

**TEACHER AND PRINCIPAL EVALUATION PANEL:
AREA SCHOOL DISTRICTS
LESC Meeting
ARTESIA PUBLIC SCHOOLS
September 23, 2014**

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.**

Timeline for EES Implementation-

- **Summer 2014-** All district administrators attended the “NM TEACH Year 2 Tools for Success Workshop” three day training in Roswell, NM.
- **August 15, 2014-** Reviewed updated 2013-2014 EES results with district administrators
- **August 22, 2014-**All district administrators were notified via e-mail that they would be required to view and rate with a passing score two videos of teachers in order to become certified as a formal observer (Many of our administrators had already begun their walk-through's and observations).
- **Sept 8, 2014-** Resubmitted the district 2014-2015 evaluation plan for the EES to NMPED due to School Level VAM no longer being allowed as a primary measure of student achievement for Group B teachers.
- **Sept. 2014-** Held observation calibration meetings with district administration before the required NMPED “Observation Test” required to be certified to complete evaluations for the 2014-2015 school year.
- **Sept. 8, 2014-** Administrators were given Teacher Evaluation Guidelines and due dates for 2014-2015 teacher observations.
- **Sept. 10-12, 2014-** All district administrators completed and passed the NMPED “Observation Test” for the 2014-2015 school year.
- **Sept.- December 6, 2014-** Administrators complete teacher observations for the fall semester.
- **Dec. 15, 2014-** Submit fall teacher observation data to NMPED or input into Teachscape.
- **January-March 2015-** Administrators complete teacher observations for the Fall 2014 semester.
- **March 2015-** Dec. 15, 2014- Submit Spring 2015 teacher observation data to NMPED or input into Teachscape.

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

The Artesia Public Schools continue to use the Observation 360 online observation system from the School Improvement Network. APS has used this observation platform for the past two years.

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

The Artesia Public Schools will look at all options and make a decision of which observation platform to use during the summer of 2015.

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; 119
- Group B: teachers who teach grades and/or subjects that cannot be meaningfully linked to the standards-based assessment; 59
- Group C: teachers who teach in kindergarten, first, and second grades. 49

**Artesia Public Schools
District Educator Effectiveness Summative Report
2013-2014**

District Data

TOTAL: 227 scores

Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
4 - 2%	43 - 19%	151 - 67%	29 - 12%	0 - 0%

Group A Teachers					
School	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
AHS	2 - 9%	13 - 62%	6 - 29%	0 - 0%	0 - 0%
AJHS-Park	1 - 7%	4 - 27%	7 - 46%	3 - 20%	0 - 0%
AIS-Zia	0 - 0%	2 - 8%	15 - 60%	8 - 32%	0 - 0%
Central	0 - 0%	2 - 33%	4 - 50%	1 - 17%	0 - 0%
Hermosa	0 - 0%	4 - 33%	5 - 42%	3 - 25%	0 - 0%
Roselawn	0 - 0%	4 - 50%	3 - 37.5%	1 - 12.5%	0 - 0%
Yeso	1 - 6%	1 - 6%	11 - 65%	4 - 23%	0 - 0%
Yucca	0 - 0%	4 - 36%	7 - 64%	0 - 0%	0 - 0%
Penasco	0 - 0%	0 - 0%	1 - 100%	0 - 0%	0 - 0%
District Totals	4 - 3%	34 - 29%	61 - 51%	20 - 17%	0 - 0%

Group B Teachers					
School	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
AHS	0 - 0%	0 - 0%	22 - 96%	1 - 4%	0 - 0%
AJHS-Park	0 - 0%	0 - 0%	15 - 100%	0 - 0%	0 - 0%
AIS-Zia	0 - 0%	1 - 14%	6 - 86%	0 - 0%	0 - 0%
Central	0 - 0%	0 - 0%	0 - 0%	0 - 0%	0 - 0%
Hermosa	0 - 0%	1 - 33%	2 - 67%	0 - 0%	0 - 0%
Roselawn	0 - 0%	0 - 0%	1 - 100%	0 - 0%	0 - 0%
Yeso	0 - 0%	0 - 0%	2 - 50%	2 - 50%	0 - 0%
Yucca	0 - 0%	1 - 33%	2 - 67%	0 - 0%	0 - 0%
Grand Heights	0 - 0%	2 - 67%	1 - 33%	0 - 0%	0 - 0%
District Totals	0 - 0%	5 - 9%	51 - 86%	3 - 5%	0 - 0%

Group C Teachers					
School	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Grand Heights	0 - 0%	1 - 5%	15 - 79%	3 - 16%	0 - 0%
Central	0 - 0%	2 - 67%	1 - 33%	0 - 0%	0 - 0%
Hermosa	0 - 0%	1 - 17%	5 - 83%	0 - 0%	0 - 0%
Roselawn	0 - 0%	0 - 0%	4 - 80%	1 - 20%	0 - 0%
Yeso	0 - 0%	0 - 0%	9 - 82%	2 - 18%	0 - 0%
Yucca	0 - 0%	0 - 0%	5 - 100%	0 - 0%	0 - 0%
District Totals	0 - 0%	4 - 8%	39 - 80%	6 - 12%	0 - 0%

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 Artesia Public Schools did not share the EES data and/or summary reports with our teachers. APS did share the summative report information with our building principals.

Various reasons for not issuing summative reports to teachers:

- Some teachers were not issued a summative report.
- The district was issued summative reports for teachers no longer employed by APS.
- Data was missing on many of the summative reports.
- Multiple measures were applied inconsistently.
- VAS data was applied inconsistently and was difficult to explain.

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.

The Artesia Public Schools did not participate in the EES pilot program during the 2012-2013 school year.

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

Positives-

- The thought and organization of the *observation portion* of EES has improved the "walk through" component of the teacher evaluation system. Calibration training of principals and the rubric being utilized across the state is helping to make the teacher observation component more fair, equitable, evidence-based, and uniform.
- The *observation component* now pinpoints the use or lack of use of best teacher practices. Accurate observations with constructive feedback helps to improve classroom instruction immediately and will result in greater student achievement.
- The NMTEACH evaluation trainings have been for the most part very productive and educational. This process along with calibration exercises conducted within our district has allowed our district administrators in the Artesia Public Schools many opportunities to have meaningful discussions. This has lead to more consistent observational results for the teachers in the district.

Areas of Concern-

- Implementation of Common Core Standards, the PARCC assessment, and the EES program simultaneously has been overwhelming to teachers, administrators, students and parents. We fully support the observation piece of the program and believe it should be given more weight in the overall system. We are concerned that the VAS formula does not provide an accurate representation of student achievement. Additionally, until we are certain the high-stakes assessments align with the standards being taught, the student achievement results should be viewed with skepticism.
- Due to the speed of implementation, we have not been able to fully comprehend and effectively convey all aspects of the EES program to teachers, administrators, students, and parents.
- The options which districts have within the EES program are becoming more limited.

TEACHER AND PRINCIPAL EVALUATION PANEL:

Demographic Information:

Total Number of Schools: 10

Number of Schools per Grade Level:

Grand Heights Early Childhood Center (K)
Central Elementary (1-5)
Hermosa Elementary (1-5)
Roselawn Elementary (1-5)
Yeso Elementary (1-5)
Yucca Elementary (1-5)
Penasco Elementary (K-8)
Artesia Zia Intermediate (6-7)
Artesia Junior High (8-9)
Artesia High School (10-12)

Total Number of Students by School and Grade Level:

Grand Heights Early Childhood Center (391 Students—47 Pre-K, 344 K)
Central Elementary (165 students—35 1st, 37 2nd, 27 3rd, 42 4th, 24 5th)
Hermosa Elementary (333 students—83 1st, 69 2nd, 60 3rd, 65 4th, 56 5th)
Roselawn Elementary (191 students—4 K, 43 1st, 43 2nd, 47 3rd, 27 4th, 27 5th)
Yeso Elementary (489 students—107 1st, 106 2nd, 94 3rd, 107 4th, 75 5th)
Yucca Elementary (312 students—83 1st, 53 2nd, 49 3rd, 53 4th, 74 5th)
Penasco (25 students—3 K, 4 1st, 1 2nd, 3 3rd, 4 5th, 3 6th, 4 7th, 3 8th)
Artesia Zia Intermediate School (580 students—314 6th, 266 7th)
Artesia Junior High School (593 students—307 8th, 286 9th)
Artesia High School (818 students—291 10th, 267 11th, 260 12th)

Total Number of Students: 3,897

Total Number of Teachers per Grade Level:

K=20, 1st=17, 2nd=14, 3rd=14, 4th=12, 5th=12, 6th/7th=34, 8th/9th=36, 10th/11th/12th=51 plus 58 ancillary staff members working in Grades K-5

Number of Principals and/or Assistant Principals: 14

Principals: 9

Assistant Principals: 5