QUESTIONS

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

July 15, 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.**

Teachers: The model below is the cycle we used for our evaluations for teachers. We used two different observers for our teachers so we only did two formals. Though the model only shows three walk-throughs, please know that our principals conducted many more walk-throughs than that on teachers during the year. This model is listed only to show the cycle that is used in our training with principals and the model we used in our district with two formal observations. We actually did several walk-throughs on our teachers throughout the year.

First Formal Observation Due by end of the end of the first semester.

Second formal observation due by April 15th

Principals:
We did not utilize the principal evaluation system on our principals. It was not ready at the time we completed our evaluations on our principals so we used the HOUSSE competencies, which is the same system we used on them from the 2012-2013 school year.

Our Effective Evaluation System Plan was designed by our district and we did not go with the PED default plan. The specific breakdown was as follows:

Group A

Group A		Elementary		Middle School		High School	
	Student Achievement	SBA	35	SBA	35	SBA	35
		Discovery	15	Discovery	15	Discovery	15
		Grade 3 only Dibels	15				
	Observations	Domains 2 and 3	25	Domains 2 and 3	25	Domains 2 and 3	25
	Multiple Measures	Domains 1 and 4	15	Domains 1 and 4	15	Domains 1 and 4	15
		Student Survey	5	Student Survey	5	Student Survey	5
		Teacher Attendance	5	Teacher Attendance	5	Teacher Attendance	5

Group B							
Group B		Elementary		Middle School		High School	
	Student Achievement	EOC School Grade	35 15	EOC School Grade	35 15	EOC School Grade	35 15
	Observations	Domains 2 and 3	25	Domains 2 and 3	25	Domains 2 and 3	25
	Multiple Measures	Domains 1 and 4 Student Survey Teacher Attendance	15 5 5	Domains 1 and 4 Student Survey Teacher Attendance	15 5 5	Domains 1 and 4 Student Survey Teacher Attendance	15 5 5

Group C							
Group C		Elementary					
	Student Achievement	Dibels	50				
	Observations	Domains 2 and 3	25	Domains 2 and 3	25	Domains 2 and 3	25
	Multiple Measures	Domains 1 and 4 Parent Survey Teacher Attendance	15 5 5	Domains 1 and 4 Parent Survey Teacher Attendance	15 5 5	Domains 1 and 4 Parent Survey Teacher Attendance	15 5 5

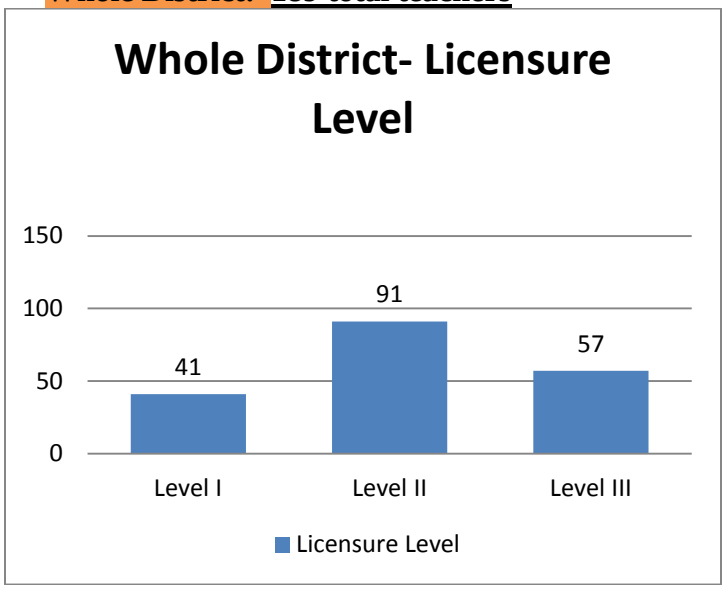
2. **Which online system does your school district/charter school use to help implement the EES?**

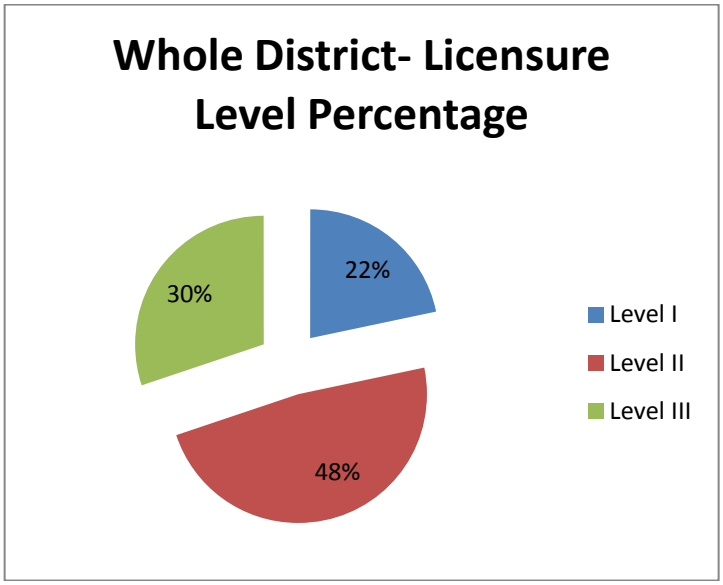
   - We utilized the Teachscape system because it was paid for by the PED**.**

   Does your school district/charter school plan on using this system next year?
   - Yes, but only because the cost of this on-line system will be covered by the 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:**

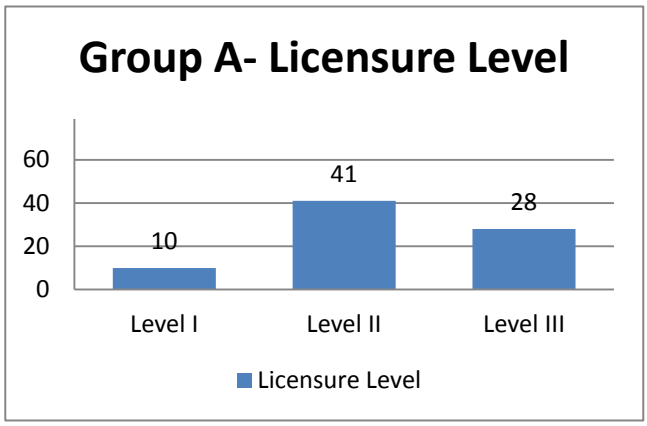
Whole District: 189 total teachers

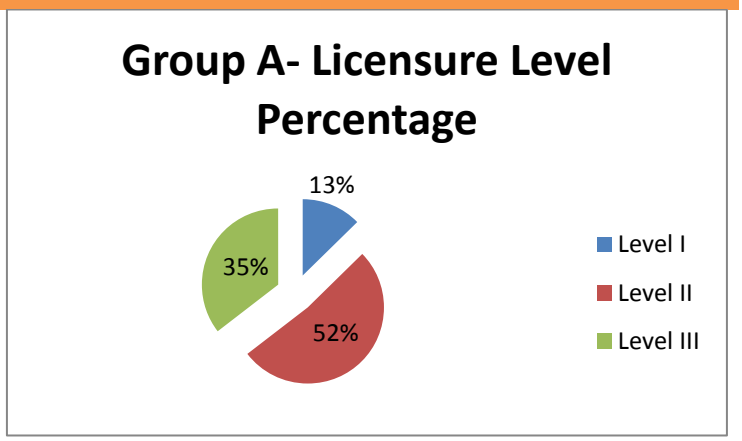




- **Group A:** ***79 Group A teachers*** *who teach grades and/or subjects that can be meaningfully linked to the standards-based assessment;*

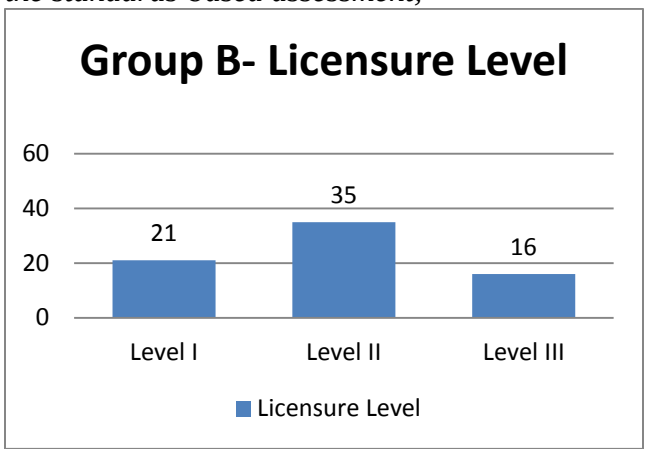
Group A

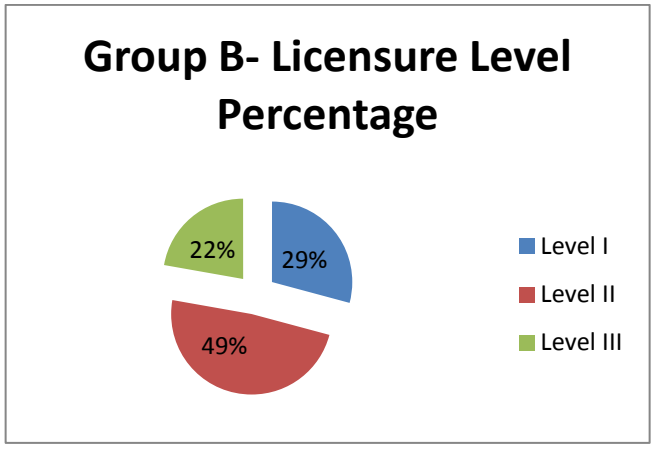




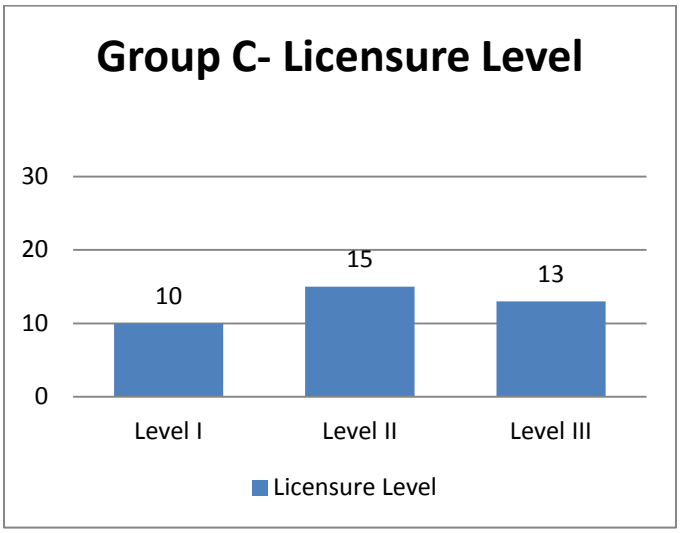
-

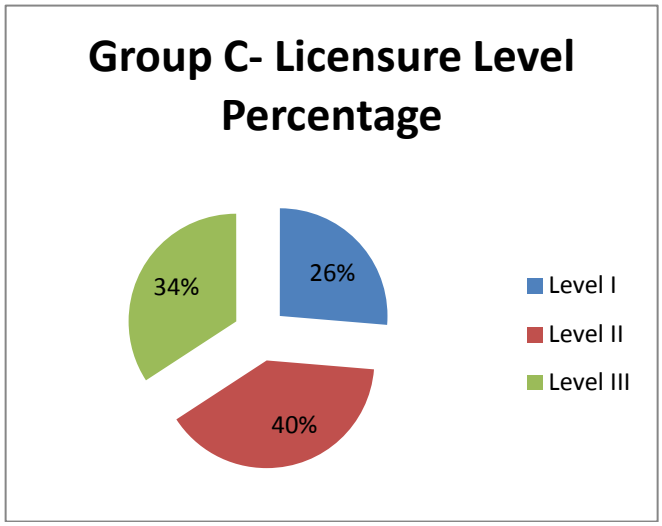
- **Group B:** ***72 Group B teachers*** *who teach grades and/or subjects that cannot be meaningfully linked to the standards-based assessment;*





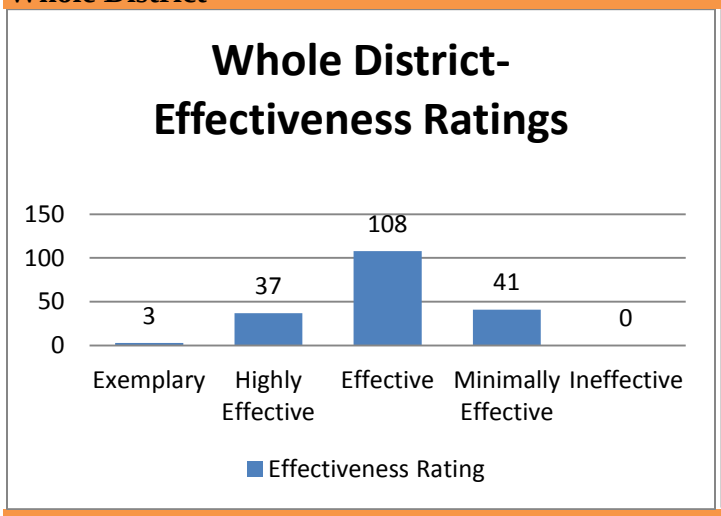
- *Group C:* ***38 Group C teachers*** *who teach in kindergarten, first, and second grades.*

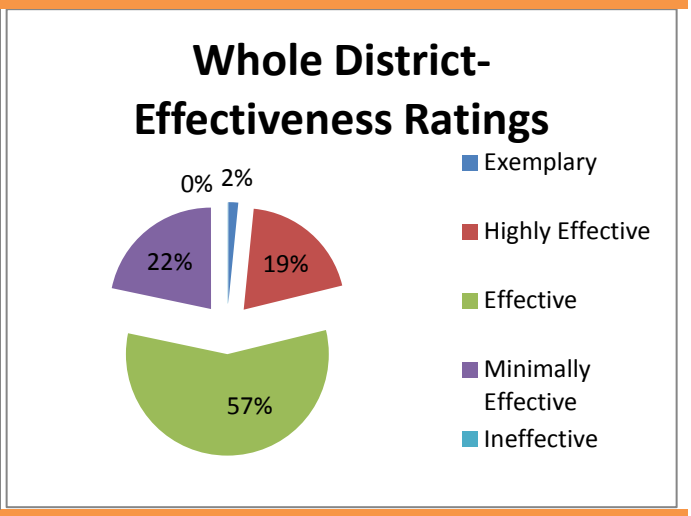




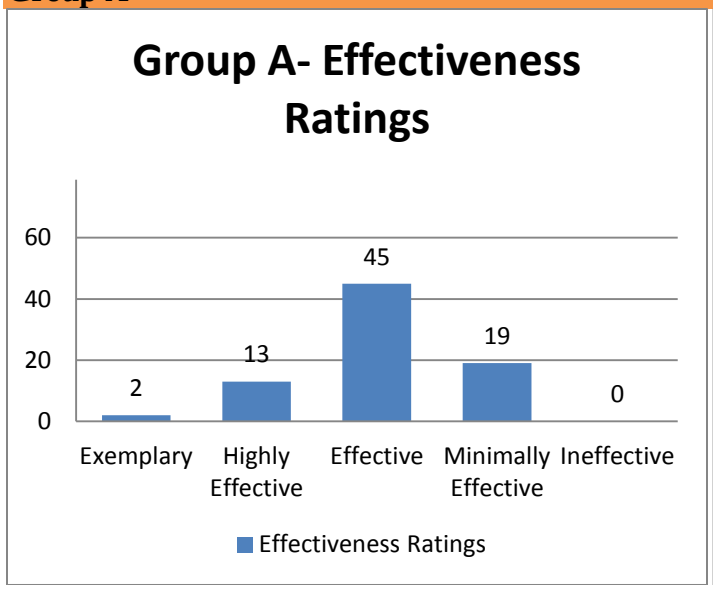
Please outline the number and percent of each group's effectiveness ratings (i.e., exemplary, highly effective, effective, minimally effective, or ineffective).

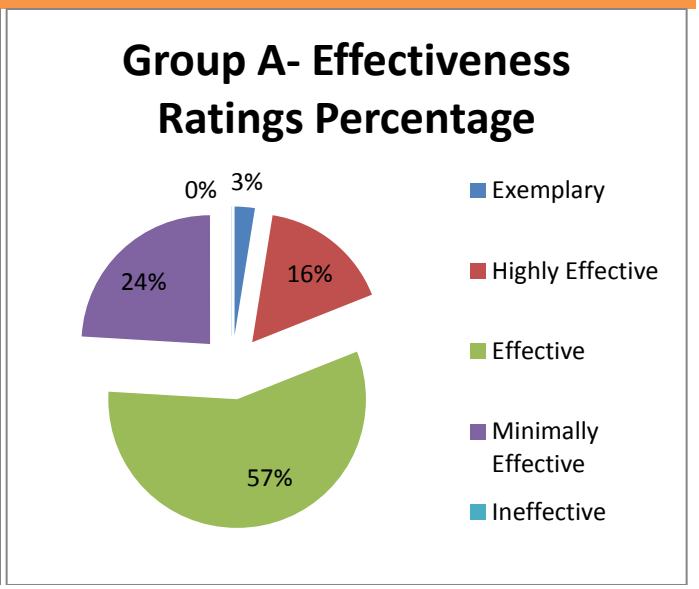
Whole District



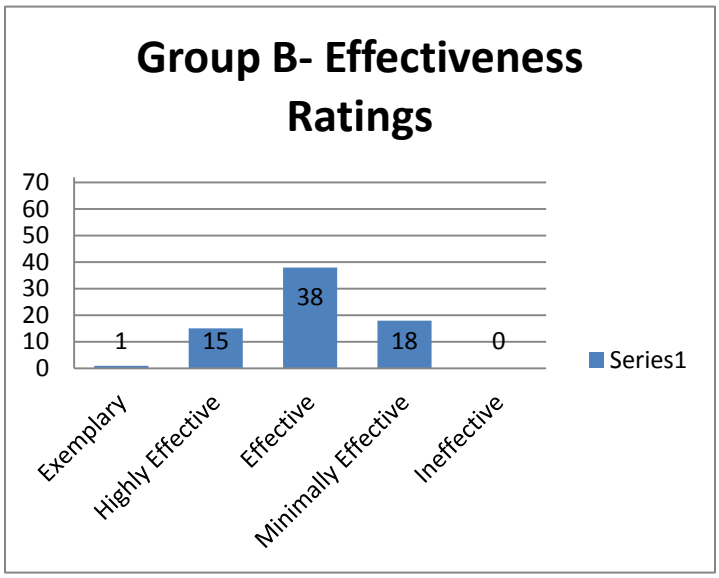


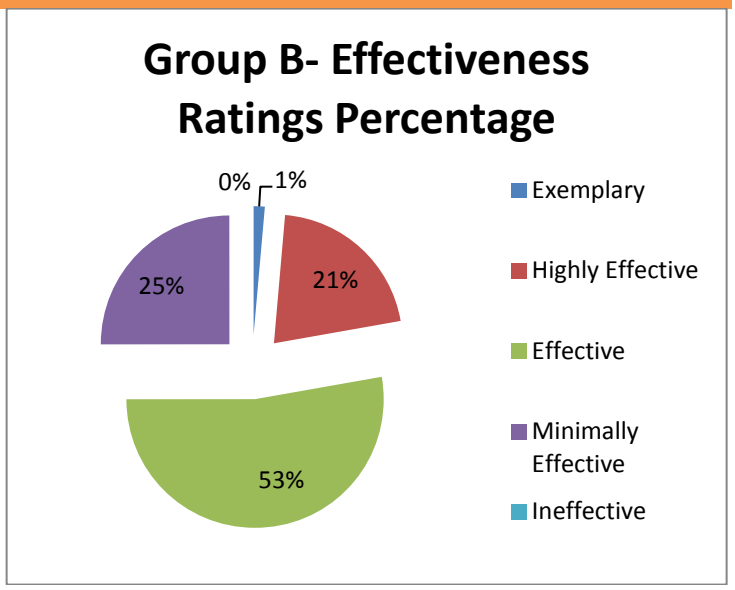
Group A



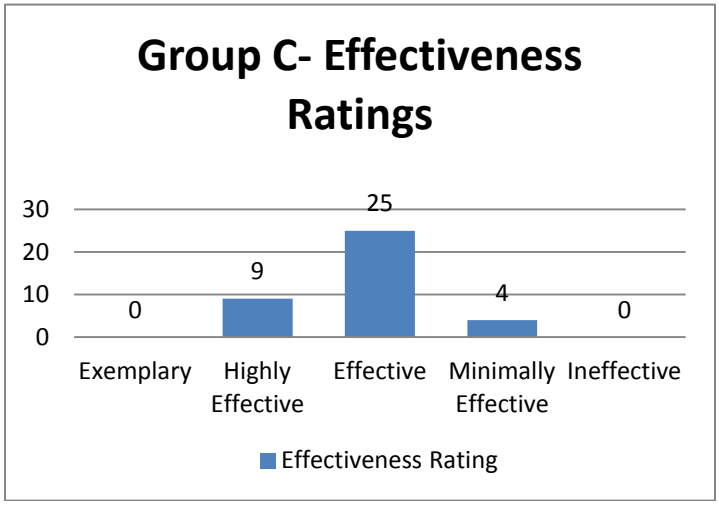


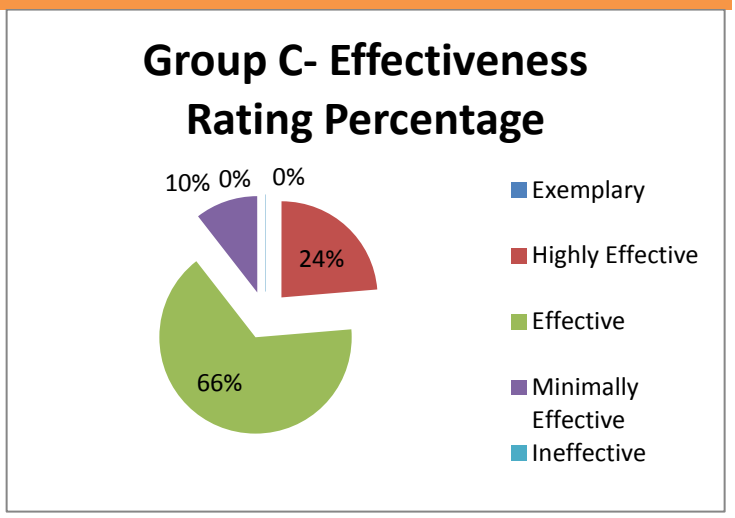
Group B





Group C





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 A*** **– 10 - 100%**

     Principals **– 6**

     Vice Principals **– 3** (Two at high school one of which also serves as AD and one at middle school)

     Dean Of Students **– 1** (1 at Middle school that conducts observations)

   - ***Group B:*** *district-level administrators; and Athletic Directors and Deans of Students that do not have Level 3-B licenses.* ***1***
     Dean of Students *(We have a* Dean of Students at the high school that does not have a level 3B that does not do observations. This administrator does discipline only at the high school.)

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

We had no official ratings on our principals because we did not use the new principal evaluation system.

I informed the PED on November 11, 2013 that our district would not be using the new system because at that time we were just developing many of the rubrics that we would be using to evaluate our principals and it was my belief that it was not ethical to start a year and half way through it establish criteria on how you would evaluate your professionals. For this reason we opted to utilize the same system as what we did for the 2012 – 2013 school year.

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?**

Teachers:

No. We completed our summative evaluations on both tenured and non-tenured staff prior to the release of the summative forms from the PED. In essence we used the same system as 2012-2013. The difference is that we used the new observation rubrics for Domains 1 -4 in the new system. We had to complete our summative evaluations so we could finalize letters of intent and make recommendation for hiring. Our timeline for making hiring tenured staff is March 15, and for non-tenured staff is April 30th. We received the scores May 15th, with about a week left in the school year so we did not have enough time to thoroughly look through them. Upon initial inspection from central office we noticed some of the following issues:

- some teachers having SBA scores that should not have
- some teachers did not have SBA scores on their overall scores and should have
- we had some teachers that did not have summative reports
- some teachers that were not in our district any longer had reports
- special education teachers in some cases did not have reports and should have because they were team teachers. This may have been a reporting error on our part, but again there was not enough time to figure that out.
- in some cases we had teachers that had reports that should not have because they were not in one of the Groups of teacher and should not have had student data tied to them.
- some teachers had scores that should not have had scores
- there was confusion on the total points that teachers should have on the SBA as some teachers had 35 points and some had 70 points, but they had similar years in the classroom so we were unclear about why there was a difference
- we did not have enough time get clarification on some simple questions that could have probably cleared up and drastically reduced the number of appeals due to the late release of the summative evaluation forms.

Given the fact that there were so many issues we did not feel comfortable giving out the reports. We had principals take a closer look and they noticed other items that caused additional concerns and questions from them. There were at least a dozen requests to look at SBA data as principals did not believe that the VAM scores on the data was accurately rating the teachers.

We have appealed about 30% of our teachers overall summative evaluations. Many of these were duplicate issues so in fairness there may be a simple issue that will clear these issues up. On appeals there were issues due to the district mistakes because we did not have surveys taken by students so those will be easy to clean up. ,

Our plan is to get clarification, get new reports and give them out in August when teachers return. Again with the timing of the reports coming out when they did, there was very little time to get any clarification and explanation and we could not provide reports to teachers without being able to provide explanation on why overall scores came out the way they did.

Principals:

No – We did not use the principal evaluation system. We used the HOUSSE competencies because the new system was not available at the time when we needed to complete our principal evaluation system, so we did not utilize the new system. Principal evaluations are completed in February so that in the event we want to replace them the next school year we can start the process in March and April. Obviously we had not completed the system by this 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.**

Yes we did participate in the Pilot program for teachers. Our district was one of three districts to have all schools participate in the pilot. We did not see any major differences from what you saw from above, but the only portion that we piloted was the observation rubric, so it is very difficult to compare statistically. From NMTEACH trainings we have attended it was reported that in the Pilot program the observations were scored more stringently than they were in the first year of implementation of the new evaluation system. I never received our individual district report back from our pilot so I cannot compare our actual observations with those we did in the pilot. I would say from talking with our principals that we rated about the same in the pilot as we did this first year of implementation. In our district, ironically, looking at the data our elementary principals seemed to rate lower than did our secondary principals. This will be a topic of discussion for us in our Principal Professional Learning Communities in the upcoming school year.

Differences

1. **Observation Rubrics** –

- **Pilot -** Obviously the major differences are that we only piloted the observation protocols and had no other measures included.
- **New System** – Thee were some language changes with the rubrics and we did not have to do the crosswalk to the other teacher competencies and we just used the new domains. In addition, we had the other two components of student achievement and multiple measures come into play. However they did not really impact us since we completed our summative evaluations just using the observations portion of the new system due to the late release of the summative forms for all the teachers.

2. **Three Formal Observations vs. Two Formal Observations –**
   Pilot - During the pilot we did three formal observations, but as we learned this was not feasible, specifically at our elementary schools where we only have one principal. We have three elementary schools that all have at or more than 500 students and a principal to staff ratio of 1:37. We found it almost impossible to do three formal observations.
   New Evaluation System - When we came into the 2013 - 2014 school year, we opted to conduct only two formal observations, because in trying to do formal observations, we found that we had very little time to continue with our walk-throughs, as once we started doing formal observations the cycle just seemed to repeat itself once you finished one cycle, because it was so time consuming. Our principals really value the walk-throughs, as do our teachers, so that is a change we made. In order to make that change, we had to come up with a way to ensure that our elementary principals had at least one other observer for their teachers at their schools. This was not a problem at our secondary schools because we have assistant principals at those sites and the ratio of principal to teacher at those sites is about 1:18. Our elementary principals partnered up and rotated among each other's schools and conducted observations and they were able to complete two formal observations of all elementary teachers this past year.
3. **Train the Trainer**
   Pilot - During our pilot we were able to have training, in which our district did the train the trainer model and had district office personnel attend the training and brought in back to our principals. We wanted principals to stay in the buildings during the pilot year. We trained them in our Principal Professional Learning Communities meetings.
   New Evaluation System - Since that time, we now send our principals to the NMTEACH training. We also had inter-rater reliability training brought to our district from the PED where our principals engaged in observations in teams with trainers and then would meet about what they saw, rate the observation and then compare notes. This was some of the best training on observation we have ever had and was

very beneficial. We have had more of this training during the first year of implementation of the new system and it has proven to be very beneficial again.

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

NMTEACH Trainings are Beneficial - Our principals have attended all the required NMTEACH trainings and have found them to be very beneficial. It is refreshing to have professional development being provided to our instructional leaders in this manner as it is this component of the new evaluation system that is going to make the most difference in improving student achievement. Thank you for this training.

Implementation – We had a hard time implementing the full system in our district. We kept informing our staff that the rest of the system was coming, but in never did, not until late in the school year after we had completed their summative evaluations. As a member of the NMTEACH Committee let me be the first to say that I believe that the new system is a great step in the right direction and far better than what we have had in the past, but I also believe that unless we had all components ready to implement **early** in the school year we should have waited. It is no secret that I have been one of the Superintendents that has asked repeatedly to postpone full implementation of this system until the 2015-2016 school year. We should have run all the data like we are currently doing, but not with any intent on using it. We should have asked for districts to pilot, like we did with the observation portion and worked all the issues out and then made the 2015 -2016 a baseline year. This is way too important to rush. Not to slow progress, because progress is already being made with what is happening with the observation rubric. That is where the real changes are going to happen, because it is through that work that the changes are going to happen in instructional practices, which will result in changes in student achievement. It is important, but let's face it, the real changes need to happen during the year, not after instruction ends when test scores, surveys and attendance data comes out. It needs to be a part of the solution, but it needs to be right and timely information as well.

Communication – The PED did communicate, please know that, but it was too late in the school year. We must be clear and timely with our communications. At the beginning of the school year, we all set out our plans of what we are going to do and how we are going to do things for the upcoming year. I thought we would be doing that this past school year for the evaluation system, but we could not do it because the full system was not developed. We should have had all the tools, clearly identified and available for all to see prior to the year starting. Teachers and Principals should have been able to see what the survey questions where going to be, how attendance would be scored, etc. Principals did not even know until well after Christmas break what the HOUSSE rubric that would be used as a part of their evaluation would look like. Again we are talking about an evaluation system that was going to be fully implemented for this past school year and it seemed that all year long when approached by staff about specific issues relating to the evaluation system, we did not have clear answers. This caused a lot of uneasiness,that could have been avoided, if we would have made this a pilot year for the student achievement and multiple measures. Again not holding up progress, but in my opinion just getting it right.

Observations Matter – One thing that has become very clear is how much being in the classroom matters. Through the NMTEACH trainings it is clear that if we want to change student achievement we must improve instruction and in order to do that we must improve instructional practice. The principals are the primary **teacher of the teacher** and for that reason, observations do matter. In fact they have the biggest impact on changing instruction and for that reason I believe the observation portion of our evaluation system should count the most. I will continue to lobby that real time change, which only happens from walk-throughs and formal observations, should hold the most valued and most points in our new evaluation system. Don't get me wrong we need to include outputs such as student achievement, surveys, attendance, etc. as these things are important to, but let's face it these things happen after the learning has taken place. Not much you can do to change something after it is done, but all of these count more than observations. I am thankful and do appreciate the dialogue that we have been having with the Secretary on this issue as she has been willing to have conversation about this.

Timeliness of Summative Evaluation –We really need to have these in early March for tenured staff and early April for non-tenured staff and that will be what we will work with the PED on. We are working with the PED on this issue and are optimistic that we will be able to move these timelines up.

Effective Evaluation System Plan – We have been notified that we must notify the PED by August 1, 2014 of our Effective Evaluation System plan which will be in effect for the next three years. I appreciate their willingness to work with districts to help them with their plans. I do, however, wish that districts would have still had the options to utilize three student achievement options and three multiple measure options on their plans and not have had to choose between just two measures. We would like to have some local control on what measures we choose as we move forward with our plan and though we do have an option, they are limited options now that they have been reduced.

Inter-rater Reliability Training Beneficial - The other training that has been very beneficial to our principals that we have hosted twice in our district is the inter-rater reliability training. In this training we have trainers from the PED come into our district and go into the classrooms with our administrators and conduct observations with our administrators and they compare ratings. Through this practice we are able to share best practices and talk about the different approaches.

TEACHER AND PRINCIPAL EVALUATION PANEL:

Demographic Information:

Total Number of Schools: Six Schools

Number of Schools per Grade Level:

Elementary - 3

- Lydia Rippey Pre K – 3rd
- McCoy Pre K – 3rd
- Park Avenue 4th and 5th

Middle School - 1

- Koogler Middle School

High School - 2

- Aztec High School
- Vista Nueva High School (Alternative High School)

Total Number of Students by School and Grade Level:

McCoy Elementary		**534**
Pr-K	**28**	
K	**122**	
1st	**144**	
2nd	**121**	
3rd	**119**	
Lydia Rippey		**484**
Pr-K	**16**	
K	**119**	
1st	**122**	
2nd	**113**	
3rd	**114**	
Park Avenue Elementary		**452**
Grade 4	**224**	
Grade 5	**228**	
Koogler Middle School		**712**
Grade 6	**244**	
Grade 7	**230**	
Grade 8	**238**	

Aztec High School 879
Grade 9 253
Grade 10 202
Grade 11 221
Grade 12 203

Vista Nueva High School 52
Grade 9 6
Grade 10 11
Grade 11 16
Grade 12 19

Total number of students in the district: 3113

Total Number of Teachers by Grade Level

Lydia Rippey – (33)

- Pre K – 1
- Kindergarten - 7
- First Grade - 6
- Second Grade - 6
- Third Grade – 6
- Specials Teachers 2 (PE, Music)
- Teacher of Gifted .25
- Title Teacher 1
- Special Ed 2

McCoy – (39)

- Pre K – 2
- Kindergarten - 9
- First Grade - 7
- Second Grade - 6
- Third Grade – 6
- Gifted .25
- Special Ed 5
- Specials Teacher 2 (PE, Music)
- Title 1

Park – (29)

- Fourth Grade - 10
- Fifth Grade – 10
- Special Ed 4
- Specials Teacher 3 (PE, Art, Music)
- Title 1
- Gifted .6

Koogler Middle School – Total number of teachers: 39

Aztec High School - Total number of Teachers: 51

Vista Nueva High School – Total number of teachers: 4

Number of Principals and/or Assistant Principals:

- **Principals:** Six
- **Assistant Principals: 3**
  - **Aztec High School**
    - 1 Assistant Principal
    - 1 Assistant Principal/Athletic Director at Aztec High School
    - 1 Dean of Students
  - **Koogler Middle School**
    - 1 Assistant Principal
    - 1 Dean of Students

Assistant Principal at Koogler Middle School. Both AHS and KMS each have a Dean of students that takes care of discipline issues.