that certain Memorandum of Understanding dated _____, by and among the Parties hereto (the MOU) , to achieve said purpose:

NOW THEREFORE, the Parties agree to amend the Agreement as follows:

1. IHE gives PED the following data:
    a. All students admitted to each program at any time *
    b. Race/ethnicity of each candidate at admission *
    c. Status of candidate admittance to college and university *
    d. ACT scores *
    e. SAT scores *
    f. Learning disability status
    g. Race/ethnicity of each candidate at graduation/completion *
    h. Completed program requirements? (This is in addition to graduation data) *

    * Indicates data intended for evaluative purposes

2. PED gives IHE the following data for all program completers:
    a. NMTEACH effectiveness rating and rubric scores by element
    b. NMTEACH effectiveness score
    c. Attendance data
    d. Survey data
    e. School(s) assignment
    f. Endorsement(s)
    g. Course Content Area(s)
    h. School grade
    i. Class Demographics
    j. School demographics
    k. License level
    l. Number of students in each class taught by program completers
    m. Percent of students on free or reduced price lunch in each class taught by program completers

n. Percent male or female in each class taught by program completers
o. Standard deviations of scores for each assessment
p. Range of scores for each assessment

3. PED gives IHE the following data for potential cooperating teachers:
    a. NMTEACH effectiveness rating
    b. Endorsements
    c. Subject area(s) of courses taught
    d. License level

IN WITNESS WHEREOF, this First Amendment to the Memorandum of Understanding has been executed and delivered as of the date first written above.

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

BY: _____
Christopher N. Ruszkowski
Acting Secretary of Education

New Mexico Institution of Higher Education

BY: _____
Dean