



Kid's First, New Mexico Wins!

The Promise of NMTEACH

November 16, 2017

Presented to the Legislative Education Study Committee

Matt Montaña, Director of Educator Quality, NMPED



Hanna Skandera
Secretary of Education

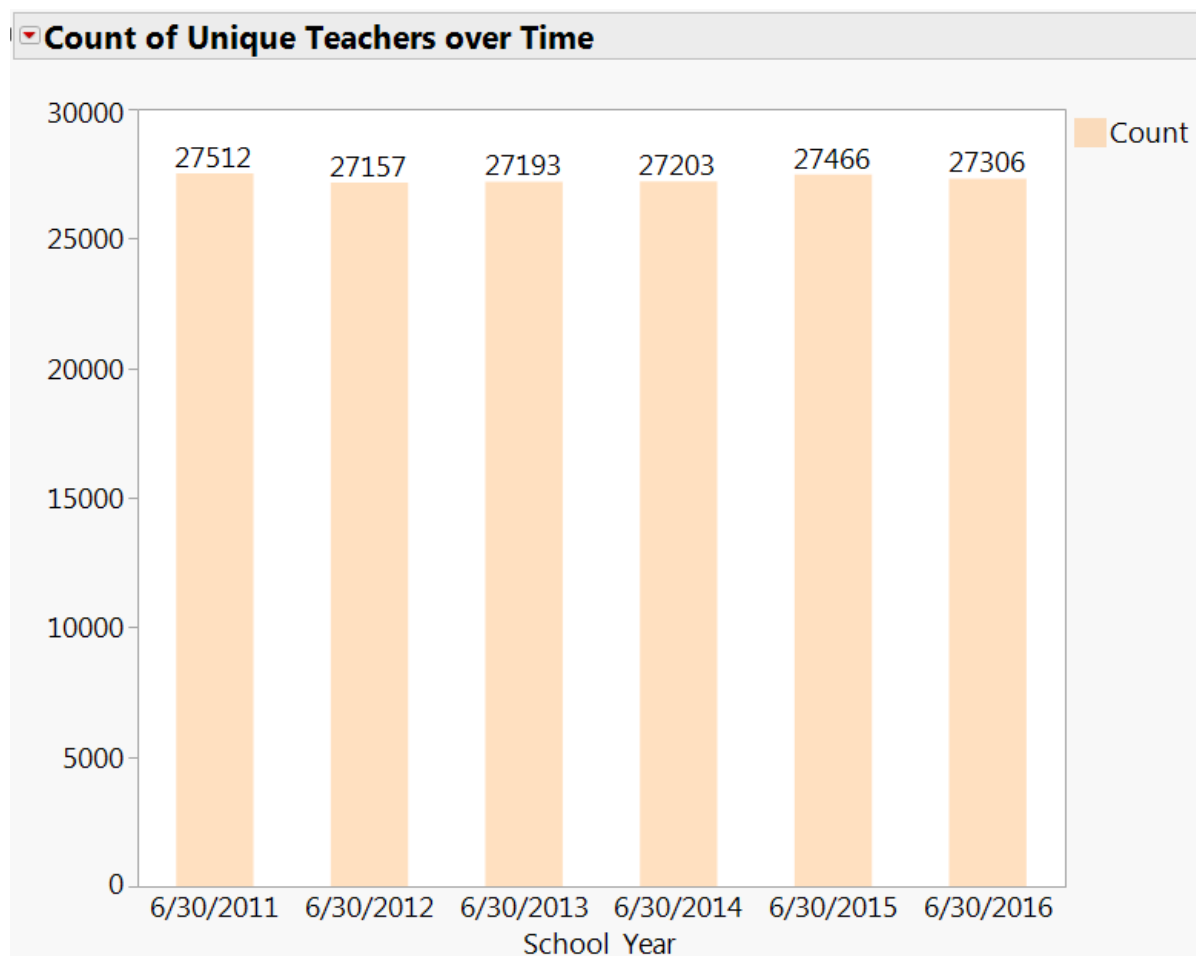
Objectives

- Review Licensure Trends
- Review NMTEACH transition to STEPS
- Review NMTEACH results
- Review 2013-2014, 2014-2015, 2015-2016

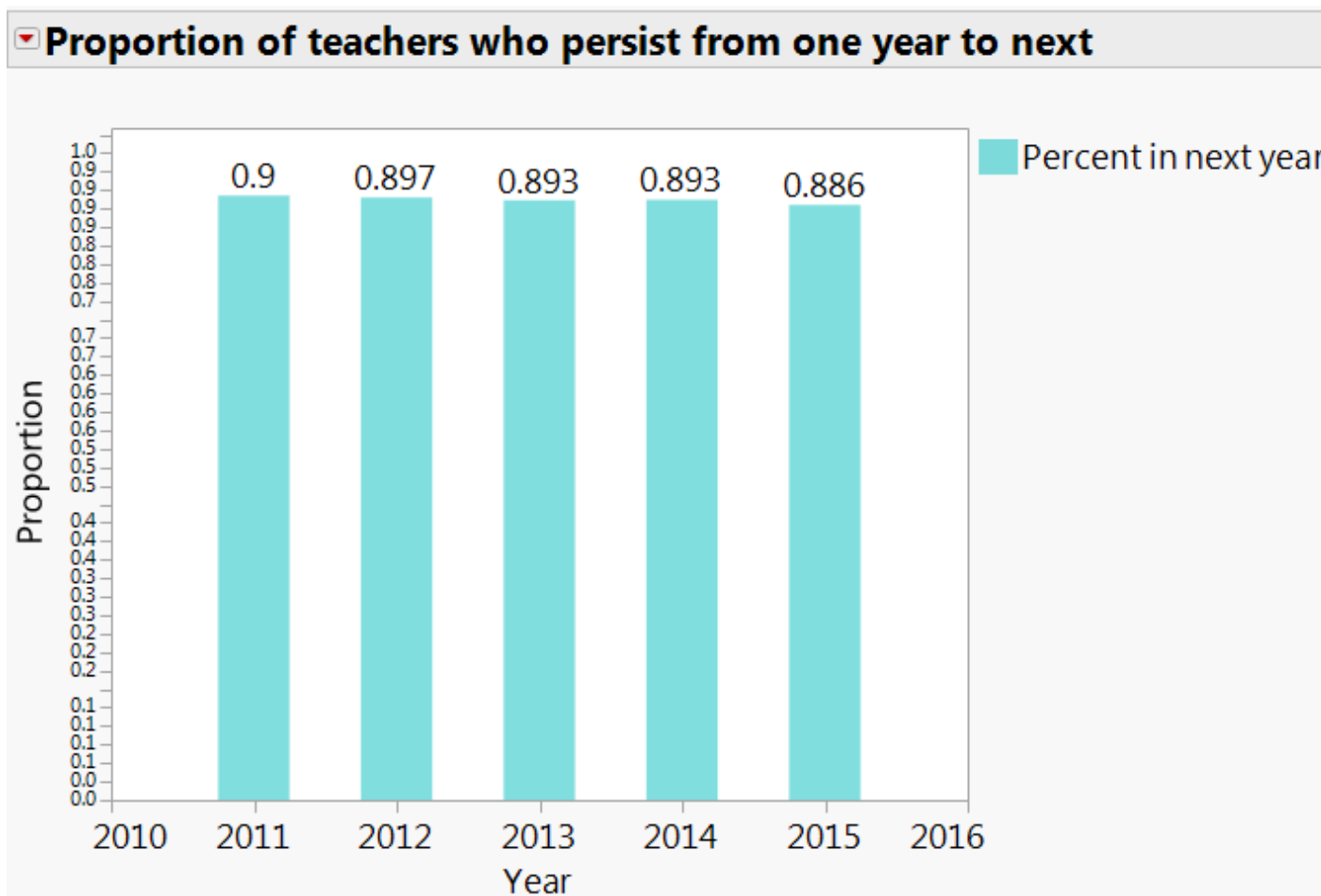
Teacher Licenses

School Year	Total Number of NEW Licenses	Total Number of Licenses Issued
2009–2010	2187	6,939
2010–2011	2086	6,736
2011–2012	2032	6,661
2012–2013	2522	8,196
2013–2014	2520	8,091
2014–2015	2850	12,248
2015-2016	2697	13,672

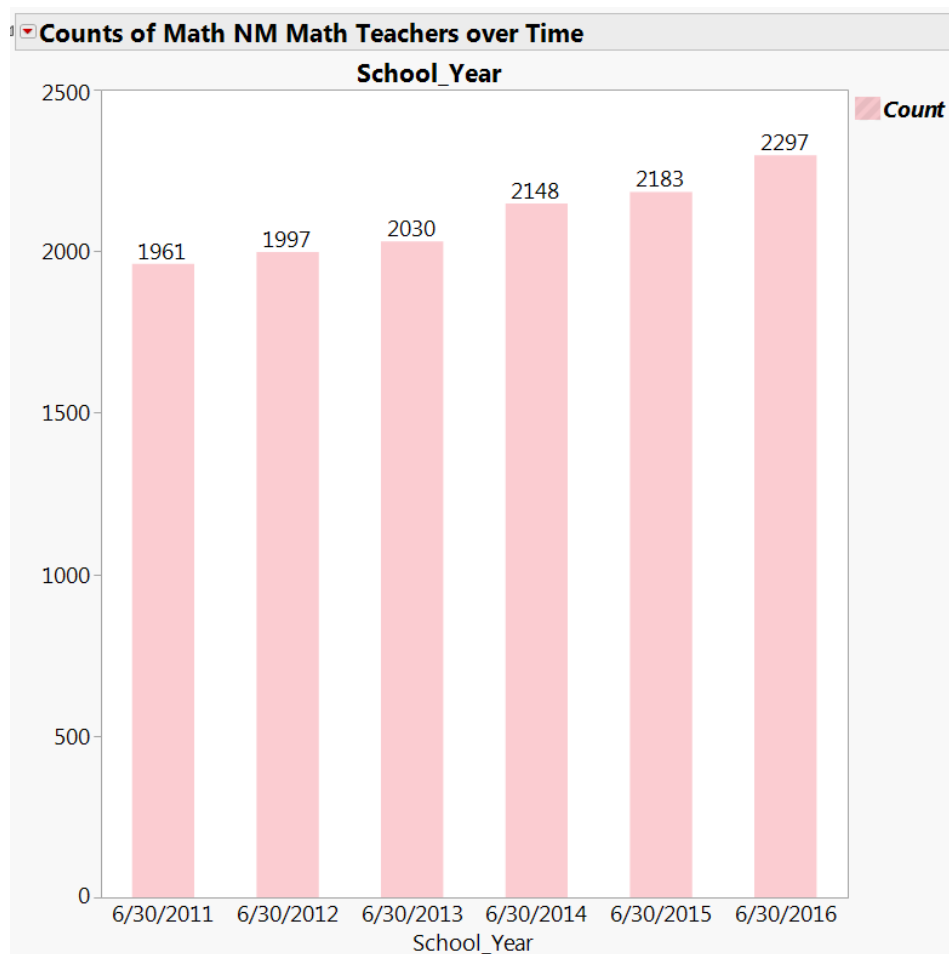
Staff Reported as Teachers by year



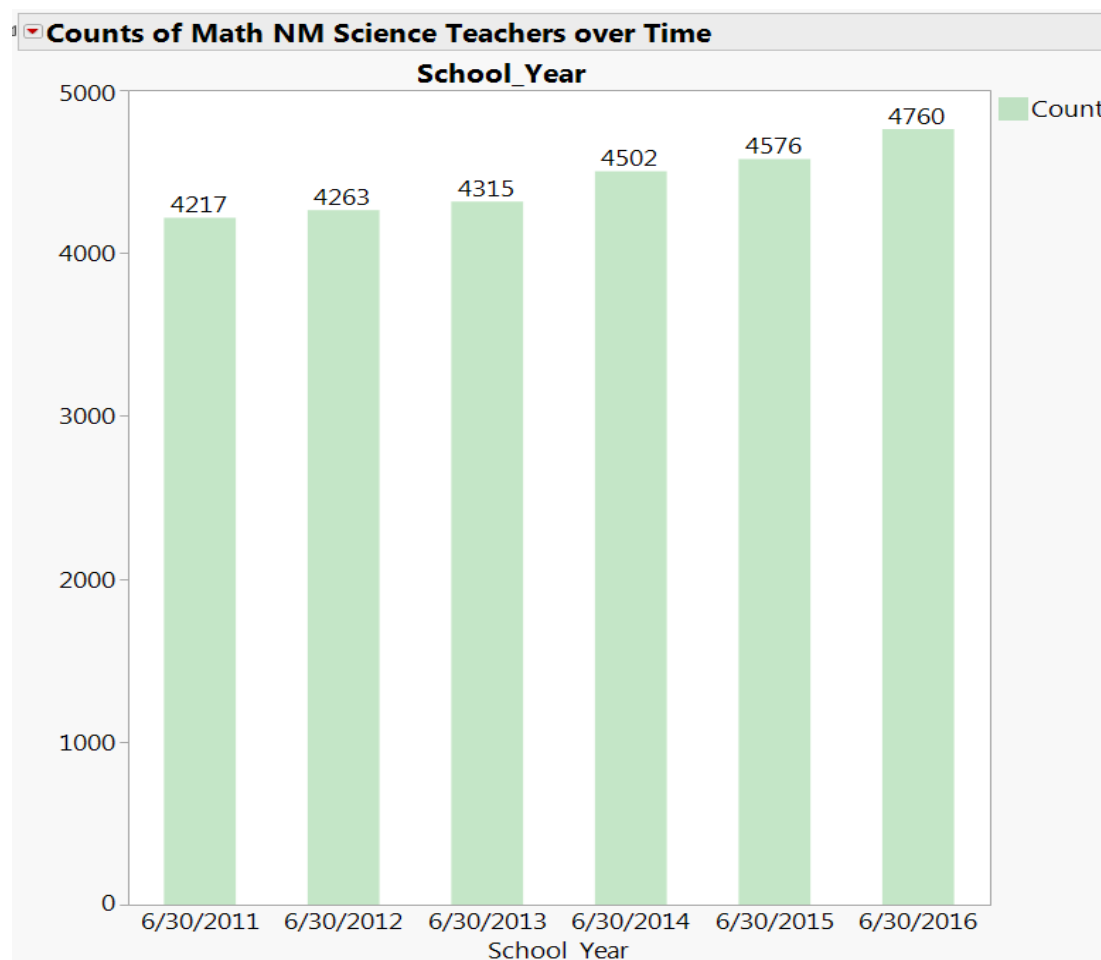
Teachers Who Persist



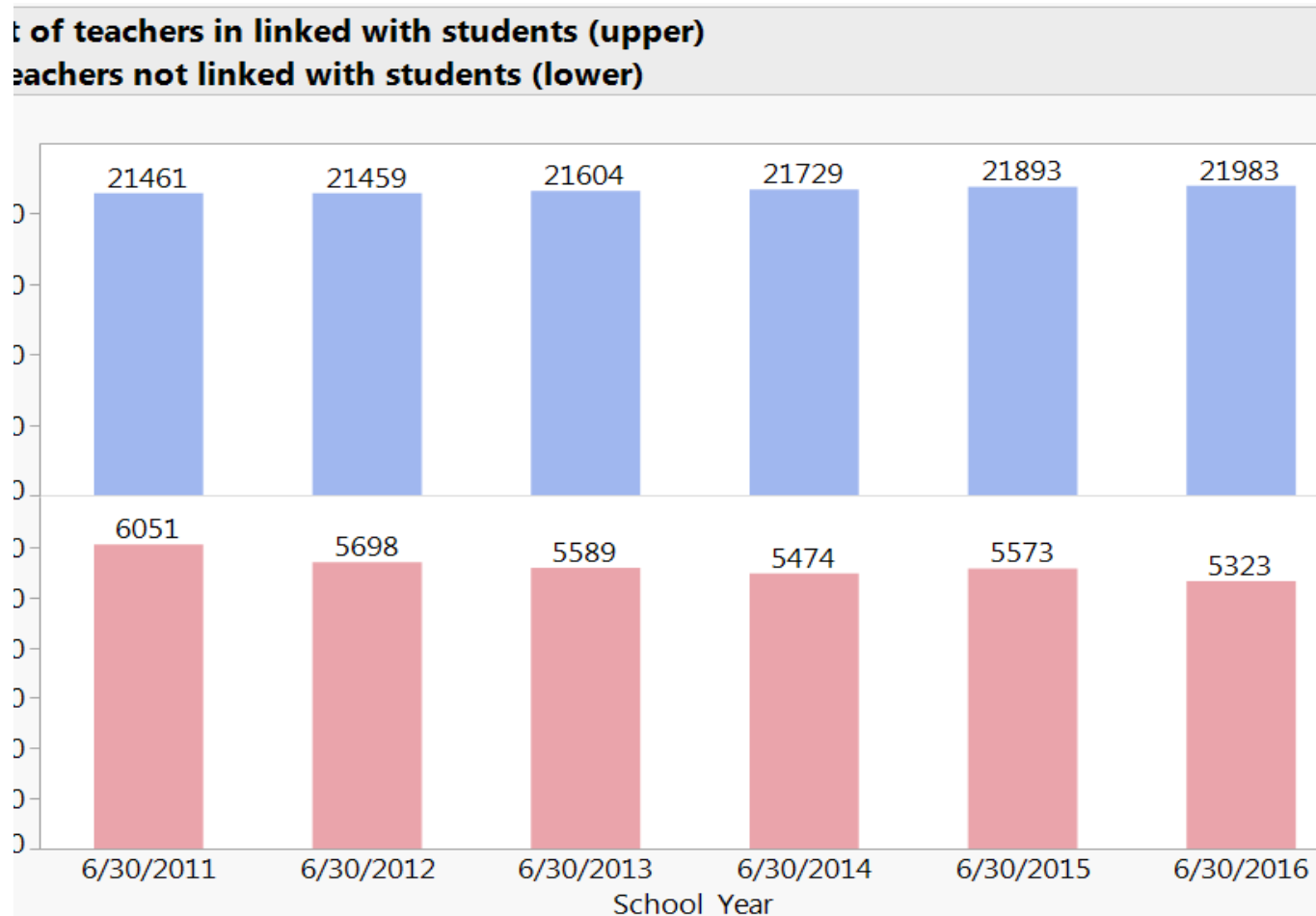
Staff Reported as Teachers by year



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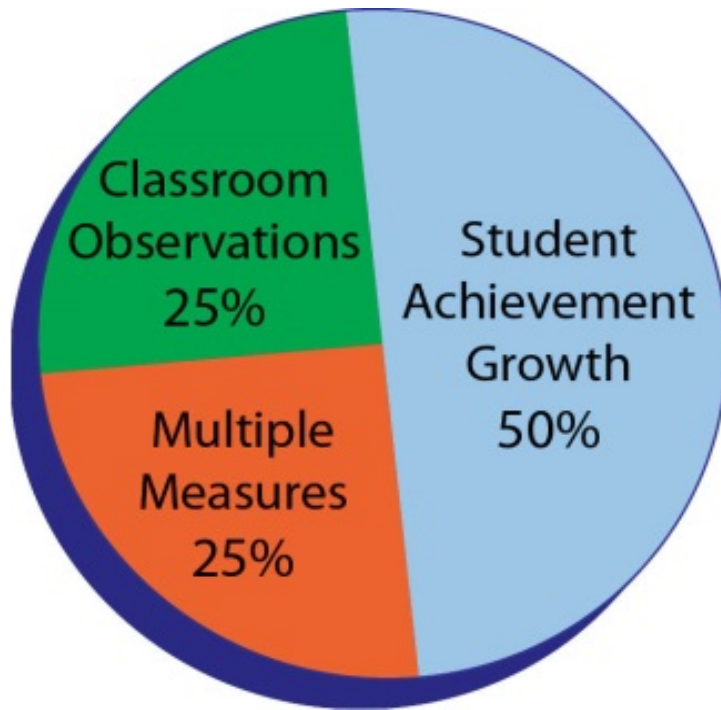
Staff Reported as Teachers with Students



Exit of Teachers by Effectiveness Level

Level	Count	Percent
Exemplary	57	2%
Highly Effective	492	19%
Effective	1166	45%
Minimally Effective	713	27%
Ineffective	168	7%
Total	2596	100%

NMTEACH Criteria



- In January 2016, PED modified the NMTEACH system to create additional uniformity in implementation. District selection of assessments is no longer allowed.
- **Student achievement is worth 50% ONLY if a teacher has three years' worth of student data available.**
 - If not, the student achievement portion is weighted less and redistributed to the observation portion of the evaluation.
- Student achievement in NMTEACH is measured only by growth, never absolute proficiency.
- **Multiple measures** include areas such as: professionalism, preparation, teacher attendance, and parent/student surveys.

Key Changes

- Removal of Groups, Tags, and Levels
- Eliminate all assessments except for SBA/PARCC, PED-approved EoCs, and DIBELS/IDEL
- 2015-2016 NMTEACH summative reports will have the most recent school year's student achievement data
- Teachers who incur three or less absences will not have any points deducted from that portion of their evaluation summary.

Simplified Process

- Reduced number of possible Groups, Tags, and Levels from 107 iterations to 3
- Established a streamlined approach to explaining student achievement
- Discontinued the use of group student achievement measures

STEPS

(Graduated Considerations/Multiple Measures)	Student Achievement	Classroom Observation (Domains 2 and 3) Creating an Environment for Learning & Teaching for Learning	Domains 1 and 4 Planning and Preparation & Professionalism	Teacher Attendance and/or Surveys
Step 1: Teachers who have no student achievement in the last 3 years	0%	50%	40%	10%
Step 2: Teachers with 1-2 years of student achievement measures? (STAM) who teach courses related to STAM	25%	40%	25%	10%
Step 3: Teachers with 3 years of STAM who teach courses related to STAM	50%	25%	15%	10%



STEPS: Moving Away From Groups and Tags

STEP 1: Teachers who have no student achievement data in the last three years

STEP 2: Teachers who have one to two years of student achievement data (STAM), who teach courses related to STAM

STEP 3: Teachers who have three years of student achievement data, who teach courses related to STAM




Summative Teacher's Report Updates

- Released in September 2016
- Include all VAS associated with an individual teacher from DIBELS, SBA/PARCC, and EoCs
- Include the student achievement data for the following school years: 2013=2014, 2014-2015 and 2015-2016

Summative Teacher's Report Updates

- District Plans no longer exist
- If we have survey data that was submitted, it will be used as part of the multiple measure
- If districts hadn't selected attendance for the 2015-2016 year, and there was not attendance submitted to the state, those teachers will not receive attendance in their report
- If a teacher did not submit survey data, they will not receive points for surveys, and those points will be prorated into the attendance portion.

Let's Take a Closer Look

 District Educator Effectiveness Summative Teacher's Report 2015-2016

ALICIA DURAN

175.00
Overall Score out of 200

Exemplary
Effectiveness Level

Step: **3**

License Number: **323812**

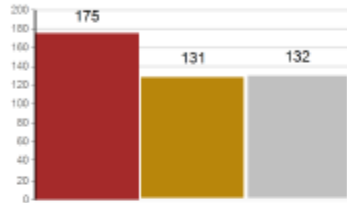
ALBUQUERQUE District
VOLCANO VISTA HIGH School

Educator Effectiveness Results

Category	Possible Points	Your Points Earned
Student Achievement	100.00	87.07
Subtotal	100.00	87.07
Observation Domains 2&3	50.00	44.50
Planning (Preparation) and Professionalism Domains 1&4	30.00	29.00
Teacher Attendance	20.00	14.85
Subtotal	50.00	43.85
Total Evaluation	200.00	175.00

Teacher | District | State Medians

Overall Score Out of 200



Legend: YOU (Red), ALBUQUERQUE (Gold), STATE POINTS (Gray)

Next Steps

.

Exemplary 173 through 200

Highly Effective 146 through <173

Effective 119 through <146

Minimally Effective 92 through <119

Ineffective <92

Principal Signature _____ Date _____

Teacher Signature _____ Date _____

[Signing this document does not signify that you agree with this evaluation. Your signature signifies that you have reviewed this document with the designated school leader(s)].

Page 1 of 6 Run: 9/3/2016 5:05:59 PM By: PEDEU/jflanagan

Summative Report 2015-2016



Let's Take a Closer Look

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Exemplary

Effectiveness Level

ALBUQUERQUE District

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ALICIA DURAN

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Overall Score out of 200

Exemplary

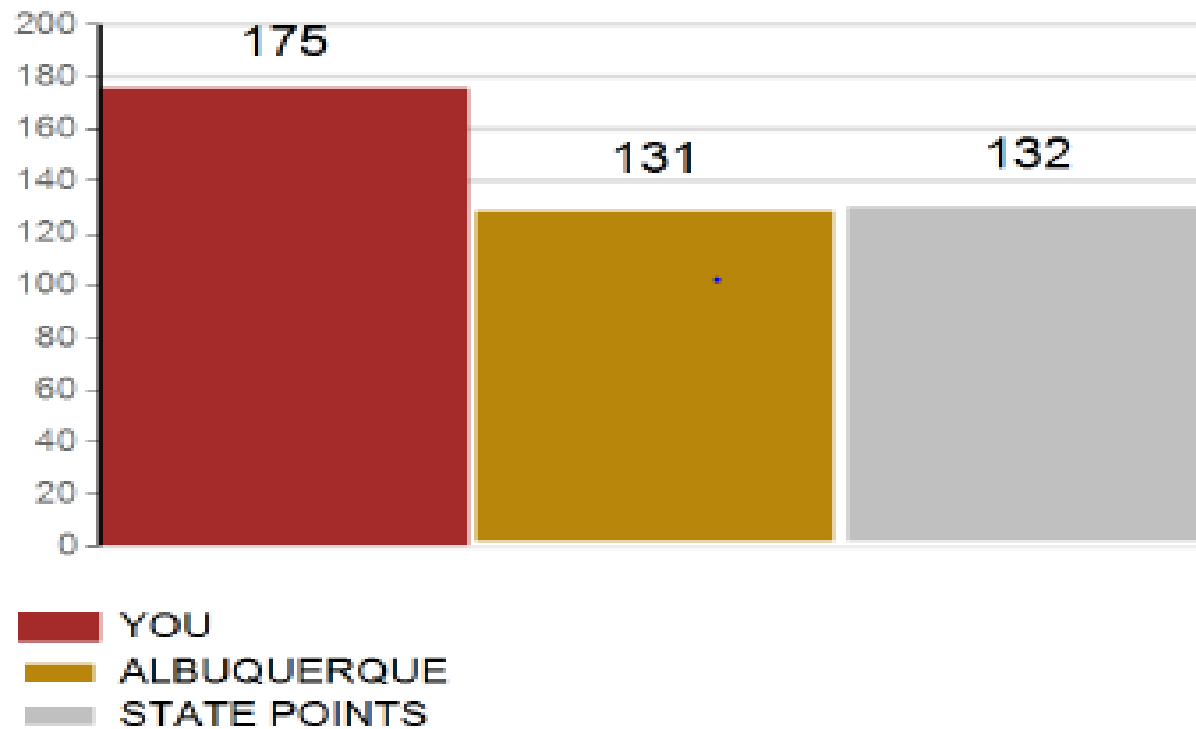
Effectiveness Level

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Teacher | District | State Medians

Overall Score Out of 200





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Step: 3

License Number: **323612**

ALBUQUERQUE District

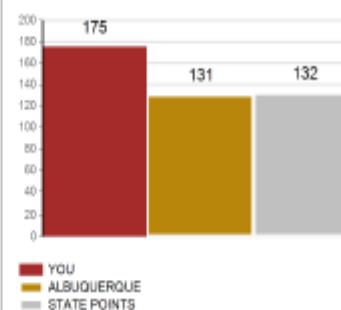
VOLCANO VISTA HIGH School

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Principal Signature _____ Date _____

Teacher Signature _____ Date _____

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Navigating the detailed report

- Each detail page of the summative report has a web link for more information. If you follow this link, right click and open the page in a new window.
- This will save you having to navigate back to the report you are analyzing.

Value-Added Data/Page 2

Student Achievement: Course Groups and Value Added Scores for ALICIA DURAN

	2014		2015		2016		Total	
	Number of Students	VAS	Number of Students	VAS	Number of Students	VAS	Students	Total VAS
ELA11	100	2.078	91	1.729	115	1.513	306	1.7621
EOCENG3Reading (Span)	91	1.295					91	1.2949
EOCHSEnglish	22	0.417					22	0.4173
EOCELAIIRReading			36	0.471	46	-0.535	82	-0.0933
EOCELAIIRWriting			39	-0.062	49	0.191	88	0.0787
Total	213	1.572	166	1.035	210	0.756	589	1.1299

Scatterplot at a glance

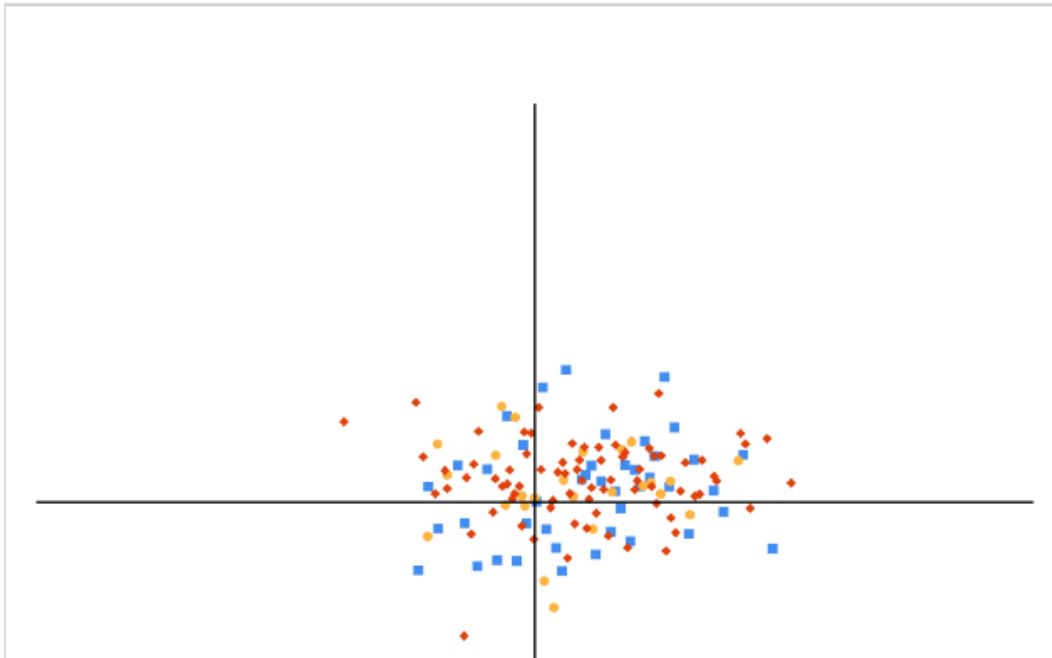
Student Achievement: Prior Achievement Compared to Growth for ALICIA DURAN

Quadrant 1:

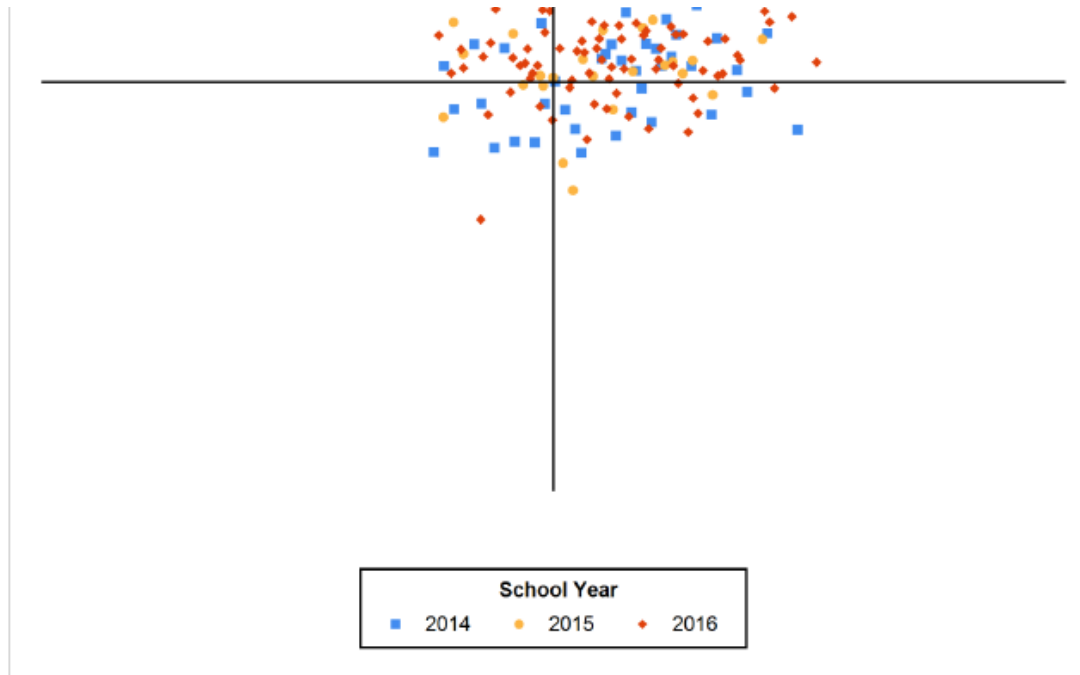
Your lower-achieving students when compared to their academic peer group are growing better than expected.

Quadrant 2:

Your higher-achieving students when compared to their academic peer group are growing better than expected.



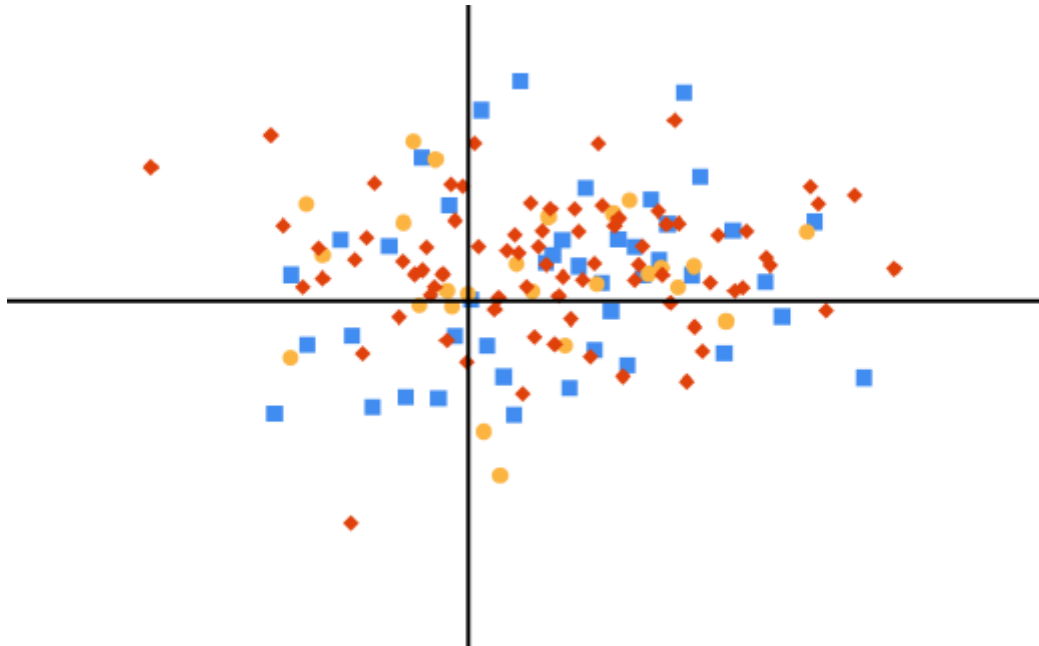
Scatterplot



Quadrant 3:
Your lower-achieving students when compared to their academic peer group are growing less than expected.

Quadrant 4:
Your higher-achieving students when compared to their academic peer group are growing less than expected.

Scatterplot to understand trends

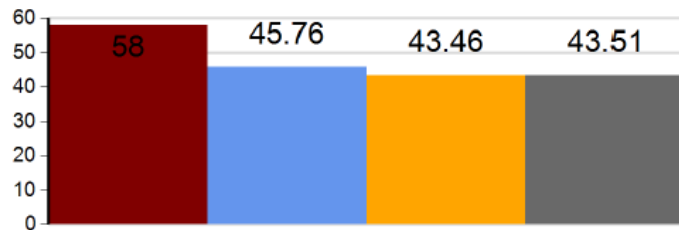


NMTEACH Domains

Observations & Multiple Measures - ALICIA DURAN

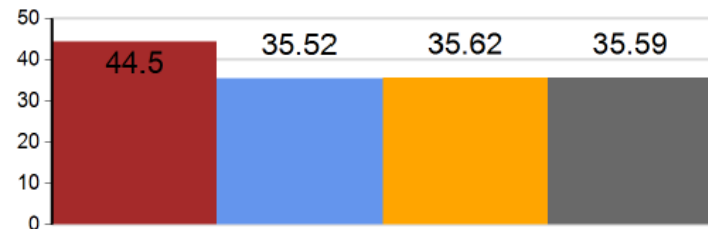
Domain 1 - Preparation & Planning
Domain 4 - Professionalism (Max: 60)

YOUR Score Your DISTRICT State
Your SCHOOL



Domain 2 - Creating an Environment for Learning
Domain 3 - Teaching for Learning (Max: 50)

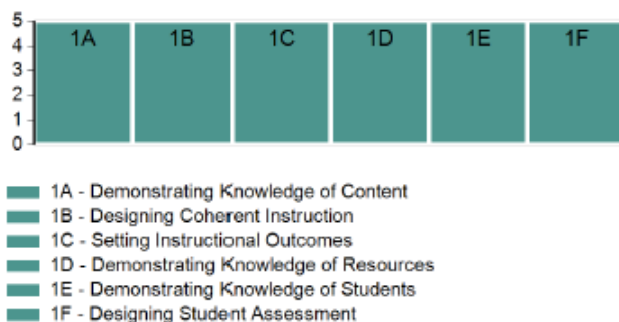
YOUR Score Your DISTRICT State
Your SCHOOL



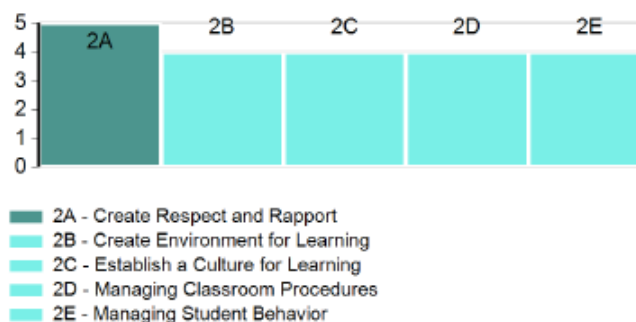
Are your classroom and professional practices in and out of the classroom yielding high observation scores?

Areas for Improvement

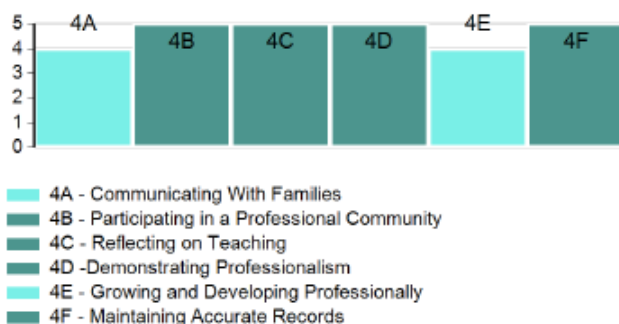
Domain 1 - Preparation & Planning



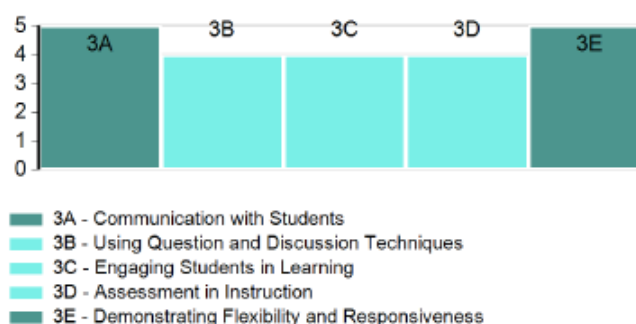
Domain 2 - Creating Environment for Learning



Domain 4 - Professionalism



Domain 3 - Teaching for Learning



1 Point

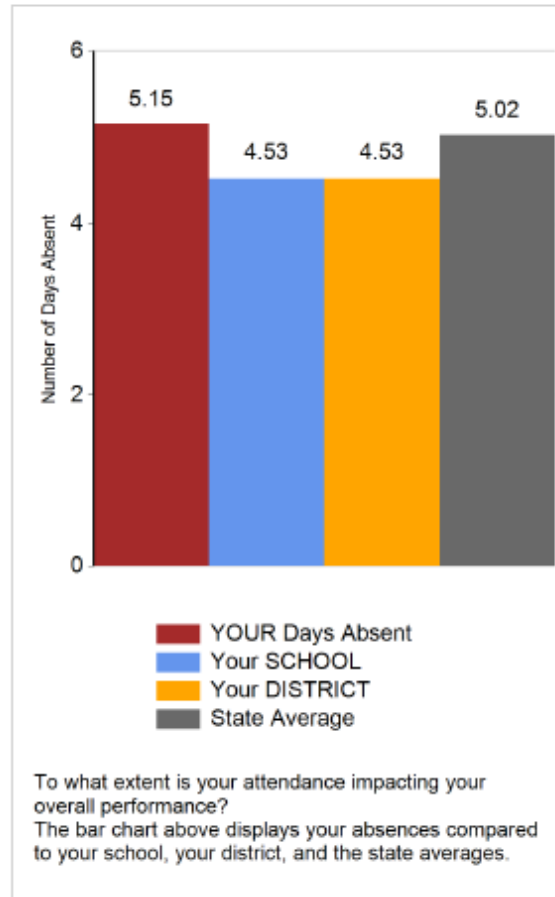
2 Points

3 Points

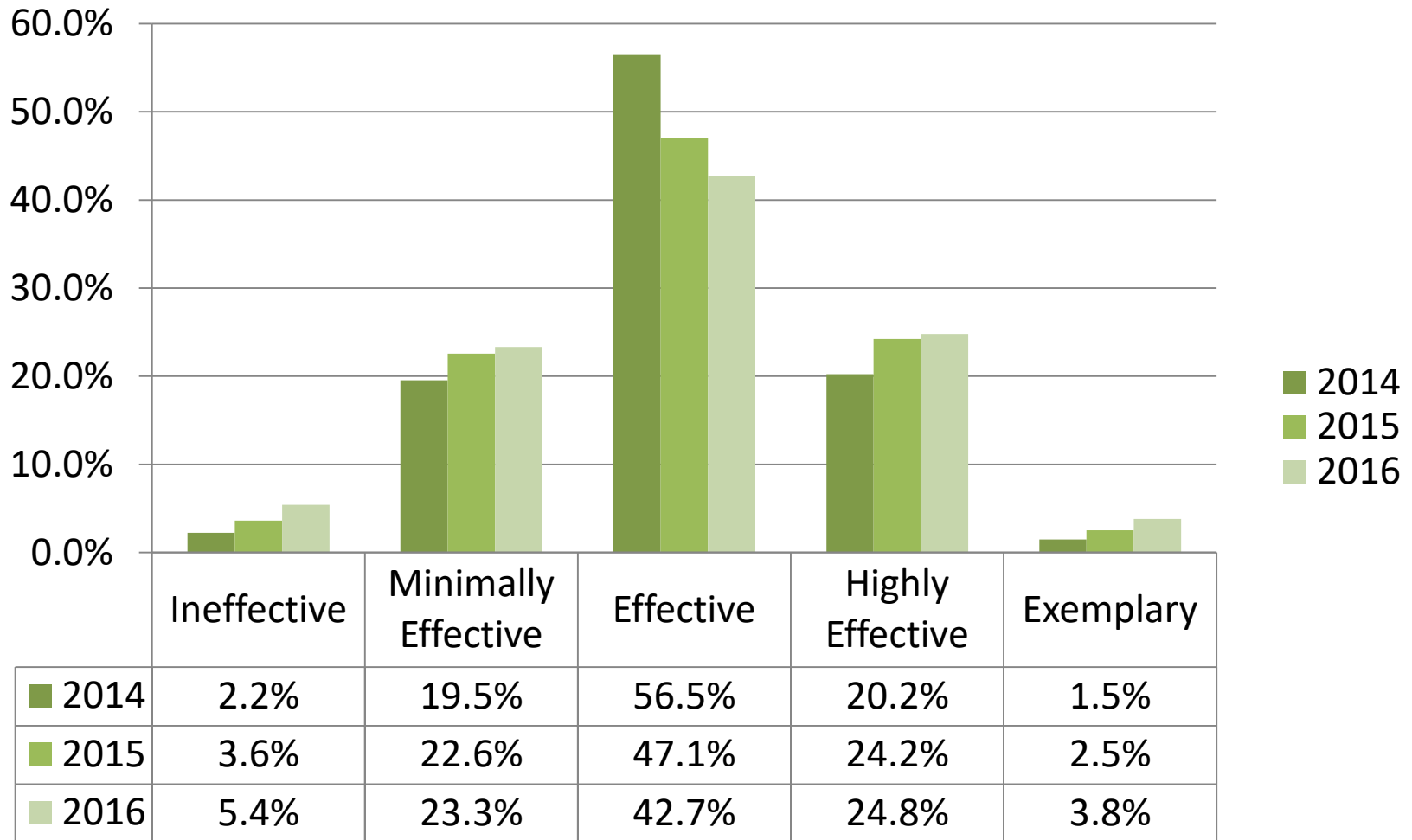
4 Points

5 Points

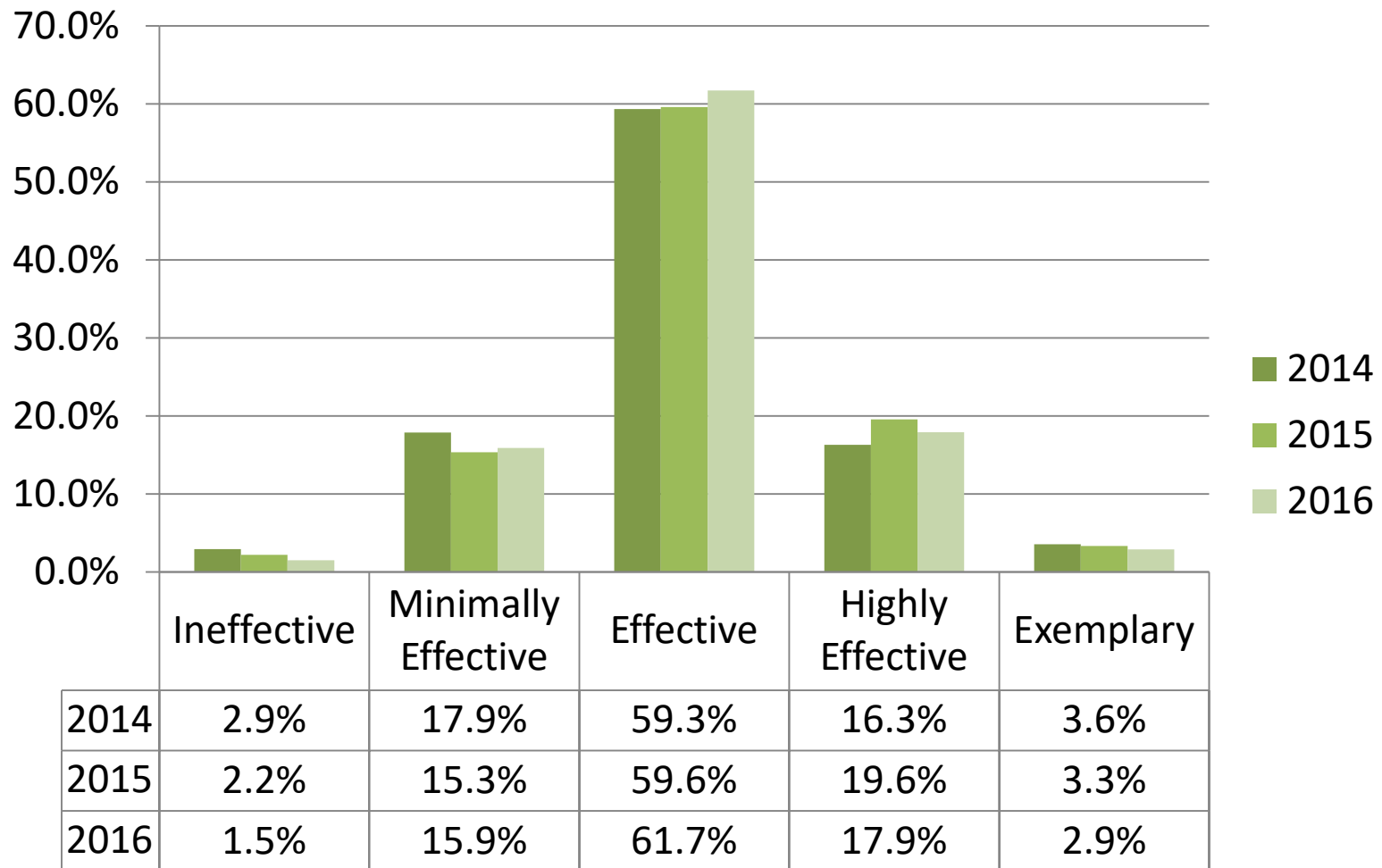
Attendance Page



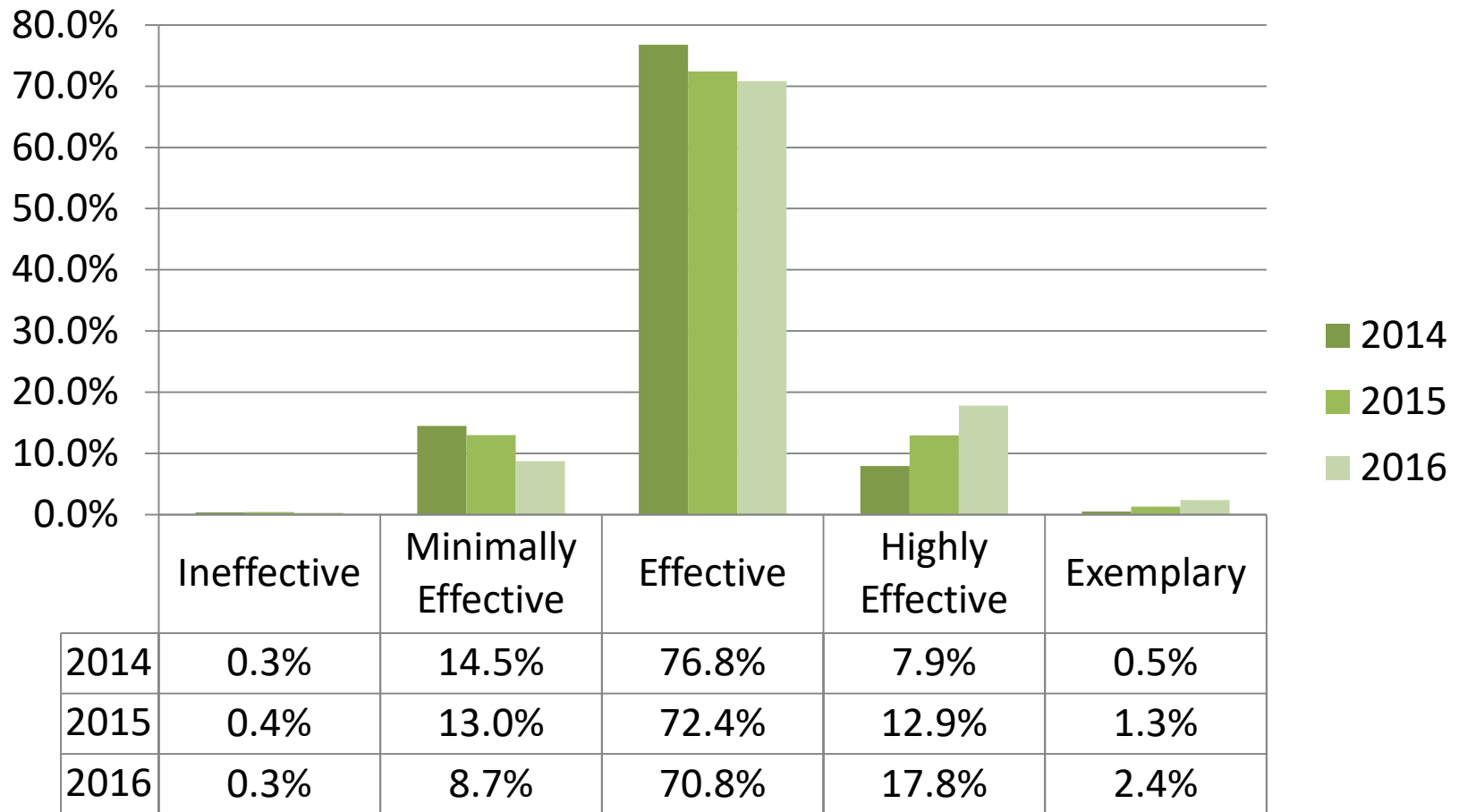
Statewide Summative Ratings – 2014, 2015, and 2016 Comparison



Statewide Student Achievement Ratings – 2014, 2015, and 2016 Comparison



Statewide Observation Ratings – 2014, 2015, and 2016 Comparison

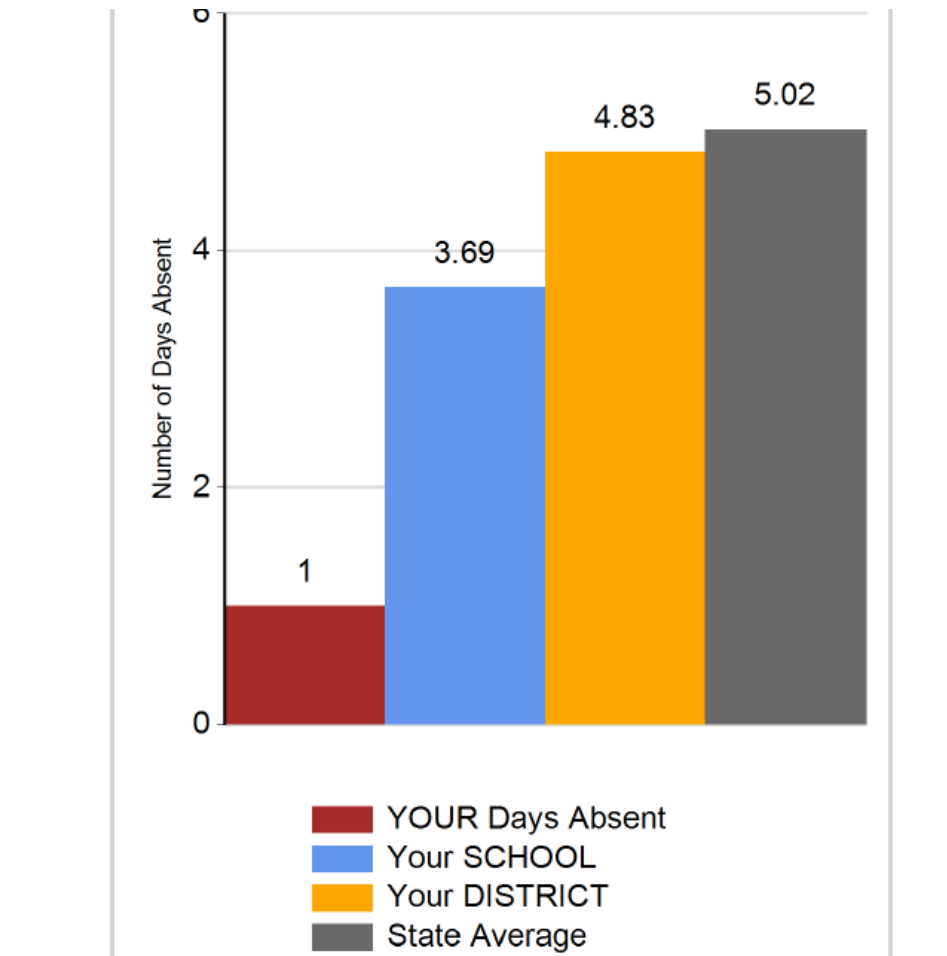


The Attendance “Grace” Policy

Domains 1&4	30.00	27.50	BEI
Teacher Attendance	10.00	10.00	ST/
Surveys	10.00	8.51	
Subtotal	50.00	46.01	

Next St

Attendance Raw Data



Academic Peer Group Example



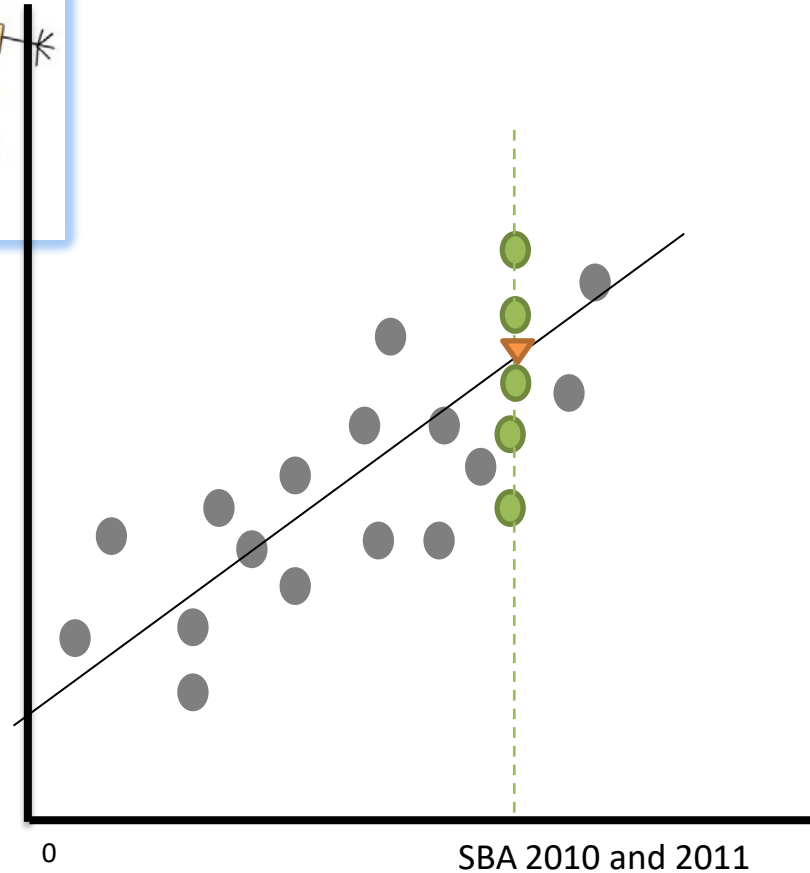
*This is Joseph.
He scored a 30 on the SBA in 2010,
~~32 on the SBA in 2011.~~*

All students who
scored a **30 on the SBA**
in 2010

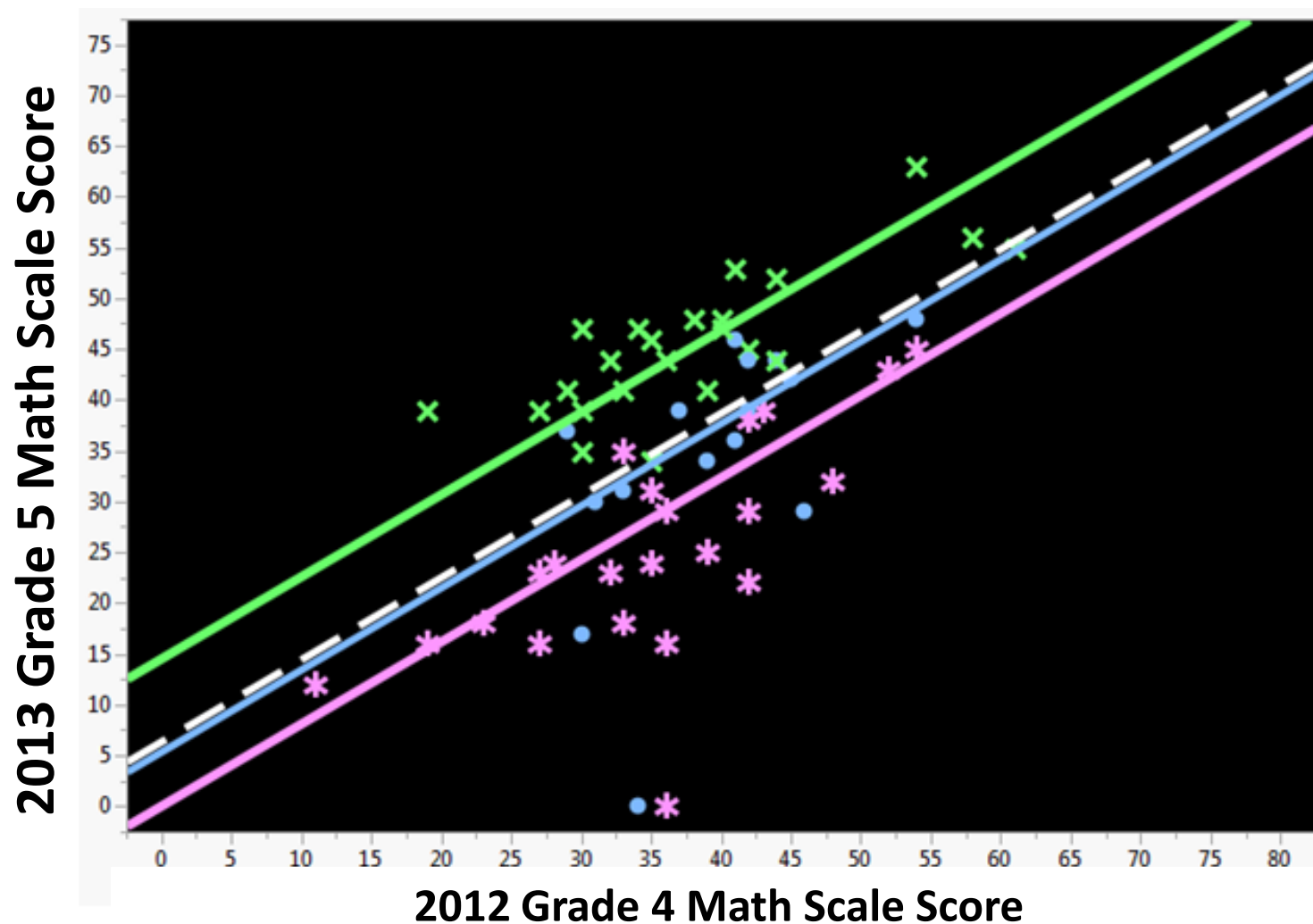
All students who
scored a
30 on the SBA in
2010 and
a **32 on the SBA in**
2011

*Students are compared only against the expected
PARCC score of their academic peers.*

Value Added Score Example

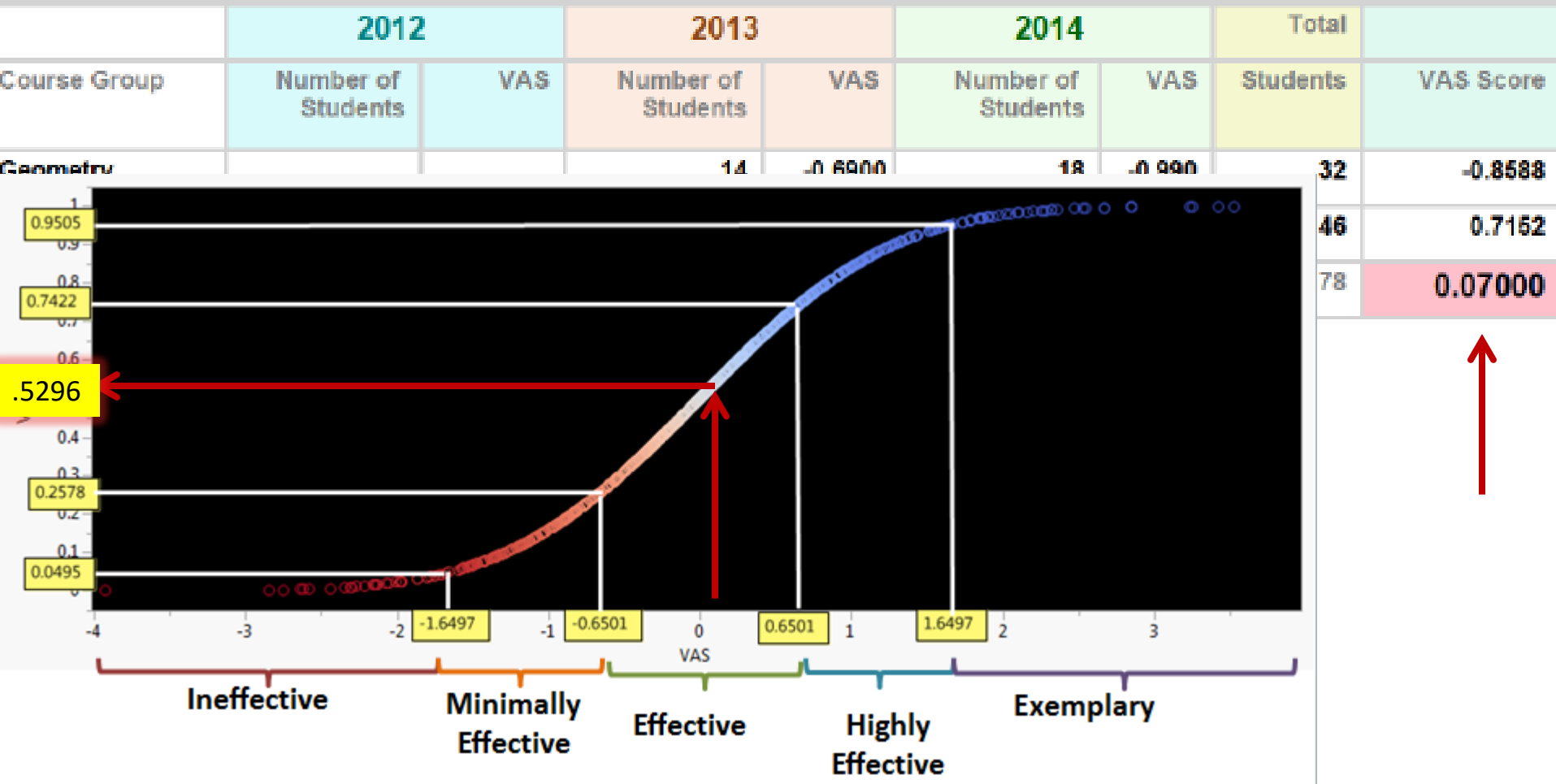


Tale of 3 Teachers

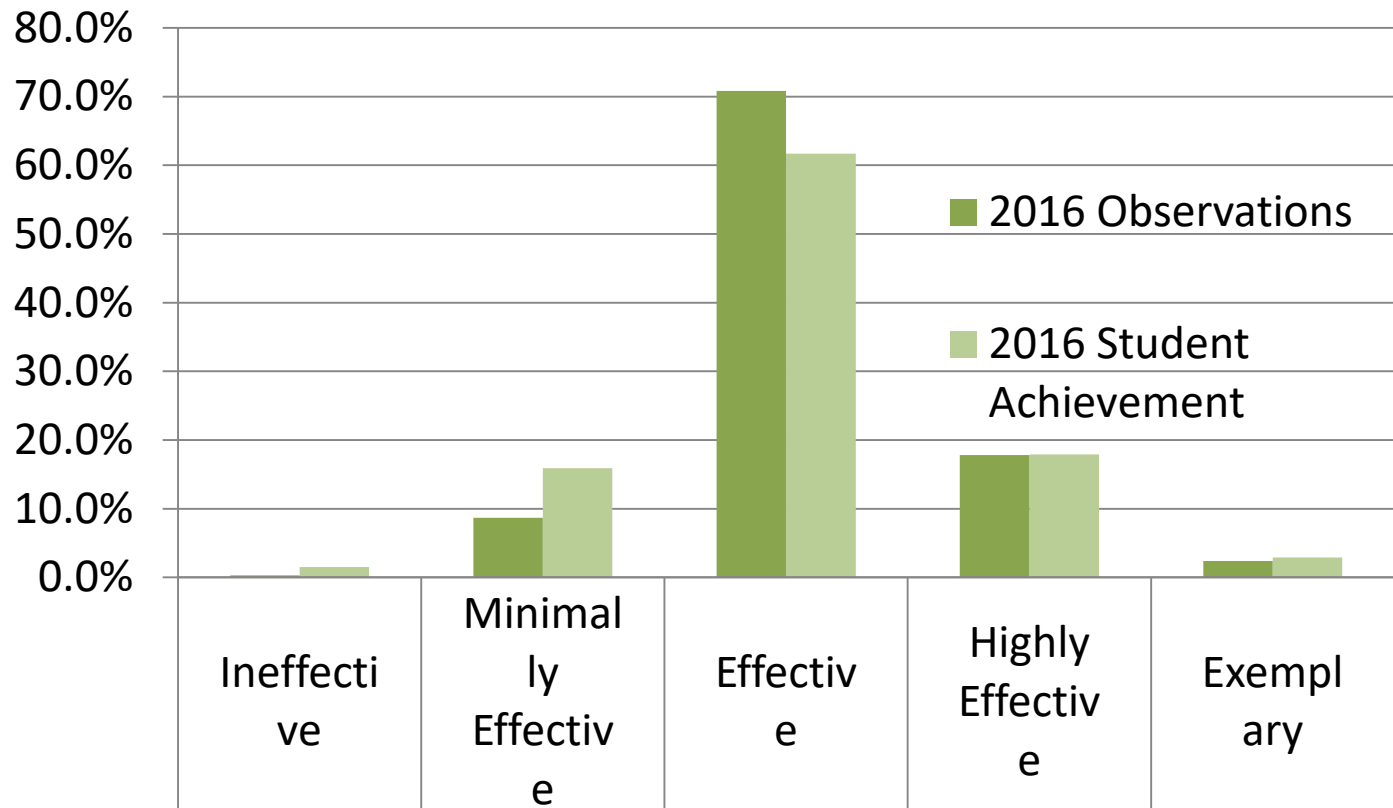


Value Added Score (VAS)

Student Achievement Course Groups Value Added Scores (VAS)



Student Achievement vs. Principal Observations



2016 Observations	0.3%	8.7%	70.8%	17.8%	2.4% → 20.2 %
2016 Student Achievement	1.5%	15.9%	61.7%	17.9%	2.9% → 20.8%

Statewide Teacher Attendance Ratings – 2014, 2015, and 2016 Comparison

