

11/14/2016

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Dr. Bickert's Talking Points & Handouts

Background

- Principal at Crownpoint High during the "pilot" year.
- Superintendent in Ruidoso (April 2013-Present)

200 Possible Points

Ruidoso	State of New Mexico
• 2013-14: 132	• 2013-14: 130
• 2014-15: 134	• 2014-15: 130
• 2015-16: 144.38	• 2015-16: 131.83

Positives

- Classroom observations
- Student/parent surveys
- PED corrections

Unexpected/unintended Consequences

- Effective/highly effective teachers leaving the profession
- 25 instead of 30, 20 instead of 25, or done as soon as possible

Opportunities for Improvement

- Transparency (STAM)
- Communication (rule and procedural changes)

Student Achievement: Course Groups and Value Added Scores for Sarah Ames Brown

	2014		2015		2016		Total	Total VAS
	Number of Students	VAS	Number of Students	VAS	Number of Students	VAS	Students	
ELA11	80	-1.632	44	0.139	55	2.271	179	0.0024
ELA10	17	-0.661	23	0.306			40	-0.1049
EOCENG3Reading (Span)	61	-3.073					61	-3.0728
EOCENG3Writing (Span)	2	-1.763					2	-1.7627
EOCELAIIRReading			42	0.434	56	0.898	98	0.6993
EOCELAIIRWriting			42	-0.147	56	0.757	98	0.3697
Total	160	-2.080	151	0.167	167	1.303	478	-0.1882

The table above displays your Value-Added Scores (VAS) for each test of achievement in each year that you were teaching. It is an overall measure of how much growth the students in your classes have made in comparison to students across the state with similar academic history (academic peer group). **Students included in the table reflect data received by the PED and only for whom there is complete data history and accurate information.**

If VAS is less than 0
Your students made less than one year's growth in one year's time.

If VAS = 0
Your students made one year's growth in one year's time.

If VAS is greater than 0
Your students made more than one year's growth in one year's time.



More detailed information about VAS calculations is available at: <http://www.ped.state.nm.us/ped/NMTeachIndex.html>

Student Achievement Course Groups Value Added Scores for Sara Ames-Brown

Course Group	2012		2013		2014		Total	Total VAS
	Number of Students	VAS	Number of Students	VAS	Number of Students	VAS	Students	
ELA10					17	-0.661	17	-0.6614
ELA11	95	-1.380	93	0.380	80	-1.632	268	-0.8446
	95	-1.380	93	0.380	97	-1.632	285	-0.8337

To what degree are your students making a year's worth of achievement growth in a year's worth of time?

If VAS is less than 0
Your students made less than one year's growth in one year's time.

If VAS = 0
Your students made one year's growth in one year's time.

If VAS is greater than 0
Your students made more than one year's growth in one year's time.



The table above displays your Value Added Scores (VAS) for each course group in each year that you were teaching. It is an overall measure of how much growth the students in your classes have made in comparison to students across the state with similar academic backgrounds.")

More detailed information about VAS calculations is available at: http://ped.state.nm.us/ped/NMTeach_EvaluationVideos.html




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HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

August 3, 2015

MEMORANDUM

TO: District Superintendents and Charter Directors
FROM: Hanna Skandera, Secretary of Education 
RE: NMTEACH Query and Policy Updates

As you know, there was a query period for NMTEACH evaluations from May 8, 2015 through June 19, 2015. As queries have been completed, responses have been provided directly through the NMTEACH Review system.

As we close out the 2014-2015 NMTEACH cycle, we want to point out a few items of adjustment that will be made retroactively based on queries received and questions from school districts. As discussed at the NMCEL conference during the meetings with Superintendents and Secretary Skandera, there are three types of queries that prompted additional consideration. For the 2014-2015 cycle, the following considerations will be applied:

- Due to not having a school location code assigned in Teachscape, PreK teachers that were assigned to a middle school level will be reassigned to an elementary plan.
- Title I/ESL course code (1062) will be connected to K-2 teachers with DIBELS and IDEL scores. Previously this course was linked to SBA only.
- Teacher attendance that was revised by districts will be amended. This is only for cases in which districts requested changes based on data that was not reported or incorrectly reported.

Of the 712 queries, only 31 teachers experienced a change in their effectiveness level; thirty went up, and one went down.

In listening to feedback from superintendents and school leaders, we will also be implementing two policy changes and four options for districts to revise their plans. Below you will find the areas to be amended.

Policy Updates

- Group measures will be removed from new teachers in New Mexico for 2014-2015 and going forward.
- Group measures will be limited to only 1 year of data with a maximum weighting of 25 percent.

District Plans—Optional Changes

- LEAs will be able to add either teacher attendance or surveys as a multiple measure.
- LEAs will NOT BE required to select a fallback measure for EoC or EoC*, but each district may continue to select a fallback measure. If a district chooses to continue using a group measure as a fallback measure, it can count for no more than 25% of the overall score.
- LEAs may move from 2 Student Achievement measures to 1 measure.
- LEAs may transition from Interim Assessments or group measures to EoCs for group B teachers.

The areas listed above will be amended within the coming days, and a follow up email will be sent to individual districts that will have impacted educators. Only teachers that will have a rating change impacted will be adjusted. This will be approximately 1% of teachers who received NMTEACH summative evaluations in May.

Entering our third year of implementation, we will continue to seek feedback from you, our stakeholders, regarding improvements in reporting data, timelines, and adjustments to business rules. We seek to improve the processes each year, so that you are better equipped to use this objective system in a manner that enhances your ability to place your most effective teachers in places where students will benefit the most.



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MEMORANDUM

Date: December 3, 2015

To: Superintendents and Charter School Directors

From: Matt Montano, Director, Educator Quality Division

Subject: Guidance Regarding Preliminary Injunction

Wednesday, the First Judicial District Court issued a ruling on a petition for preliminary injunction of the NMTEACH Effective Educator System. This Order does not stop the operation, development and improvement of the NMTEACH System; it only restrains PED's ability to take consequential actions pending a final trial on the merits.

To be clear, districts and charters will continue implementing the NMTEACH System in its entirety according to your respective plans. Determination regarding employment will continue to be left to superintendents and charter directors. In addition, licensure advancement from level 1 to 2 or 2 to 3 must still be approved by the local district/charter.

The only impact of this temporary injunction is that PED will not enforce licensure advancement limitations based on the effectiveness ratings. However, districts must still approve the advancement of any teacher from their existing level and ensure teachers meet all statutory criteria and competence.

The current NMTEACH system has inherent flexibility for local districts and charters to select evaluation measures and make local decisions. I encourage you to carefully review the court's decision. In the coming months PED will be considering ways to retain local control and flexibility while responding to the courts emphasis on objectivity and uniformity. If there are any further developments, our PED team will be sure to inform you in a timely manner.



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HANNA SKANDERA
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January 14, 2016

MEMORANDUM

TO: Superintendents and Charter School Directors
FROM: Matt Montaña, Director, Educator Quality Division
RE: Guidance Regarding Preliminary Injunction

As you may know, the 1st Judicial Court issued a ruling on a petition for preliminary injunction of the NMTEACH Effective Educator System. PED previously sent out guidance on this injunction on December 3, 2015, but I wanted to clarify questions we have received on pay-for-performance and hard to staff stipends. The injunction has no impact on pay-for-performance or hard to staff stipends. It does not prohibit or limit pay-for-performance or hard to staff stipends. The injunction is limited to PED's "enforcement of Sections H through O of NMAC 6.69.8.11, which outline the consequences associated with less than effective." It does not prohibit the use of effectiveness ratings in pay-for-performance plans and hard staff stipends. Moreover, the injunction specifically prohibits PED from revoking any merit wage increases previously granted. Accordingly, previously approved pay-for-performance plans and hard to staff stipends should proceed as approved, and the injunction has no impact on future plans.

cc: Hanna Skandera, Secretary of Education, PED
Sam Shumway, Chief of Staff, PED
Dan Hill, General Council, PED
Leighann Lenti, Deputy Secretary, Policy and Program, PED
Paul Aguilar, Deputy Secretary, Finance and Operations, PED
PED Senior Team

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January 29, 2016

MEMORANDUM

TO: District Superintendents and Charter Leaders
FROM: Matthew Montano, Director Educator Quality
RE: Update to NMTEACH Evaluation Plan

Based upon feedback from educators and beginning with the current school year, the New Mexico Public Education Department (PED) is updating the NMTEACH summative evaluation in order to simplify the system and establish better clarity. This streamlined approach will eliminate the need for groups, levels, and tags, as well as align district plans. Instead, we will have three simple "steps" (see below).

With this update, only individual student achievement will be included in a teacher's student achievement measure of the NMTEACH summative report. A group measure will no longer be an option for an individual teacher's evaluation.

Additionally, only SBA/PARCC, EoCs, and DIBELS/IDEL will comprise measures of student achievement for purposes of calculating value-added scores (VAS).

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

In order to obtain the most up-to-date data for all teachers for the 2015-2016 school years and all subsequent years, NMTEACH summative reports will be available to districts in the Fall semester following that most recent school year. This will enable teachers to have the most recent student achievement data, along with their recent qualitative data as part of their summative report.

The PED will provide training on the updates throughout the spring and summer to ensure all district administrators and charter school directors are equipped to share the information with their teachers.



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HANNA SKANDERA
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GOVERNOR

February 25, 2016

MEMORANDUM

TO: Superintendents, Charter Leaders, District Test Coordinators

FROM: Matt Montañó, Director, Educator Quality Division

RE: Assessments for NMTEACH

On January 29, PED sent a memorandum regarding an update to the NMTEACH process (see memo attached).

In this communication, we indicated only SBA/PARCC, End of Course (EoC), and DIBELS/IDEL would be included in the NMTEACH system moving forward.

Recently, we have received calls for clarification regarding this transition and the use of EoC exams. Per 6.69.8.9 NMAC, districts are to establish measures of student achievement that are approved by PED for all teachers. The recent memorandum clarifies that the approved measures will be the assessments mentioned above.

For districts and charters that were already using EoCs as part of their NMTEACH plan, all teachers in your district are expected to administer EoCs for courses that are not linked to SBA/PARCC or DIBELS/IDEL. For teachers that teach courses linked to SBA/PARCC or DIBELS/IDEL, there is not a requirement to administer EoCs in those courses as well.

For any district or charter that did not have EoCs as part of its NMTEACH plan, we expect that there may be a transition to scheduling and administering the EoCs. If your district or charter is not prepared to administer all EoCs during the current year, it is expected that you will prepare for implementation of the full battery of EoCs in the coming year.

Finally, many of you are using EoCs for purposes of Alternative Demonstration of Competency (ADC). Similar to any of the EoCs, these assessments must be reported to the PED. As detailed in our webinars, the STEP system will incorporate all of the approved assessments that are linked to individual teachers and the appropriate courses.

If you or your leadership teams have any questions about this, please reach out to your NMTEACH liaison for further clarification.

Changes to NM Teach (cont.)

April 2016

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

New Mexico Teacher Evaluation System



Technical Guide

Business Rules and Calculations

2015-2016 School Year

Teacher Summative Evaluation

Last Updated: September 20, 2016

For the current evaluation cycle, NMTEACH has transitioned to three “steps,” depending upon the data submitted for an individual teacher.

The Three Steps for Teacher Evaluations

	Student Achievement	Classroom Observation Domains 2 and 3	Multiple Measures Domains 1 and 4	Multiple Measures Teacher Attendance and Surveys
Step 1: Teachers who have no student achievement data in the last 3 years	0%	50%	40%	10%
Step 2: Teachers with 1-2 years of student achievement data	25%	40%	25%	10%
Step 3: Teachers with 3 years of student achievement data	50%	25%	15%	10%

Adjustments to the NMTEACH System for the 2015-16 School Year

In January 2016, the PED updated the NMTEACH summative evaluation based upon feedback from a variety of sources. Similar to previous evaluation cycles, three years of student achievement data will be used. New in 2016, is the inclusion of student achievement data from the most recently completed school year; as in evaluations past, the student achievement data from the previous two school years will also be included. Depending upon the number of years of student achievement data that has been submitted, all teachers can be included in one of three “steps.”

Step 1 includes those teachers who have no usable student achievement data in the last three years. This would include new teachers, but also those teachers who teach courses that are not tied to one of the assessments being used. For more information on which courses are linked to assessments being used for NMTEACH evaluation purposes, please refer to the [Course and Assessment Linkages for Teacher Evaluations 2015-2016](#). Teachers with one to two years of student achievement data will be included in Step 2. Step 3 will include those teachers with three years of student achievement data. All received data on Teacher Attendance and Surveys will be used.

The Summative Score Calculation

The final combination of these components forms a single summative score, with a range of 0 – 200, where higher scores indicate greater teacher effect. In the most general case of no missing data (see [Adjustments to Possible Points to Account for Missing Data](#) for exceptions), the possible points are distributed as follows: