



Santa Fe Teacher and School Leader Effectiveness Framework

**District-wide shared accountability
through a balanced approach to
performance management**

Dr. Joel Boyd, Superintendent

Dr. Almudena Abeyta, Chief Academic Officer

Dr. Richard Bowman, Chief Accountability and Strategy Officer

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Outline

- **Why change?**
- **What does alignment look like in SFPS?**
 - **Teachers**
 - **Principals**
- **How does the SFPS system compare to the State Default?**
- **How can the three tier system be better aligned?**



Why Change?



Our Core Beliefs

- A high quality education is a fundamental civil right of every child in our schools.
- Teaching and learning are at the core of our work. Everything we do must be in support of what happens in the classroom.
- Parents are our partners. They are our students' first and best teachers.
- There is no silver bullet to improving our schools. Putting every child on a path to college requires hard and steady work, each and every day.
- **Every adult in the system is responsible for the academic success of our children.**

Old Evaluation System was Misaligned

- District reading proficiency under 50%
- Math proficiency at 41% in primary grades, falling to 28% in secondary grades
- 99% of SFPS teachers were rated proficient last year
 - 9 not proficient, of ~900



Aligned Accountability System

Superintendent Evaluation



District Office Performance Evaluation

Cabinet level last year

Director level this year



Principal Performance Evaluation

Principal pilot last year

Modified this year



Teacher Performance Evaluation

Implementation in progress



What does alignment look
like in Santa Fe Public
Schools?

Demo Teacher Name

Teacher Type:

Tested Teacher

Classroom Practice						
Indicator	Baseline	Target	Obs. 1	Obs. 2	Obs. 3	Final
NMTEACH Domain 2: Learning Environment	Min. Eff.	Eff.+	High Eff.	High Eff.	Eff.	High Eff.
2A: Creating an environment of respect and rapport	2	3+	2	5	4	4
2B: Organizing physical space	3	3+	3	3	4	3
2C: Establishing a culture for learning	2	3+	5	4	3	4
2D: Managing classroom procedures	3	3+	5	5	4	5
2E: Managing student behavior	2	3+	4	1	2	2
NMTEACH Domain 3: Teaching for Learning	Eff.	Eff.+	High Eff.	Eff.	Min. Eff.	Eff.
3A: Communicating with students	4	4+	2	3	2	2
3B: Using questioning and discussion techniques	3	3+	4	3	1	3
3C: Engaging students in learning	3	3+	4	5	3	4
3D: Assessment in Instruction	2	3+	2	2	3	2
3E: Demonstrating flexibility and responsiveness	3	3+	4	1	3	3
3F: Reflecting on teaching	3	3+	5	3	1	3

Planning and Professionalism						
Indicator	Baseline	Target	Obs. 1	Obs. 2	Obs. 3	Final
NMTEACH Domain 1: Planning and Preparation	High Eff.	Eff.+	Eff.	Eff.	Eff.	Eff.
1A: Demonstrating knowledge of content	4	4+	5	3	2	3
1B: Designing coherent instruction	3	3+	4	2	4	3
1C: Setting instructional outcomes	4	4+	1	3	1	2
1D: Demonstrating knowledge of resources	4	4+	1	5	5	4
1E: Demonstrating knowledge of students	3	3+	4	5	2	4
1F: Designing student assessment	3	3+	3	2	3	3
NMTEACH Domain 4: Professionalism	Eff.	Eff.+	Min. Eff.	Eff.	High Eff.	Eff.
4A: Communicating with families	2	3+	2	3	4	3
4B: Participating in a professional community	4	4+	5	3	5	4
4C: Reflecting on teaching	2	3+	3	4	5	4
4D: Demonstrating Professionalism	3	3+	1	1	5	2
4E: Growing and developing professionally	4	4+	1	3	1	2
4F: Maintaining accurate records	3	3+	2	4	5	4

Student Achievement Growth				
Indicator	Baseline	Target	Result	
Small Group Contextualized Growth on SBA	Accept.	Accept.	High	
Small Group Growth on SBA Math	Accept.	Accept.	Accept.	
Small Group Growth on SBA Reading	Accept.	Accept.	High	
Individual Contextualized Growth on SBA	Accept.	Accept.	High	
Individual Growth on SBA Math	Accept.	Accept.	High	
Individual Growth on SBA Reading	Accept.	Accept.	Accept.	
Achievement Growth Measure 1	Accept.	Accept.	Accept.	
Achievement Growth Measure 2	Accept.	Accept.	Low	
Achievement Growth Measure 3	Accept.	Accept.	Accept.	
Achievement Growth Measure 4	Accept.	Accept.	Low	

Student Perceptions				
Indicator	Baseline	Target		Spring
Student Perception Rating	Accept.	Accept.+		Accept.
Overall Perception	3.4	3+		3.7
Control and Challenge	4.8	3+		3.2
Caring about students	4.3	3+		3.1
Controlling behavior	5.0	3+		2.9
Clarifying lessons	1.3	3+		4.0
Challenging students	4.6	3+		3.4
Captivating students	4.4	3+		3.2
Conferring with students	1.6	3+		4.1
Consolidating knowledge	2.3	3+		4.9

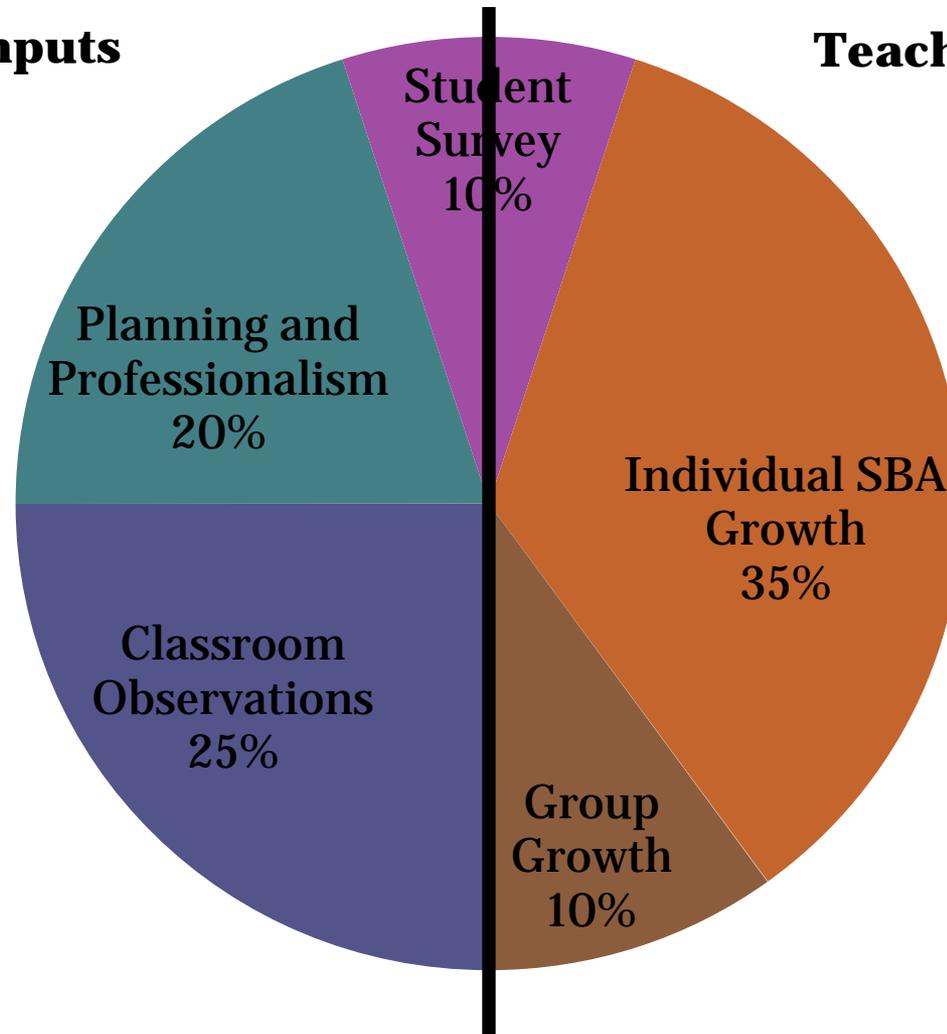
Overall Rating

Effective

Teachers in Tested Subjects

Teaching Inputs

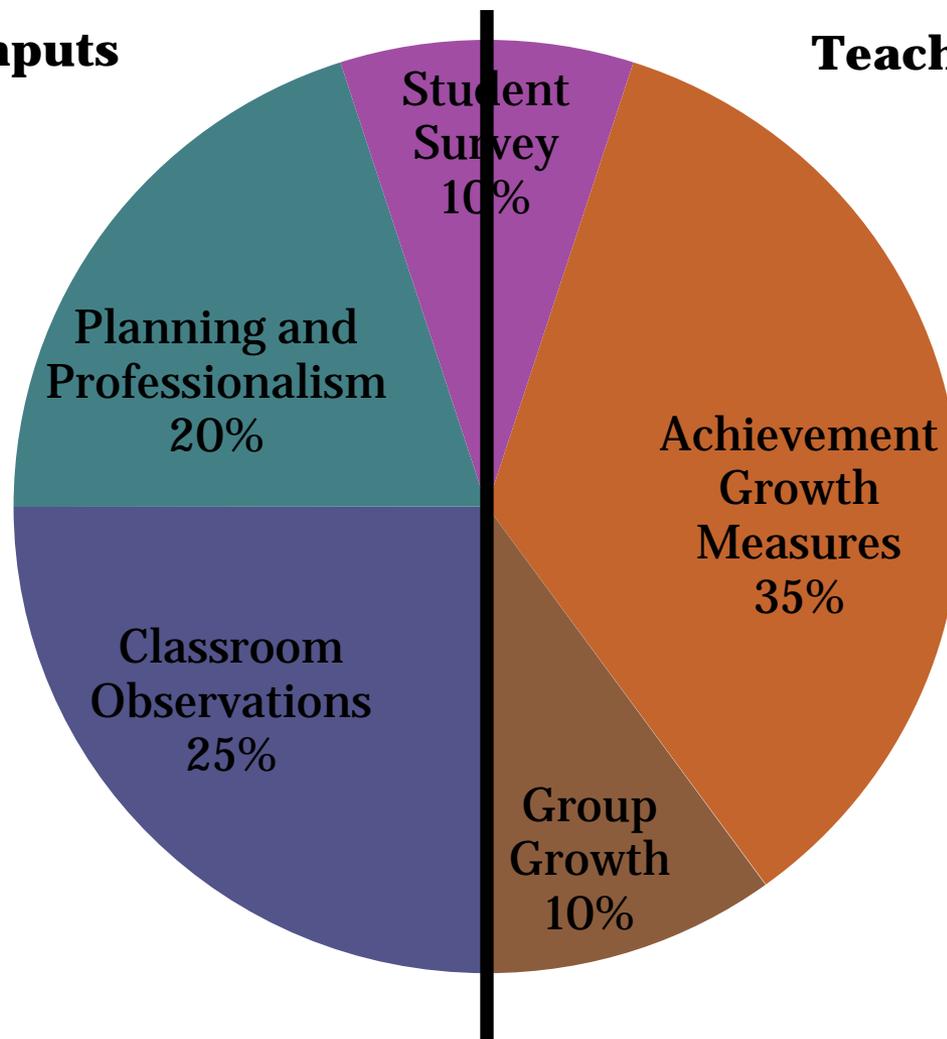
Teaching Outcomes



Teachers in Non-Tested Subjects

Teaching Inputs

Teaching Outcomes



Name:

Demo Principal Performance Compact

 Exceeding Expectations
 Progressing
 Not Meeting Expectations

Demo Principal Name

Principal Type:

Demo Elementary School

Elementary Principal

Student Achievement (50%)				
Indicator	Baseline	Detail	Target	Actual
SBA Growth Measure Overall	Accept.		Accept.	Accept.
Achievement Zone Index	67		70	72
Achievement Growth Measure Overall	N/A		Accept.	Accept.
Scale score growth top 75%	0.1		0.2	0.1
Scale score growth bottom 75%	1.5		1.6	1.6
SBA Growth Math - All Students	0.3	36.5	0.7	-0.4
SBA Growth Reading- All Students	1.4	31.0	1.8	-0.3
SBA Growth Proficiency Math Eco Dis	0.5	35.6	0.9	1.6
SBA Growth Proficiency Reading Eco Dis	1.5	31.4	1.7	2.5
SBA Growth Proficiency Math Sped	0.7	34.2	1.1	2.4
SBA Growth Proficiency Reading Sped	1.9	33.9	1.3	0.5
SBA Growth Proficiency Math Hispanic	1.1	32.4	1.5	2.4
SBA Growth Proficiency Reading Hispanic	0.6	35.1	1.0	1.7
SBA Growth Proficiency Math ELL	0.3	36.8	0.7	0.7
SBA Growth Proficiency Reading ELL	0.3	36.3	0.7	1.8
State Accountability Grade	C	50.6	B	B
% On-track (Graduate, Geometry, Middle School)	46%		50%	60%
State Peer Composite Rank quartile	1st	7/30	1st	5/30

Community Satisfaction (10%)				
Indicator	Baseline	Detail	Target	Actual
Community Satisfaction Overall	N/A		Accept.	High
Quality of Education Survey Response	48%		54%	56%
Culture and Climate	87%		89%	88%
Instructional Quality	82%		84%	86%
Parent Engagement	90%		>90%	91%

Instructional Leadership (25%)			
Indicator	Baseline	Target	Actual
Instructional Leadership	N/A	Accept.	Accept.
Achievement Growth Measure Quality	N/A	Accept.	Accept.
Inter-Rater Reliability of Feedback	N/A	>75%	70%
External Reliability of Feedback	N/A	>75%	80%
Staff Perception – Overall	N/A	Accept.	Accept.
Staff Perception – Administrative Support	3.6	>4	3.7
Staff Perception – Achievement Focus	3.4	>4	3.6
Staff Perception – Campus Leadership	4.1	>4	4
Staff Perception – Job Responsibilities	4	>4	4.1
Student Perception Opportunity to Learn	4.1	>4	4.1
Leadership Competencies	N/A	>90%	91%

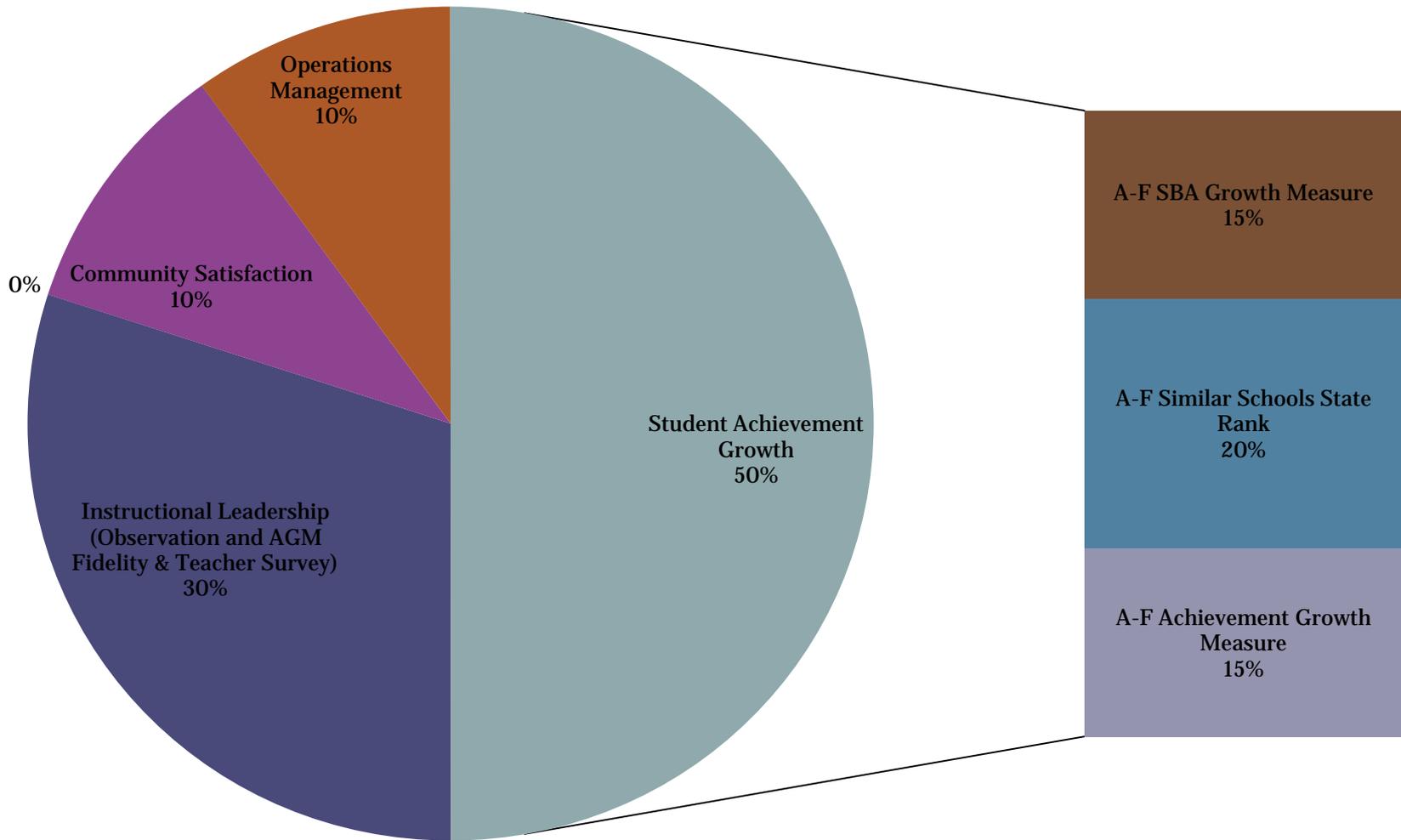
Operations Management (15%)			
Indicator	Baseline	Target	Actual
Operations Management Overall	N/A	Accept.	Accept.
Special Education Compliance	56%	100%	97%
English Language Learner Compliance	35%	100%	45%
ELL Assessment	35%	100%	76%
Teacher Attendance	96%	>95%	94%
Student Attendance			96%
	95%	>95%	
Student Truancy Recovery	15%	>95%	100%
Safety Audit	N/A	>90%	92%
% Discretionary Budget Spent	85%	100%	95%

Overall Rating

Effective

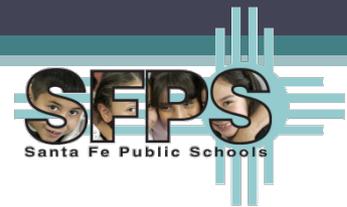


Administrators





How does this compare to
the State Default System?



Santa Fe Public Schools Evaluation Plan Development

NMPED

- Policy

SFPS

- Implementation

Comparison to State Default System

- **Simplified teacher groups**
 - “Tested” teacher and “non-tested” teacher (SFPS)
 - Group A teachers, Group B teachers, and Group C teachers (State)
- **Achievement Growth Measures vs “EOC” & “DIBELS”**
 - Unified framework for student achievement growth
 - Teacher and administrator evaluation linked together
 - Quality criteria for each measure, increasing expectations for administrators and teachers
 - Flexible to increase validity, rigor and rationale required



Comparison to State Default System (cont.)

- **Multiple Measures**
 - Student survey (SFPS)
 - Teacher attendance (State)
- **Small Group Achievement Measure**
 - 2-5 teachers
 - Grade-level, content group, or PLC
- **Three observations**
 - Two by evaluating administrator, one external
 - Two unannounced, one announced



How can the three tier
system be better aligned?

3 Tier Licensure Alignment

- Future advancement possibly based on “good teaching” instead of dossier paperwork
 - What is “good teaching”?
- Reduce time requirements for advancement
 - Improve recruitment of teachers and leaders