

LIST OF PED-APPROVED TEACHER EVALUATION PLANS
As of June 13, 2014

The following **traditional public school districts** are following the state default plan for teacher evaluation:

1. CARLSBAD MUNICIPAL SCHOOLS
2. CARRIZO MUNICIPAL SCHOOLS
3. CLOUDCROFT MUNICIPAL SCHOOLS
4. COBRE CONSOLIDATED SCHOOLS
5. ESPAÑOLA PUBLIC SCHOOLS
6. EUNICE PUBLIC SCHOOLS
7. GALLUP-MCKINLEY COUNTY PUBLIC SCHOOLS
8. GRANTS-CIBOLA COUNTY SCHOOLS
9. HOUSE MUNICIPAL SCHOOLS
10. JAL PUBLIC SCHOOLS
11. JEMEZ VALLEY PUBLIC SCHOOLS
12. LAS VEGAS CITY PUBLIC SCHOOLS
13. MOSQUERO MUNICIPAL SCHOOLS
14. ROY MUNICIPAL SCHOOLS
15. TATUM MUNICIPAL SCHOOLS
16. VAUGHN MUNICIPAL SCHOOLS
17. ZUNI PUBLIC SCHOOLS

The following **traditional public school districts** have PED-approved custom plans for teacher evaluation:

1. ALAMOGORDO PUBLIC SCHOOLS
2. ALBUQUERQUE PUBLIC SCHOOLS
3. ANIMAS PUBLIC SCHOOLS
4. ARTESIA PUBLIC SCHOOLS
5. AZTEC MUNICIPAL SCHOOLS
6. BELEN CONSOLIDATED SCHOOLS
7. BERNALILLO PUBLIC SCHOOLS
8. BLOOMFIELD SCHOOLS
9. CAPITAN MUNICIPAL SCHOOLS
10. CENTRAL CONSOLIDATED SCHOOLS
11. CHAMA VALLEY INDEPENDENT SCHOOLS
12. CIMARRON MUNICIPAL SCHOOLS
13. CLAYTON MUNICIPAL SCHOOLS
14. CLOVIS MUNICIPAL SCHOOLS
15. CORONA PUBLIC SCHOOLS
16. CUBA INDEPENDENT SCHOOLS
17. DEMING PUBLIC SCHOOLS
18. DES MOINES MUNICIPAL SCHOOLS
19. DEXTER CONSOLIDATED SCHOOLS
20. DORA CONSOLIDATE SCHOOLS
21. DULCE INDEPENDENT SCHOOLS
22. ELIDA MUNICIPAL SCHOOLS

Note: If a charter schools is not noted, then the charter school is in Albuquerque

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As of June 13, 2014

23. ESTANCIA MUNICIPAL SCHOOLS
24. FARMINGTON MUNICIPAL SCHOOLS
25. FLOYD MUNICIPAL SCHOOLS
26. FORT SUMNER MUNICIPAL SCHOOLS
27. GADSDEN INDEPENDENT SCHOOLS
28. GRADY MUNICIPAL SCHOOLS
29. HAGERMAN MUNICIPAL SCHOOLS
30. HATCH VALLEY PUBLIC SCHOOLS
31. HOBBS MUNICIPAL SCHOOLS
32. HONDO VALLEY PUBLIC SCHOOLS
33. JEMEZ MOUNTAIN PUBLIC SCHOOLS
34. LAKE ARTHUR MUNICIPAL SCHOOLS
35. LAS CRUCES PUBLIC SCHOOLS
36. LOGAN MUNICIPAL SCHOOLS
37. LORDSBURG MUNICIPAL SCHOOLS
38. LOS ALAMOS PUBLIC SCHOOLS
39. LOS LUNAS PUBLIC SCHOOLS
40. LOVING MUNICIPAL SCHOOLS
41. LOVINGTON MUNICIPAL SCHOOLS
42. MAGDALENA MUNICIPAL SCHOOLS
43. MAXWELL MUNICIPAL SCHOOLS
44. MELROSE PUBLIC SCHOOLS
45. MORA INDEPENDENT SCHOOLS
46. MORIARTY-EDGEWQOD SCHOOLS
47. MOUNTAINAIR PUBLIC SCHOOLS
48. PECOS INDEPENDENT SCHOOLS
49. PEÑASCO INDEPENDENT SCHOOLS
50. POJOAQUE VALLEY PUBLIC SCHOOLS
51. PORTALES MUNICIPAL SCHOOLS
52. QUEMADO INDEPENDENT SCHOOLS
53. QUESTA INDEPENDENT SCHOOLS
54. RATON PUBLIC SCHOOLS
55. RESERVE INDEPENDENT SCHOOLS
56. ROSWELL INDEPENDENT SCHOOLS
57. RUIDOSO MUNICIPAL SCHOOLS
58. SAN JON MUNICIPAL SCHOOLS
59. SANTA FE PUBLIC SCHOOLS
60. SANTA ROSA CONSOLIDATED SCHOOLS
61. SILVER CONSOLIDATED SCHOOLS
62. SOCORRO CONSOLIDATED SCHOOLS
63. SPRINGER MUNICIPAL SCHOOLS
64. TAOS MUNICIPAL SCHOOLS
65. T OR C MUNICIPAL SCHOOLS
66. TEXICO MUNICIPAL SCHOOLS
67. TUCUMCARI PUBLIC SCHOOLS
68. TULAROSA MUNICIPAL SCHOOLS

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As of June 13, 2014

69. WAGON MOUND PUBLIC SCHOOLS
70. WEST LAS VEGAS PUBLIC SCHOOLS

The following **traditional public school district plans for teacher evaluation were not specified** on the NMTEACH section of PED's website:

1. MESA VISTA CONSOLIDATED SCHOOLS
2. RIO RANCHO PUBLIC SCHOOLS

LIST OF PED-APPROVED TEACHER EVALUATION PLANS
As of June 13, 2014

The following **state-authorized charter schools are following the state default plan** for teacher evaluation:

1. ALBUQUERQUE SCHOOL OF EXCELLENCE
2. ANTHONY CHARTER SCHOOL (Gadsden)
3. CORAL COMMUNITY CHARTER
4. COTTONWOOD CLASSICAL PREPARATORY SCHOOL
5. CREATIVE EDUCATION PREPARATORY INSTITUTE
6. ESTANCIA VALLEY CLASSICAL ACADEMY (Moriarty)
7. INTERNATIONAL SCHOOL AT MESA DEL SOL
8. J PAUL TAYLOR ACADEMY (Las Cruces)
9. LA RESOLANA LEADERSHIP
10. LA TIERRA MONTESSORI SCHOOL OF THE ARTS AND SCIENCES (Española)
11. NEW MEXICO CONNECTIONS ACADEMY (Santa Fe)
12. RED RIVER VALLEY CHARTER SCHOOL (Questa)
13. TAOS ACADEMY (Taos)
14. TAOS INTEGRATED SCHOOL OF ARTS (Taos)
15. THE GREAT ACADEMY
16. WALATOWA CHARTER HIGH CHARTER SCHOOL (Jemez Valley)
17. WILLIAM W & JOSEPHINE DORN CHARTER COMMUNITY SCHOOL

The following **state-authorized charter schools have PED-approved custom plans** for teacher evaluation:

1. ACADEMY OF TRADES AND TECHNOLOGY
2. ALBUQUERQUE INSTITUTE OF MATH & SCIENCE
3. ALDO LEOPOLD CHARTER SCHOOL (Silver City)
4. ALMA D'ARTE CHARTER HIGH SCHOOL (Las Cruces)
5. AMY BIEHL CHARTER HIGH SCHOOL
6. CESAR CHAVEZ COMMUNITY SCHOOL
7. CIEN AGUAS INTERNATIONAL SCHOOL
8. EAST MTN HIGH SCHOOL
9. GILBERT L SENA CHARTER HIGH SCHOOL
10. HEALTH LEADERSHIP HIGH SCHOOL
11. HORIZON ACADEMY WEST
12. LA PROMESA EARLY LEARNING CENTER
13. McCURDY CHARTER SCHOOL (Española)
14. MEDIA ARTS COLLABORATIVE CHARTER
15. MISSION ACHIEVEMENT AND SUCCESS
16. NEW AMERICA SCHOOL
17. NEW AMERICA SCHOOL - LAS CRUCES (Las Cruces)
18. NEW MEXICO SCHOOL FOR THE ARTS (Santa Fe)
19. NEW MEXICO INTERNATIONAL SCHOOL
20. NORTH VALLEY ACADEMY CHARTER SCHOOL
21. RALPH J BUNCHE ACADEMY
22. SAGE MONTESSORI CHARTER SCHOOL

**LIST OF PED-APPROVED TEACHER EVALUATION PLANS
As of June 13, 2014**

23. SCHOOL OF DREAMS ACADEMY (Los Lunas)
24. SOUTHWEST AERONAUTICS MATHEMATICS AND SCIENCE ACADEMY
25. SOUTHWEST INTERMEDIATE LEARNING CENTER
26. SOUTHWEST PRIMARY LEARNING CENTER
27. SOUTHWEST SECONDARY LEARNING CENTER
28. SOUTH VALLEY PREP
29. THE ASK ACADEMY (Rio Rancho)
30. THE LEARNING COMMUNITY CHARTER SCHOOL
31. THE MASTERS PROGRAM (Santa Fe)
32. THE MONTESSORI ELEMENTARY SCHOOL
33. TIERRA ADENTRO
34. UPLIFT COMMUNITY SCHOOL (Gallup-McKinley)

The following **state-authorized charter school plans for teacher evaluation were not specified** on the NMTEACH section of PED's website:

1. ALBUQUERQUE SIGN LANGUAGE ACADEMY
2. ACE LEADERSHIP HIGH SCHOOL
3. LA JICARITA COMMUNITY SCHOOL (Peñasco)
4. TAOS INTERNATIONAL SCHOOL (Taos)

LIST OF PED-APPROVED TEACHER EVALUATION PLANS
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The following **district-authorized charter schools** are following the state default plan for teacher evaluation:

1. BATAAN CHARTER SCHOOL
2. CARIÑOS DE LOS NIÑOS CHARTER SCHOOL (Española)
3. CHRISTINE DUNCANS HERITAGE ACADEMY
4. DEMING CESAR CHAVEZ HIGH SCHOOL (Deming)
5. EL CAMINO REAL ACADEMY
6. JEFFERSON MONTESSORI ACADEMY (Carlsbad)
7. LA ACADEMIA DE ESPERANZA
8. LAS MONTAÑAS CHARTER HIGH SCHOOL (Las Cruces)
9. MIDDLE COLLEGE HIGH SCHOOL (Gallup-McKinley)
10. MONTE DEL SOL CHARTER SCHOOL (Santa Fe)
11. RIO GALLINAS SCHOOL (West Las Vegas)
12. ROBERT F. KENNEDY CHARTER
13. VISTA GRANDE HIGH SCHOOL (Taos)

The following **district-authorized charter schools** have **PED-approved custom plans** for teacher evaluation:

1. ACADEMY FOR TECHNOLOGY AND THE CLASSICS (Santa Fe)
2. ALICE KING COMMUNITY SCHOOL
3. ANANSI CHARTER SCHOOL (Taos)
4. CORRALES INTERNATIONAL SCHOOL
5. COTTONWOOD VALLEY CHARTER (Taos)
6. DIGITAL ARTS AND TECHNOLOGY
7. LA ACADEMIA DOLORES HUERTA (Las Cruces)
8. LINDRITH AREA HERITAGE CHARTER SCHOOL (Jemez Mountain)
9. LOS PUENTES CHARTER
10. MOSAIC ACADEMY CHARTER (Aztec)
11. MONTESSORI OF THE RIO GRANDE
12. MORENO VALLEY HIGH (Cimarron)
13. MOUNTAIN MAHOGANY COMMUNITY SCHOOL
14. NATIVE AMERICAN COMMUNITY ACADEMY
15. NEW MEXICO VIRTUAL ACADEMY (Farmington)
16. NUESTROS VALORES CHARTER
17. PUBLIC ACADEMY FOR PERFORMING ARTS
18. ROOTS & WINGS COMMUNITY (Questa)
19. SAN DIEGO RIVERSIDE CHARTER SCHOOL (Jemez Valley)
20. SCHOOL FOR INTEGRATED ACADEMICS AND TECHNOLOGIES
21. SIDNEY GUTIERREZ MIDDLE SCHOOL (Roswell)
22. SOUTH VALLEY ACADEMY
23. TAOS MUNICIPAL CHARTER (Taos)
24. TIERRA ENCANTADA CHARTER SCHOOL (Santa Fe)
25. TURQUOISE TRAIL CHARTER SCHOOL (Santa Fe)
26. TWENTY FIRST CENTURY PUBLIC ACADEMY

**LIST OF PED-APPROVED TEACHER EVALUATION PLANS
As of June 13, 2014**

The following **district-authorized charter school plans for teacher evaluation were not specified** on the NMTEACH section of PED's website:

1. ALBUQUERQUE TALENT DEVELOPMENT ACADEMY
2. GORDON BERNELL CHARTER

QUESTIONS

TEACHER AND PRINCIPAL EVALUATION PANEL: AREA SCHOOL DISTRICTS/CHARTER SCHOOL

June 17, 2014

1. Based on the PED approved plan for your school district/charter school, outline your school district/charter school implementation timeline of the Educator Effectiveness System (EES) for teachers and principals this school year.
2. Which online system does your school district/charter school use to help implement the EES?

Does your school district/charter school plan on using this system next year?

3. By licensure level, what is the number and percent of teachers in your school district/charter school in each of the following groups:
 - *Group A:* teachers who teach grades and/or subjects that can be meaningfully linked to the standards-based assessment;
 - *Group B:* teachers who teach grades and/or subjects that cannot be meaningfully linked to the standards-based assessment; and
 - *Group C:* teachers who teach in kindergarten, first, and second grades.

Please outline the number and percent of each group's effectiveness ratings (i.e., exemplary, highly effective, effective, minimally effective, or ineffective).

4. For principals and assistant principals, what is the number and percent of these administrators in your school district/charter school in each of the following groups:
 - *Group A:* New Mexico licensed administrators (Level 3-B); serve as Principal/Director, Assistant Principal, Dean of Students, or Athletic Directors; and supervise and evaluate certified teachers; and
 - *Group B:* district-level administrators; and Athletic Directors and Deans of Students that do not have Level 3-B licenses.

Please outline the number and percent of each group's effectiveness ratings (i.e., exemplary, highly effective, effective, minimally effective, or ineffective).

5. Has your school district/charter school shared the data and results of the "District Educator Effectiveness Summative Report" with your teachers and principals? Why or why not?
6. Did your school district/charter school participate in the New Mexico's Teacher and School Leader Evaluation Pilot Project for the EES? If so, outline any differences between the pilot and your most recent EES ratings, if any.
7. Please add any other comments you might have addressing lessons learned in implementing your evaluation system.



L Alamitos

Custom Plan

Group A Teachers

Group A Teachers are teachers that teach grades and/or subjects that can be meaningfully linked to the SBA.

This includes the following teachers:

- Grades 3–5
- Grades 6–8, 10–11 for Language Arts/Math*
- Grades 7, 9, 10, and 11 for Science
- Special Education teacher in the grades and subjects above (Teachers of students with severe and profound disabilities are exempt from this group.)

	Elementary		Middle School		High School	
Student Achievement	SBA	35	SBA	35	SBA	35
	Discovery	15	EOC	15	EOC	15
Observations	Domain 2&3	25	Domain 2&3	25	Domain 2&3	25
	Multiple Measure	15	Domain 1&4	15	Domain 1&4	15
	St Svy	10	St Svy	10	St Svy	10

Group B Teachers

Group B Teachers are teachers that teach in subjects and grades that cannot be meaningfully linked to the SBA.

This includes the following teachers:

- Grades 3–5 for non-tested subject (CTE, Art, Music, etc.)
- Grades 6–8 for Social Studies
- Grades 6, 8, 9, and 12 for Science
- Grades 9 and 12 for Language Arts/Math

	Elementary		Middle School		High School	
Student Achievement	EOC*	50	EOC	50	EOC	50
	Observations	25	Domain 2&3	25	Domain 2&3	25
Multiple Measures	Domain 1&4	15	Domain 1&4	15	Domain 1&4	15
	St Svy	10	St Svy	10	St Svy	10

Group C Teachers

Group C Teachers are teachers that teach Grades K, 1, and 2

	Elementary	
Student Achievement	DIBELS	35
	Discovery	15
Observations	Domain 2&3	25
	Multiple Measure	15
	Pt Svy	10

Abbreviations

EOC	End of Course
EOC*	At the elementary level, this may be interim assessments
Math*	Includes 9th Grade Algebra I & Geometry Teachers
Pt Svy	Parent Survey
SBA	Standards Based Assessment
St Svy	Student Survey

June 17, 2014

TEACHER AND PRINCIPAL EVALUATION PANEL:

Demographic Information: Los Alamos Public Schools

Total Number of Schools: 7

Number of Schools per Grade Level:

- High School: 1;
- Middle School: 1; and
- Elementary Schools: 5.

Total Number of Students by School and Grade Level:

- Los Alamos High School:
 - 9th grade : 282 students
 - 10th grade : 290 students
 - 11th grade: 262 students
 - 12th grade: 258 students

- Los Alamos Middle School:
 - 7th grade: 276 students
 - 8th grade: 265 students

- Aspen Elementary:
 - Kindergarten: 55 students
 - 1st grade: 55 students
 - 2nd grade: 49 students
 - 3rd grade: 67 students
 - 4th grade: 62 students
 - 5th grade: 59 students
 - 6th grade: 62 students

- Barranca Mesa Elementary:
 - Pre-Kindergarten: 28 students
 - Kindergarten: 48 students
 - 1st grade: 48 students
 - 2nd grade: 48 students
 - 3rd grade: 56 students
 - 4th grade: 66 students
 - 5th grade: 46 students

- 6th grade: 65 students

- Chamisa Elementary:
 - Kindergarten: 42 students
 - 1st grade: 38 students
 - 2nd grade: 34 students
 - 3rd grade: 42 students
 - 4th grade: 37 students
 - 5th grade: 32 students
 - 6th grade: 45 students

- Mountain Elementary:
 - Kindergarten: 68 students
 - 1st grade: 58 students
 - 2nd grade: 53 students
 - 3rd grade: 61 students
 - 4th grade: 70 students
 - 5th grade: 64 students
 - 6th grade: 77 students

- Pinon Elementary:
 - Pre-Kindergarten: 22 students
 - Kindergarten: 41 students
 - 1st grade: 40 students
 - 2nd grade: 61 students
 - 3rd grade: 39 students
 - 4th grade: 51 students
 - 5th grade: 44 students
 - 6th grade: 58 students

Total Number of Students: 3,524

Total Number of Teachers per Grade Level: not available

Number of Principals and/or Assistant Principals:

- Principals: 7; and
- Assistant Principals: 2.



NMTEACH 2013 - 2014 Educator Effectiveness Plan

Approved
With Modification

MORIARTY-EDGEWOOD

Custom Plan

Group A Teachers

Group A Teachers are teachers that teach grades and/or subjects that can be meaningfully linked to the SBA.

This includes the following teachers:

- Grades 3–5
- Grades 6–8, 10–11 for Language Arts/Math*
- Grades 7, 9, 10, and 11 for Science
- Special Education teacher in the grades and subjects above (Teachers of students with severe and profound disabilities are exempt from this group.)

	Elementary		Middle School		High School	
Student Achievement	SBA	35	SBA	35	SBA	35
	Discovery	15	Discovery	15	EOC	10
Grade 3 only	DIBELS	15			Discovery	5
	Observations	<u>Domain 2&3</u>	<u>25</u>	<u>Domain 2&3</u>	<u>25</u>	<u>Domain 2&3</u>
Multiple Measure	<u>Domain 1&4</u>	15	<u>Domain 1&4</u>	15	<u>Domain 1&4</u>	15
	St Svy	10	St Svy	10	CCR	10

Group B Teachers

Group B Teachers are teachers that teach in subjects and grades that cannot be meaningfully linked to the

This includes the following teachers:

- Grades 3–5 for non-tested subject (CTE, Art, Music, etc.)
- Grades 6–8 for Social Studies
- Grades 6, 8, 9, and 12 for Science
- Grades 9 and 12 for Language Arts/Math

	Elementary		Middle School		High School	
Student Achievement	Discovery	35	Discovery	35	EOC	35
	School Gr	15	School Gr	15	Discovery	10
Grade 3 only	DIBELS	35			School Gr	5
	Observations	<u>Domain 2&3</u>	<u>25</u>	<u>Domain 2&3</u>	<u>25</u>	<u>Domain 2&3</u>
Multiple Measures	<u>Domain 1&4</u>	15	<u>Domain 1&4</u>	15	<u>Domain 1&4</u>	15
	St Svy	10	St Svy	10	CCR	10

Group C Teachers

Group C Teachers are teachers that teach Grades K, 1, and 2

	Elementary	
Student Achievement	Discovery	35
	School Gr	15
Observations	<u>Domain 2&3</u>	<u>25</u>
Multiple Measure	Domain 1&4	15
	Pt Svy	10

Abbreviations

CCR	College Career Readiness
EOC	End of Course
Math*	Includes 9th Grade Algebra I & Geometry Teachers
Pt Svy	Parent Survey
SBA	Standards Based Assessment
School Gr	School Grade
St Svy	Student Survey

June 17, 2014

TEACHER AND PRINCIPAL EVALUATION PANEL:

Demographic Information: Moriarty-Edgewood Schools

Total Number of Schools: 8

Number of Schools per Grade Level:

- High School: 1;
- Middle Schools: 2; and
- Elementary Schools: 5.

Number of Students by School and Grade Level:

- Edgewood Elementary:
 - Kindergarten: 28 students
 - 1st grade: 33 students
 - 2nd grade: 29 students
 - 3rd grade: 43 students
 - 4th grade: 47 students
 - 5th grade: 31 students
 - 6th grade: 32 students

- Moriarty Elementary:
 - Pre-Kindergarten: 2 students
 - Kindergarten: 61 students
 - 1st grade: 54 students
 - 2nd grade: 53 students
 - 3rd grade: 54 students
 - 4th grade: 62 students
 - 5th grade: 49 students
 - 6th grade: 54 students

- Mountainview Elementary:
 - Pre-Kindergarten: 20 students
 - Kindergarten: 39 students
 - 1st grade: 40 students
 - 2nd grade: 42 students
 - 3rd grade: 31 students
 - 4th grade: 48 students
 - 5th grade: 41 students

- 6th grade: 49 students

- Route 66 Elementary:
 - Pre-Kindergarten: 3 students
 - Kindergarten: 42 students
 - 1st grade: 34 students
 - 2nd grade: 36 students
 - 3rd grade: 38 students
 - 4th grade: 31 students
 - 5th grade: 26 students
 - 6th grade: 41 students

- South Mountain Elementary:
 - Kindergarten: 26 students
 - 1st grade: 38 students
 - 2nd grade: 35 students
 - 3rd grade: 46 students
 - 4th grade: 41 students
 - 5th grade: 58 students
 - 6th grade: 39 students

Total Number of Students: 2,752

Number of Teachers per Grade Level:

- Kindergarten: 11 teachers
- 1st grade: 11 teachers
- 2nd grade: 11 teachers
- 3rd grade: 9 teachers
- 4th grade: 9 teachers
- 5th grade: 9 teachers
- 6th grade: 9 teachers

Number of Principals and/or Assistant Principals:

- Principals: 8

*Note: Moriarty-Edgewood Schools do not staff by grade level but by course demand across all grade levels in each secondary building.

New Evaluation System Roll Out

By June 28 Collaboration with Learning Services

- Unit Plan Template,
- Observation Form,
- Training Agendas for Principals and Teachers.

By July 3 Update MESD Administrator Personnel Handbook

- Update Evaluation Section to reflect new forms, timelines, etc.

Week of July 29th Training with Principals to Include

- Overview of System (Student Achievement, Observation, Multiple Measures),
- Overview of Forms,
- Review Videos (refresher calibration), and
- Establish Calibration Teams and Timeline.

August 9, 12, 13 Teacher Training (two schools at a time)

- Overview of System (Student Achievement, Observation, Multiple Measures),
- Review of Rubrics, and
- Overview of Forms (collect feedback on Unit Plan Template).

August 19 – September 6 Administrator Calibration Activities: Domains 2 & 3

- Administrator Teams conduct joint observations for Domains 2 and 3, and
- Observation discussions and further calibration during Admin Council Meetings.

August 19 – September 13 Teacher Training (at school sites)

- Unpack rubrics for Domains 2 & 3, and
- Watch exemplar videos for Minimally Effective, Effective, Highly Effective, and (if available) Exemplary, and
- Teachers collaborate/develop Unit Lesson Plans.

September 9 – October 4 Administrator Calibration Activities: Domain 1

- Principals review Unit Plans for calibration of Domain 1, and
- Select exemplars for Minimally Effective, Effective, Highly Effective, and Exemplary.

September 9 – October 4 Teacher Observations

- Principals first round of formal observations, and
- Principals provide written feedback to teachers using the Observation Form.

September 16 – September 30 Teacher Training (at school sites)

- Teachers review exemplar Unit Plans of Minimally Effective, Effective, Highly Effective, and Exemplary.

Ongoing Monthly Admin Council Agenda Item – Teacher Evaluation System

- Review of Progress, Concerns, etc. for calibration and collaboration.

**Timelines may need to be adjusted once the PED provides districts with their timelines (which are yet to be determined/published).

Achieve Your Highest Potential!

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MORIARTY – EDGEWOOD SCHOOL DISTRICT DATA

TEACHER AND PRINCIPAL EVALUATION SYSTEM: AREA SCHOOL DISTRICT/CHARTER SCHOOL PANEL QUESTIONS

1. Based on the PED approved plan for your school district/charter school, outline your school district/charter school implementation timeline of the Educator Effectiveness System (EES) for teachers and principals this school year. **Please see attached**

2. Which online system does your school district/charter school use to help implement the EES?

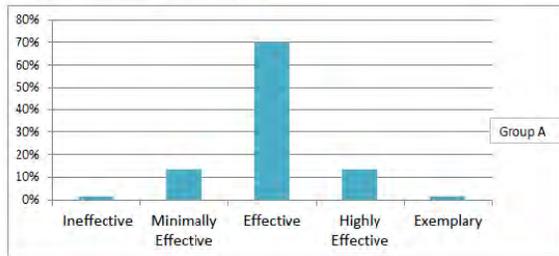
All observations are conducted using Teachscape.

Does your school district/charter school plan on using this system next year? **Yes, as is mandated by NM PED.**

3. By licensure level, what is the number and percent of teachers in your school district/charter school in each of the following groups:

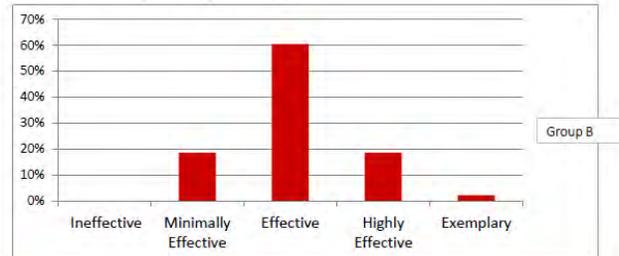
MPSD Moriarty – Edgewood School District

Group A Teachers		
Ineffective	1%	1
Minimally Effective	13%	9
Effective	70%	47
Highly Effective	13%	9
Exemplary	1%	1



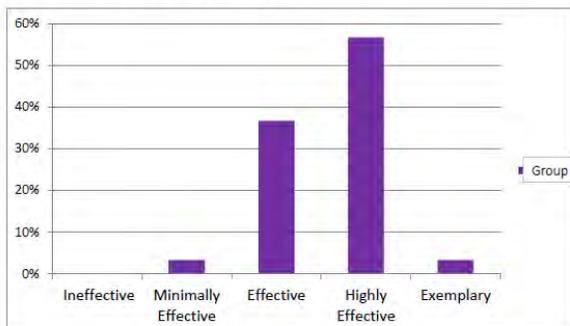
MPSD Moriarty – Edgewood School District

Group B Teachers		
Ineffective	0%	0
Minimally Effective	19%	8
Effective	60%	26
Highly Effective	19%	8
Exemplary	2%	1



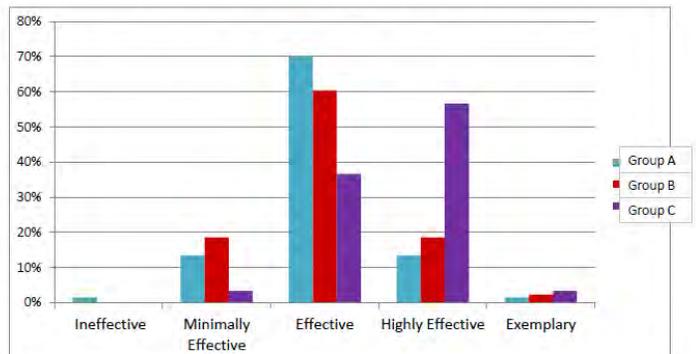
MPSD Moriarty – Edgewood School District

Group C Teachers		
Ineffective	0%	0
Minimally Effective	3%	1
Effective	37%	11
Highly Effective	57%	17
Exemplary	3%	1



MPSD Moriarty – Edgewood School District

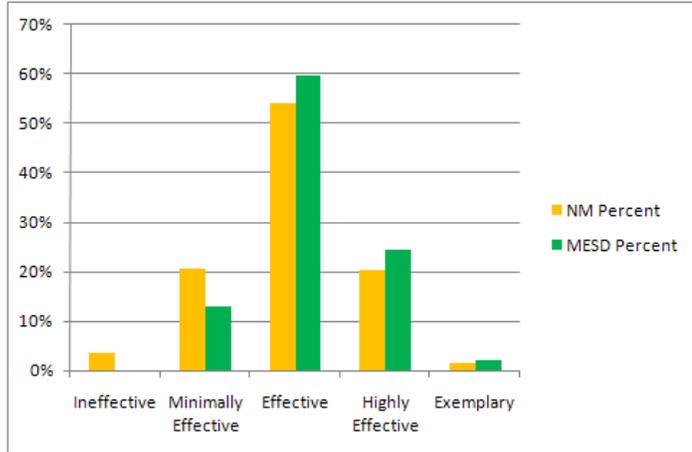
	Group A %	Group A #	Group B %	Group B #	Group C %	Group C #	Total #	Total %
Ineffective	1%	1	0%	0	0%	0	1	1%
Minimally Effective	13%	9	19%	8	3%	1	18	13%
Effective	70%	47	60%	26	37%	11	84	60%
Highly Effective	13%	9	19%	8	57%	17	34	24%
Exemplary	1%	1	2%	1	3%	1	3	2%



Please outline the number and percent of each group's effectiveness ratings (i.e., exemplary, highly effective, effective, minimally effective, or ineffective).

NM Ratings	NM Percent	Number of Staff	MESD Percent
Ineffective	3%	1	<1%
Minimally Effective	21%	18	13%
Effective	54%	83	60%
Highly Effective	20%	34	24%
Exemplary	2%	3	2%
		139	

MESD vs NM



When comparing the district’s data to the PED’s data for NM as a whole, you can see that the teachers of the Moriarty – Edgewood School District are performing at higher levels than the state averages. This is based upon the state’s *rough* data, which does not account for errors that will be discussed in #7.

4. For principals and assistant principals, what is the number and percent of these administrators in your school district/charter school in each of the following groups:

Due to the late roll out, and the absence of electronic data, the new evaluation system has not been completed for district principal and assistant principals at this time.

However, the timely completion of Observations for Domains 1 -4 is closely monitored through the Teachescape system for principals and assistant principals.

Please outline the number and percent of each group’s effectiveness ratings (i.e., exemplary, highly effective, effective, minimally effective, or ineffective).

5. Has your school district/charter school shared the data and results of the “District Educator Effectiveness Summative Report” with your teachers and principals? Why or why not?

The District Educator Effectiveness Summative Report was received on May 16th (five days before teachers were off contract). District administrators convened and reviewed data, as well as the information provided by the PED data provided through NMTeach (information regarding tabs and a diagram to interpret the report). The last four days of school, administrators conferenced with staff individually, sharing the Report. Due to a lack of understanding of the data, many teachers preferred not to sign their evaluations at that time.

6. Did your school district/charter school participate in the New Mexico’s Teacher and School Leader Evaluation Pilot Project for the EES? If so, outline any differences between the pilot and your most recent EES ratings, if any.

We were *not* a pilot district.

7. Please add any other comments you might have addressing lessons learned in implementing your evaluation system.

- The one teacher rated “Ineffective” is no longer with the district having left due to assignment of a Professional Improvement Plan in December based upon concerns noted in the Observation (prior to receiving an evaluation).
- Student achievement data is from 2012 – 2013. These data points re-assigned teachers to the group associated with their data from the previous year. With changes in position from year to year, staff are not in the same group as their student achievement data. Despite being correct in Teachscape, teachers groups were changed, causing a disconnect with the appropriate Multiple Measures data. For example, a 2013 – 2014 3rd grade teacher in Group A was attached to 2012 – 2013 1st grade data, and was subsequently moved to Group C. Group A Multiple Measures (Student Survey) were administered and recorded; however, Group C is looking for a Parent Survey, resulting in 0 points issued from this Multiple Measure.
- Of the 18 teachers rated “Minimally Effective,” 9 (50%) are missing data due to re-assignment to the wrong group. With correction to the right group, these 9 teachers would then rate “Effective,” changing the overall data.
- Of the 84 teachers rated “Effective,” 6 were similarly missing data due to re-assignment to the wrong group. Their overall scores ranged from 119 – 130. Possible Multiple Measures scores range from 26 – 34. Highly Effective Teachers score 146 – 172. As described above, with correction to the right group, these 9 teachers would then in all likelihood rate “Highly Effective,” changing the district’s overall data.
- Zero (0) Discovery or DIBELS scores from the 2012 – 2013 school year were attached to MESD teachers; all teachers received points under Graduated Considerations. In the absence of 35% of the student achievement data, student achievement scores were minimized with points diverted to the Observation and Multiple Measures components of the evaluation system. The district has systematically incorporated the use of short cycle assessment data to drive instruction and develop intervention groups with fidelity for the last three years; our teachers were not recognized for the amount of differentiation and instructional intervention they provide with the absence of this data.
- Other than one communiqué dated December 18 indicating the posting of 5th and 6th grade data, no subsequent communication was received regarding the posting of Value Added Scores. It is unknown when or if other grade level VAS were added for district review. For this reason the district did not verify teachers’ student achievement data prior to it posting on the Summative Evaluation Reports.
- 13 teachers did not receive their Summative Evaluation Report, 10 were special education teachers, 2 were December hires that were reported in STARS as MESD employees on the 120th day, and 1 was a new hire in August, reported in each STARS reporting period. All 13 staff have Teachscape accounts, all 13 teachers were observed with fidelity for each of the three observation periods, and the 11 teachers serving 3rd – 8th grade students have Student Survey data completed.
- Group A shows a smaller percentage of teachers as Highly Effective or Exemplary. A question has been asked as to whether this pattern is to be expected to continue over time.

- The district received 13 evaluations for teachers no longer with the district. Of those 13, ten have not been employed in the district for 1 to 1.5 years; three left the district mid-year of this contract year. Of considerable concern is the breach of confidentiality for the ten teachers not in our district. Of secondary concern is the impact these teachers' scores have on the district's data: one teacher was scored ineffective, seven were minimally effective, and five were effective. While the PED has reported these teachers as MESD employees, they have been removed for purposes of reporting the district's data.
- As a note, MESD has *always* held teachers to high standards. Over the last six years, the district has documented 35 teachers on Improvement Plans to address specific performance concerns. Eight (8) of those satisfactorily completed their Improvement Plans, 27 are no longer with the district. Having demonstrated accountability with high expectations over time, the district would *expect* MESD teachers to be performing at high levels.
- Considering the following data for MESD, it is of concern that the PED has already published data regarding NM teacher performance as measured by the new Educator Evaluation System. If the MESD data is "off" by 26% due to the following errors, and we are one small district, how will the state's data be impacted if there are similar errors in districts state wide? At the very least, the Summative Evaluation Reports with errors due to missing data points will have a potential 11% impact, changing the state's data.

Error Type	#	%
Out of District Evals	13	9%
Missing Points	16	11%
Missing Evals	11	8%
Total	40	26%



POAQUE

Custom Plan

Group A Teachers

Group A Teachers are teachers that teach grades and/or subjects that can be meaningfully linked to the SBA.

This includes the following teachers:

- Grades 3–5
- Grades 6–8, 10–11 for Language Arts/Math*
- Grades 7, 9, 10, and 11 for Science
- Special Education teacher in the grades and subjects above (Teachers of students with severe and profound disabilities are exempt from this group.)

	Elementary		Middle School		High School	
Student Achievement	SBA	35	SBA	35	SBA	35
	School Gr	15	School Gr	15	School Gr	15
Observations	Domain 2&3	25	Domain 2&3	25	Domain 2&3	25
	Multiple Measure	15	Multiple Measure	15	Multiple Measure	15
Teach Att	Teach Att	5	Teach Att	5	Teach Att	5
	St Svy	5	St Svy	5	St Svy	5

Group B Teachers

Group B Teachers are teachers that teach in subjects and grades that cannot be meaningfully linked to the SBA.

This includes the following teachers:

- Grades 3–5 for non-tested subject (CTE, Art, Music, etc.)
- Grades 6–8 for Social Studies
- Grades 6, 8, 9, and 12 for Science
- Grades 9 and 12 for Language Arts/Math

	Elementary		Middle School		High School	
Student Achievement	SBA	35	SBA	35	SBA	35
	School Gr	15	School Gr	15	School Gr	15
Observations	Domain 2&3	25	Domain 2&3	25	Domain 2&3	25
	Multiple Measures	15	Multiple Measures	15	Multiple Measures	15
Teach Att	Teach Att	5	Teach Att	5	Teach Att	5
	St Svy	5	St Svy	5	St Svy	5

Group C Teachers

Group C Teachers are teachers that teach Grades K, 1, and 2

	Elementary	
Student Achievement	SBA	35
	School Gr	15
Observations	Domain 2&3	25
	Multiple Measure	15
Teach Att	Teach Att	5
	Pt Svy	5

Abbreviations

Math*	Includes 9th Grade Algebra I & Geometry Teachers
Pt Svy	Parent Survey
SBA	Standards Based Assessment
School Gr	School Grade
St Svy	Student Survey
Teach Att	Teacher Attendance

June 17, 2014

TEACHER AND PRINCIPAL EVALUATION PANEL:

Demographic Characteristics: Pojoaque Valley Public Schools

Total Number of Schools: 5

Number of Schools per Grade Level:

- High School: 1;
- Intermediate School: 1;
- Middle School: 1; and
- Elementary Schools: 2.

Number of Students Per Grade Level:

- Pre-Kindergarten: 44 students
- Kindergarten: 132 students
- 1st Graders: 139 students
- 2nd Graders: 133 students
- 3rd Graders: 139 students
- 4th Graders: 128 students
- 5th Graders: 147 students
- 6th Graders: 137 students
- 7th Graders: 162 students
- 8th Graders: 172 students
- 9th Graders: 157 students
- 10th Graders: 159 students
- 11th Graders: 139 students
- 12th Graders: 149 students

Total Number of Students: 1,937

Total Number of Teachers by School and Grade/Subject Level:

- Pablo Roybal Elementary:
 - Preschool: 3 teachers
 - Kindergarten: 6 teachers
 - 1st grade: 7 teachers
 - 2nd grade: 7 teachers
 - 3rd grade: 7 teachers

- Pojoaque Valley Intermediate School:
 - 4th grade: 6 teachers
 - 5th grade: 6 teachers
 - Special Ed: 1 teacher

- Sixth Grade Academy:
 - 6th grade: 6 teachers

- Pojoaque Valley Middle School:
 - English: 3 teachers
 - Math: 3 teachers
 - Social Studies: 2 teachers
 - Science: 2 teachers
 - Spanish: 1 teacher
 - Special Ed: 3 teachers

- Pojoaque Valley High School:
 - English: 5 teachers
 - Family Consumer Science: 1 teacher
 - Math: 5 teachers
 - Science: 4 teachers
 - Social Studies: 4 teachers
 - Spanish: 2 teachers
 - Special Ed: 3 teachers
 - A+ Teacher: 1 teacher

Total Number of Teachers within District: 110

Number of Principals and Assistant Principals:

- Principals: 5; and
- Assistant Principals: 2.



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Response to LESC Questionnaire
Completed: June 13, 2014

**TEACHER AND PRINCIPAL EVALUATION SYSTEM: AREA SCHOOL
DISTRICT/CHARTER SCHOOL PANEL QUESTIONS**

1. Based on the PED approved plan for your school district/charter school, outline your school district/charter school implementation timeline of the Educator Effectiveness System (EES) for teachers and principals this school year.

PVSD's implementation of the EES included the following milestone activities:

- ***June, 2013 - PVSD analyzed District options for a custom EES implementation and selected a custom design.***
- ***July, 2013 - PVSD administrators attended NMPED certification trainings on EES system.***
- ***August, 2013 - PVSD developed and implemented an in-house inter-rater reliability training and study to increase the consistent accuracy and expectations of the observation protocol.***
- ***August 2013 - PVSD Administrators collaborate to develop the COMPREHENSIVE TEACHER EVALUATION & PROFESSIONAL DEVELOPMENT SYSTEM MANUAL. The Manual includes teaching strategies and also a rubric for each Element within each Domain of the NMTEACH observation framework. This manual has been made available to many requesting Districts throughout the State.***
- ***August, 2013 - PVSD provided live training on the EES and professional development, using the Comprehensive Manual.***
- ***December, 2013 - Completion of first set of formal teacher observations with domain scores entered in Teachscape. First round of principal evaluation reviews held with Principals.***
- ***February, 2014 - Work session held with all PVSD Principals to review Principal Evaluation System.***
- ***September, 2013 through April, 2013 - PVSD Principals conduct informal walkthroughs and formal observations - following the 2 observation / 2 observer model. Principals provide timely post-observation feedback to teachers as well as feedback on informal walkthroughs. Concurrently, principal meetings are held to stay synchronized on Teachscape operation and problem resolution.***
- ***May, 2014 - Principals finalize 2nd formal observation of teachers and complete summative evaluation prior to the distribution of***

“Intent to Hire” or “Notices of Termination” letters. Principal evaluations are completed without teacher survey data component of their evaluations included for either the possible or earned points (survey data was not yet available).

- ***September, 2013 through June, 2014 – District staff work with Teachscape personnel to resolve problematic assignments and functionality. PVSD decides to use paper and pencil archival of walkthrough and evidence portfolios, due to difficulty with the system.***
- ***June, 2014 – Principal evaluation points were recalculated using the teacher survey data. Evaluations were re-reviewed with Principals.***

2. Which online system does your school district/charter school use to help implement the EES?

Teachscape

Does your school district/charter school plan on using this system next year?

Yes

3. By licensure level, what is the number and percent of teachers in your school district/charter school in each of the following groups:

****the District has not received Summative EET Reports for 8 Current Teachers; therefore, these teachers are not included in any of the numbers below***

Total Number of District Teachers with Summative EET Reports: 107

- Group A: teachers who teach grades and/or subjects that can be meaningfully linked to the standards-based assessment;

58 Teachers, which is 54%

- Group B: teachers who teach grades and/or subjects that cannot be meaningfully linked to the standards-based assessment; and

28 Teachers, which is 26%

- Group C: teachers who teach in kindergarten, first, and second grades.

21 Teachers, which is 20%

Please outline the number and percent of each group's effectiveness ratings (i.e., exemplary, highly effective, effective, minimally effective, or ineffective).

Whole District Distribution:
(Effectiveness Level: #/%)
Exemplary: 2/2%
Highly Effective: 28/26%
Effective: 40 / 37%
Minimally Effective: 34 / 32%
Ineffective: 3 / 3%

<i>Group A</i>			
<i># = 58</i>			
<i>Effectiveness Rating</i>	<i># per Group</i>	<i>% per Group</i>	<i>% of Total</i>
<i>Exemplary</i>	<i>0</i>	<i>0.00%</i>	<i>0.00%</i>
<i>Highly Effective</i>	<i>10</i>	<i>17.24%</i>	<i>9.34%</i>
<i>Effective</i>	<i>16</i>	<i>27.58%</i>	<i>14.95%</i>
<i>Minimally Effective</i>	<i>29</i>	<i>50.00%</i>	<i>27.10%</i>
<i>Ineffective</i>	<i>3</i>	<i>5.17%</i>	<i>2.80%</i>

<i>Group B</i>			
<i># = 28</i>			
<i>Effectiveness Rating</i>	<i># per Group</i>	<i>% per Group</i>	<i>% of Total</i>
<i>Exemplary</i>	<i>1</i>	<i>3.57%</i>	<i>0.93%</i>
<i>Highly Effective</i>	<i>9</i>	<i>32.14%</i>	<i>8.41%</i>
<i>Effective</i>	<i>15</i>	<i>53.57%</i>	<i>14.01%</i>
<i>Minimally Effective</i>	<i>3</i>	<i>10.71%</i>	<i>2.80%</i>
<i>Ineffective</i>	<i>0</i>	<i>0%</i>	<i>0%</i>

<i>Group C</i>			
<i># = 21</i>			
<i>Effectiveness Rating</i>	<i># per Group</i>	<i>% per Group</i>	<i>% of Total</i>
<i>Exemplary</i>	<i>1</i>	<i>4.76%</i>	<i>0.93%</i>
<i>Highly Effective</i>	<i>9</i>	<i>42.85%</i>	<i>8.41%</i>
<i>Effective</i>	<i>9</i>	<i>42.85%</i>	<i>8.41%</i>
<i>Minimally Effective</i>	<i>2</i>	<i>9.52%</i>	<i>1.86%</i>
<i>Ineffective</i>	<i>0</i>	<i>0%</i>	<i>0%</i>

4. For principals and assistant principals, what is the number and percent of these administrators in your school district/charter school in each of the following groups:

- Group A: New Mexico licensed administrators (Level 3-B); serve as Principal/Director, Assistant Principal, Dean of Students, or Athletic Directors; and supervise and evaluate certified teachers; and

7 / 100%

- Group B: district-level administrators; and Athletic Directors and Deans of Students that do not have Level 3-B licenses.

0 / 0%

Please outline the number and percent of each group's effectiveness ratings (i.e., exemplary, highly effective, effective, minimally effective, or ineffective).

Due to the very small population size of this group of employees and close associations with school grades, the release of specific numbers and counts would likely constitute the ability to discern ratings for individual employees; therefore, these data will not be included in this document.

5. Has your school district/charter school shared the data and results of the "District Educator Effectiveness Summative Report" with your teachers and principals?
Why or why not?

PVSD has released Educator Effectiveness Summative Reports to Principals for review and assistance in validation. Report format and content has been reviewed with all principals. Reports have not been released to teachers. The reasons that reports have not been released to teachers are:

- ***District-level validation of report data has not been completed. Several discrepancies have been identified including, 8 teachers who do not yet have Summative Reports and 1 teacher who has Value Added Score/NMSBA data for classes that she did not teach. We are researching these problems and have communicated about them with NMPED. NMPED has furnished us with detailed files that will help us check for any discrepancy in District-created data.***
- ***After receiving the Summative Reports in late May, validation was not complete before teachers left for the summer; therefore, we were unable to meet with staff to explain the contents of the reports once validation had been completed. PVSD has been extremely open and transparent with our teachers in our processes related to this year's rollout and did not want to distribute the reports without the same live and step-by-step***

process that we have used throughout the year. Once we complete the validation process, we will create an opportunity for teachers to receive their reports at a time when they can be walked through the contents, item-by-item, and provide them an opportunity to ask questions.

6. Did your school district/charter school participate in the New Mexico's Teacher and School Leader Evaluation Pilot Project for the EES? If so, outline any differences between the pilot and your most recent EES ratings, if any.

PVSD did not participate in the pilot.

7. Please add any other comments you might have addressing lessons learned in implementing your evaluation system.

We have identified several "lessons learned" through our implementation, they include:

- ***We learned that live, small-group sessions to explain and field questions on the details of the system have been widely appreciated by teachers;***
- ***The observation components of the evaluation process have greatly intensified focus on solid best-practices for both teachers and principals;***
- ***Active "front-loading" of validation processes could be used to greatly increase the accuracy of Summative Reports prior to release;***
- ***There is substantial opportunity for important dialog about the use of formative assessment data for summative purposes, especially for K-2 teachers;***
- ***Several questions remain about the specific calculations and procedures used to populate data in the Summative Evaluation Reports, districts currently do not have access to this information. This information would greatly assist administrators in their ability to explain and substantiate ratings, especially those produced from standardized test data;***
- ***PVSD is developing procedures that will assure higher accuracy in District-created data used for Evaluation calculations;***
- ***Teachscape has great potential to help make this process more manageable, yet PVSD continues to have significant problems in utilizing the system to its intended potential. Resolution of problems with Teachscape has continued throughout the school year;***
- ***The format and content of the Principal Evaluation guidance manual was extremely useful. The replication a similar manual would be extremely helpful for the Teacher Evaluation System. The manual would provide detailed information on each category of point calculation within the system;***

Each of these recommendations and concerns has been shared with NMPED.

E. MTN HIGH SCHOOL

Custom Plan

Group A Teachers

Group A Teachers are teachers that teach grades and/or subjects that can be meaningfully linked to the SBA.

This includes the following teachers:

- Grades 3–5
- Grades 6–8, 10–11 for Language Arts/Math*
- Grades 7, 9, 10, and 11 for Science
- Special Education teacher in the grades and subjects above (Teachers of students with severe and profound disabilities are exempt from this group.)

	Elementary	Middle School		
Student Achievement			SBA	35
			ACT	15
Observations			<u>Domain 2&3</u>	<u>25</u>
			<u>Domain 1&4</u>	15
Multiple Measure			CCR	10

Group B Teachers

Group B Teachers are teachers that teach in subjects and grades that cannot be meaningfully linked to the SBA.

This includes the following teachers:

- Grades 3–5 for non-tested subject (CTE, Art, Music, etc.)
- Grades 6–8 for Social Studies
- Grades 6, 8, 9, and 12 for Science
- Grades 9 and 12 for Language Arts/Math

	Elementary	Middle School		
Student Achievement			ACT	50
Observations			<u>Domain 2&3</u>	<u>25</u>
			<u>Domain 1&4</u>	15
Multiple Measures			CCR	10

Group C Teachers

Group C Teachers are teachers that teach Grades K, 1, and 2

	Elementary
Student Achievement	
Observations	
Multiple Measure	

Abbreviations

CCR	College Career Readiness
Math*	Includes 9th Grade Algebra I & Geometry Teachers
SBA	Standards Based Assessment

TEACHER AND PRINCIPAL EVALUATION SYSTEM: AREA SCHOOL DISTRICT/CHARTER SCHOOL PANEL QUESTIONS – East Mountain HS

1. Based on the PED approved plan for your school district/charter school, outline your school district/charter school implementation timeline of the Educator Effectiveness System (EES) for teachers and principals this school year.

Principal is a charter principal and has an alternative system of evaluation.

Principal “pre-observed” all teachers in first two weeks and required PDPs that were for domains 1 and 4. Plan went into place when the school year began.

2. Which online system does your school district/charter school use to help implement the EES?

TeachScape.

Does your school district/charter school plan on using this system next year?

Yes.

3. By licensure level, what is the number and percent of teachers in your school district/charter school in each of the following groups:

- *Group A: teachers who teach grades and/or subjects that can be meaningfully linked to the standards-based assessment; 13*
- *Group B: teachers who teach grades and/or subjects that cannot be meaningfully linked to the standards-based assessment; 15 and*
- *Group C: teachers who teach in kindergarten, first, and second grades.*

Please outline the number and percent of each group’s effectiveness ratings (i.e., exemplary, highly effective, effective, minimally effective, or ineffective).

Highly – 18

Effective – 4

Minimally – 1

4. For principals and assistant principals, what is the number and percent of these administrators in your school district/charter school in each of the following groups:

- *Group A: New Mexico licensed administrators (Level 3-B); serve as Principal/Director, Assistant Principal, Dean of Students, or Athletic Directors; and supervise and evaluate certified teachers; and 0*
- *Group B: district-level administrators; and Athletic Directors and Deans of Students that do not have Level 3-B licenses. 0*

Please outline the number and percent of each group’s effectiveness ratings (i.e., exemplary, highly effective, effective, minimally effective, or ineffective).

5. Has your school district/charter school shared the data and results of the “District Educator Effectiveness Summative Report” with your teachers and principals? Why or why not?

Yes, and I explained to each teacher the errors that I will be seeking to get fixed. I wanted them to see what the form looked like and get used to the idea of it.

6. Did your school district/charter school participate in the New Mexico's Teacher and School Leader Evaluation Pilot Project for the EES? If so, outline any differences between the pilot and your most recent EES ratings, if any.

We did not participate.

7. Please add any other comments you might have addressing lessons learned in implementing your evaluation system.

There were no EoC grades available which meant that a number of people did not receive achievement scores.

We wanted to input EXPLORE and PLAN achievement scores but were given no way to do so.

We wanted a different CCR score for our other ten percent; the state gave us a score they probably used to compute the school grade.

The deadline for observations and domains 1 and 4 was not clear to me.