

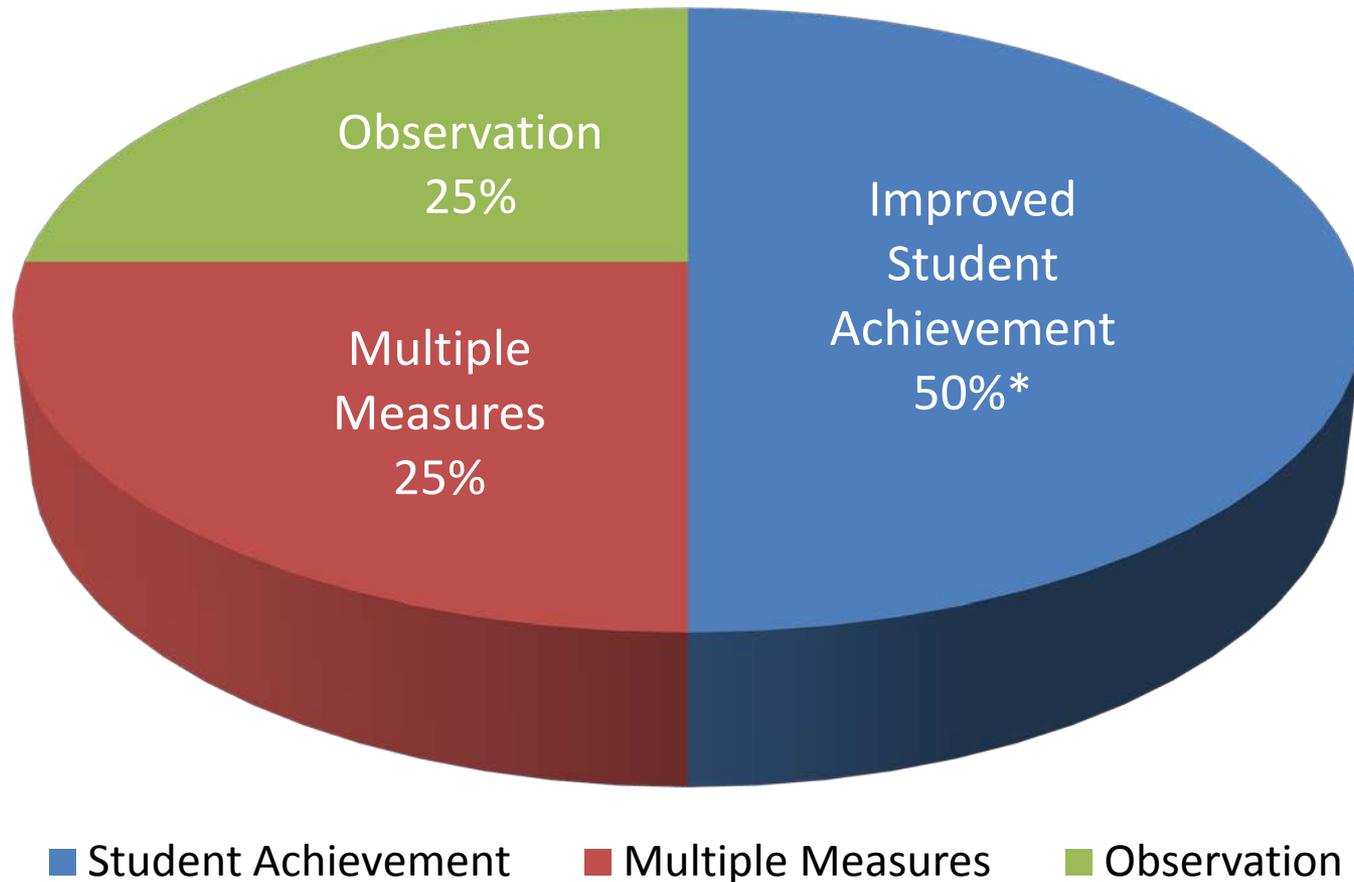


Understanding The Summative Evaluation Report

Improving Teaching and Learning
with Informed Data-Driven Decisions

- NMTEACH Year 2 Summative Report (2014-2015)
 - Provides enhanced information for teachers to better understand performance
 - Provides information that will improve professional development plans (PDPs)
 - Establishes an objective standard of performance in which professionals can improve
- All the data used in this presentation is “dummy” data

NMTEACH Summative Report 2015



*50% ONLY when three years of data are available

NMTEACH Summative Report

NMTEACH District

JOHN G KEA

Group: A - SBA

Level: High School

Educator Effectiveness

Category

Student Achievement

Observation

Multiple Measures

Total Evaluation

Exemplary
Highly Effective
Effective
Minimally Effective
Ineffective

NMTEACH District

Student Achievement

Course Group	Points
PreAlgebra	
Algebra I	
Totals:	

To what degree
If VAS is less
Your students
than one year's
time.

← LESS EFFECTIVE

The table above displays
overall VAS score is []
comparison to student
calculations is available

Prior Achievement

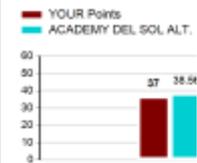


To what degree are you
Each point in the scatter
your students are clustered
fall above the line, the;

NMTEACH District Edu

Observations & Multi

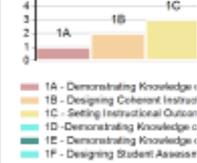
Domain 1 - Preparation & Instruction
Domain 4 - Professionalism



Are your classroom and professional
The bar charts above show your
comparison to your school, your
part of your summative score or
your raw scores through the Test

Strengths and Improvements

Domain 1 - Preparation & Instruction



Domain 4 - Professionalism

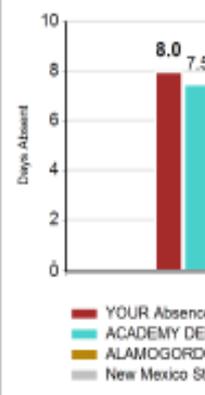


These four Domain charts
Domain. Go to <http://ped.state.nm.us>

NMTEACH District Edu

Attendance

Your Absences Compared
and State Averages



To what extent is your attendance
overall performance?

The bar chart above displays your
attendance compared to your school,
your averages. To understand how
converted to the attendance as
your summative score on Page
<http://attendancevideo.com> for

To see the business rules that
absences count toward this event
<http://ped.state.nm.us/ped/NMTEACH>

NMTEACH District Edu

District Educator Effectiveness Summative Teacher's Report 2014-2015

Glossary of Terms

Effectiveness Levels:

Exemplary	173 through 200
Highly Effective	146 through 172
Effective	119 through 145
Minimally Effective	92 through 118
Ineffective	91 or less

Group: Your group is determined based on what student achievement measures are available for the classes you teach.

- Group A Teachers teach grades and/or subjects that can be meaningfully linked to the SBA
- Group B Teachers teach grades and/or subjects that cannot be meaningfully linked to the SBA
- Group C Teachers teach grades K, 1, and 2

Level: Your level is determined based on the grade level that you teach:

- Elementary
- Middle School
- High School

Graduated Considerations: Graduated Considerations redistributes the points for the Student Achievement portion of the NMTEACH Educator Effectiveness System based on how many years of data are available for the teacher and the number of student achievement measures chosen at the District level.

To see how your Graduated Considerations (or Tags) are determined, visit:

<http://ped.state.nm.us/ped/NMTEACHDocs/Toolbox/Grad%20Cons%20Table%20with%20Tags2014-2017final.pdf>.

District Plan: Within the framework provided by NMTEACH, each District had the opportunity to submit a custom *Educator Effectiveness Plan*, tailored to their school community's needs. If a District did not choose to submit an evaluation plan, the State plan is used.

To view your District's or Charter School's plan, visit:

Identifiers



District Educator Effectiveness Summative Teacher's Report 2014-2015

JOHN G KEATING

123

Effective

Overall Score out of 200

Effectiveness Level

Group: **A - SBA**

License Number: **317147**

ALAMOGORDO District

Level: **High School**

Graduated Considerations: **6**

ACADEMY DEL SOL ALT. School

Identifiers include: ***Teacher Name, Teacher Group*** according to student achievement data, ***Level*** of the teacher's most recent grade level assignment, ***New Mexico Teaching License Number, Graduated Considerations Tag, School District*** and ***School location***.

- Please refer to the tool box on the [NMTEACH webpage](#) for a detailed explanation of Graduated Considerations.
- School location is assigned according to where the teacher was observed.
- You can see a copy of your District/Charter plan on the NMTEACH webpage, click on Evaluation Plan.

Overall Score and Effectiveness Level



District Educator Effectiveness Summative Teacher's Report 2014-2015

JOHN G KEATING

123

Overall Score out of 200

Effective

Effectiveness Level

- **Overall Score = Student Achievement + Observations + Multiple Measures**
- **Effectiveness Level** is the level corresponding to the range of the **Overall Score**. Effectiveness levels include: Exemplary, Highly Effective, Effective, Minimally Effective and Ineffective.

Summary of Points

Educator Effectiveness Plan Totals

Category	Measure	Possible Points	Your Points Earned
Student Achievement	SBA	70.00	37.07
	Discovery	0.00	
	Subtotal	70.00	37.07
Observation	Domain 2&3	65.00	39.65
	Subtotal	65.00	39.65
Multiple Measures	Domain 1&4	39.00	24.05
	Student Survey	26.00	22.58
	Subtotal	65.00	46.63
Total Evaluation		200.00	123.35

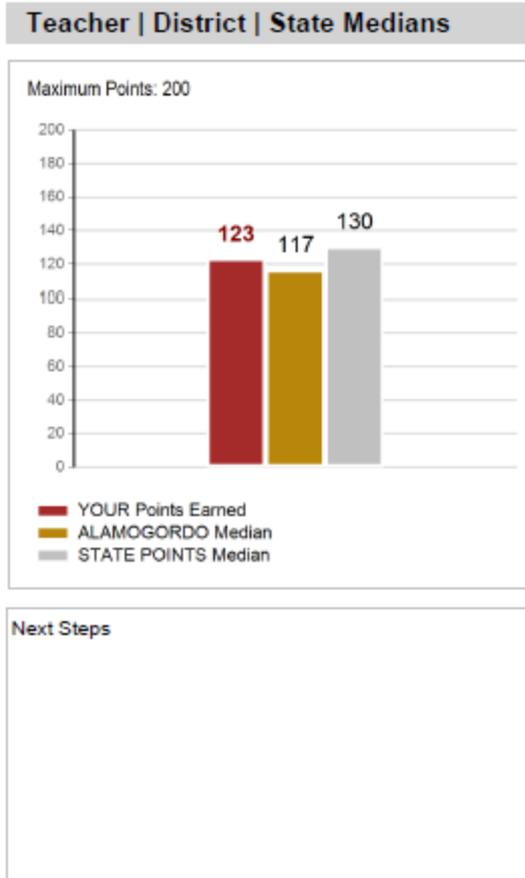
This table identifies:

Measure- The measures chosen by a district or charter school for NMTEACH EES Teacher Evaluation. To see a district or charter school plan, please visit [Evaluation Plans](#) on the NMTEACH website.

Possible Points- The maximum number of points available to a teacher in each category, equaling no more than 200 points in total. Possible points in each category will often differ from teacher to teacher, because of Graduated Considerations.

Your Points Earned- Actual points a teacher earned in each category and overall.

Comparison Graph and Comment Box



Teacher/District/State Medians: This graph compares a teacher's overall score to that of their peers' median scores in the district and the state.

Next Steps: The comment box labeled *Next Steps* can be used to record notes and goals discussed in the teacher evaluation conference, or the evaluator may choose to fill it out ahead of time. It does not require any mandatory information.

Acknowledgement Signatures

Principal Signature _____ Date _____

Teacher Signature _____ Date _____

(Signing this document does not signify that you agree with this evaluation.)

This report contains the data collected by local administrators pursuant to the NMTEACH Educator Effectiveness System framework as adopted by the School or District, and received by PED by April 15, 2015.

The **acknowledgement signature lines** are provided to document that the summative evaluation report was provided to the teacher. It does not imply agreement, nor waive the right to disagree with the contents of the report.

VAS Scores and Course Listing Detail

Student Achievement Course Groups Value Added Scores (VAS)								
	2012		2013		2014		Total	
Course Group	Number of Students	VAS	Number of Students	VAS	Number of Students	VAS	Students	VAS Score
PreAlgebra			16	-0.360	12	-0.070	28	-0.2357
Algebra I	12	0.660	18	-0.430	16	0.740	46	0.2613
Totals:	12	1.32	34	-0.80	28	0.80	74	0.07000

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.

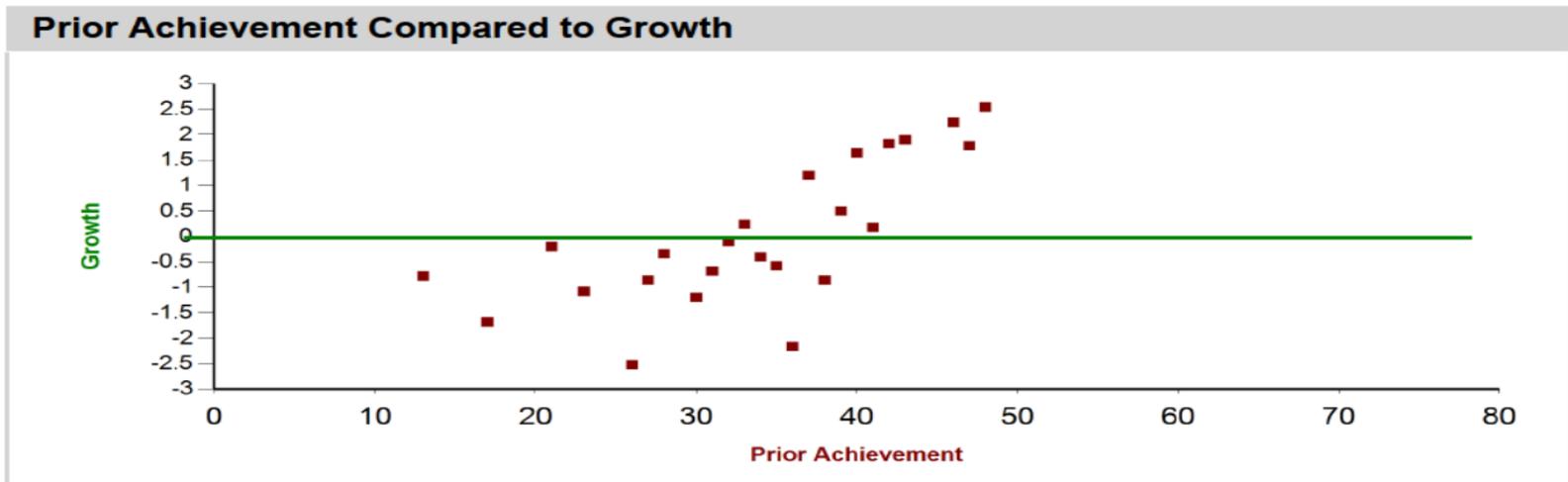
If VAS is greater than 0
Your students made more than one year's growth in one year's time.



The table above displays your Value Added Scores (VAS) for each course group in each year that you were teaching. Your overall VAS score is [VAS Score]. 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://VASscorevideo.com>

The table identifies Value Added Scores (VAS) for each course a teacher taught over the last three years, not including the current year. Information on this table also helps identify how a Teacher Group (A, B or C) is assigned, and how Graduated Considerations have been applied to a teacher's evaluation calculations.

Graphical Representation of Your Impact on Student Growth



To what degree are you helping all of your students grow?

Each point in the scatterplot represents one of your students for whom data is available and connected to you as their teacher. If your students are clustered on the green zero horizontal line, then they have made one year's growth in one year's time. If they fall *above* the line, they are *growing* more than expected. Students below the line are not progressing as expected.

The **Prior Achievement** horizontal axis shows their SBA score from the previous year. The vertical **Growth** axis shows their variation from the average for other students in the State with the same achievement. For example, a student with a growth of 1, has a current year score that is one standard deviation *above* the average value of all New Mexico students with the same prior achievement.

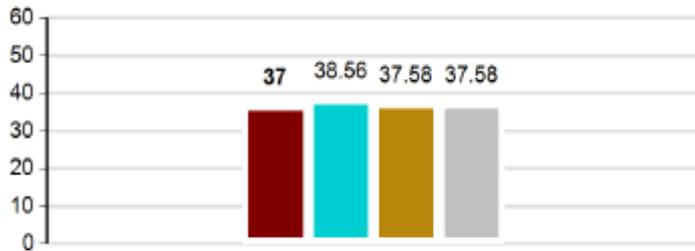
This is a graphical representation of a teacher's individual students' growth in student achievement. The text below the graph explains the information represented in the graph.

Comparison Graphs for Domains 1 - 4

Observations & Multiple Measures - JOHN KEATING

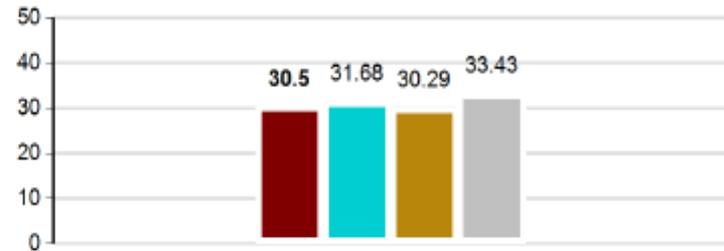
Domain 1 - Preparation & Planning
Domain 4 - Professionalism (Max: 60)

YOUR Points ALAMOGORDO
ACADEMY DEL SOL ALT. State



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

YOUR Points ALAMOGORDO
ACADEMY DEL SOL ALT. State



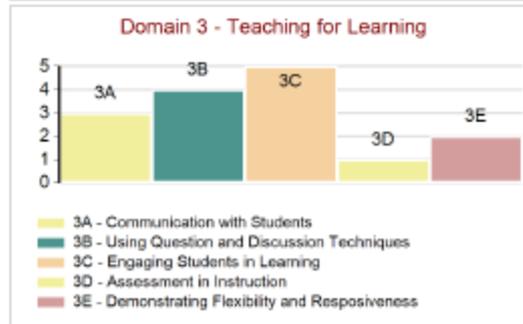
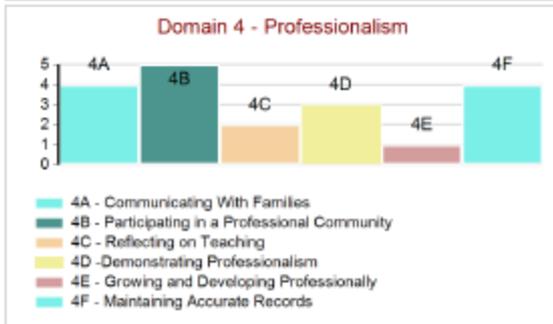
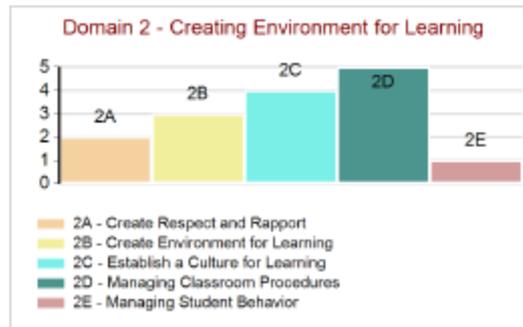
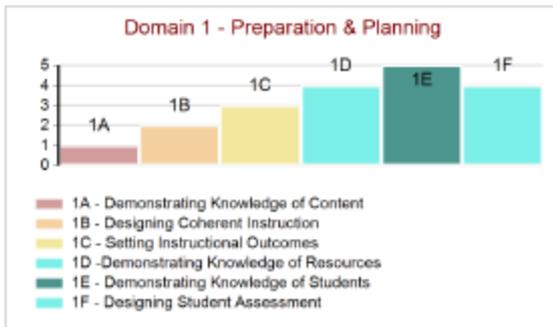
Are your classroom and professional practices in and out of the classroom yielding high observation scores?

The bar charts above show your average **raw scores** on your observations for Domains 2 & 3 and Domains 1 & 4 in comparison to your school, your district, and the state. To see how these raw scores are converted to the scores you see as part of your summative score on Page 1, please visit <http://observationvideo.com> for an informational video. You can view your raw scores through the TeachScape Portal.

These graphs illustrate how a teacher scored in Domains 1 – 4 compared to teacher peers in their school, district, and state.

Graphical Representation of Your Scores for Domains 1 – 4

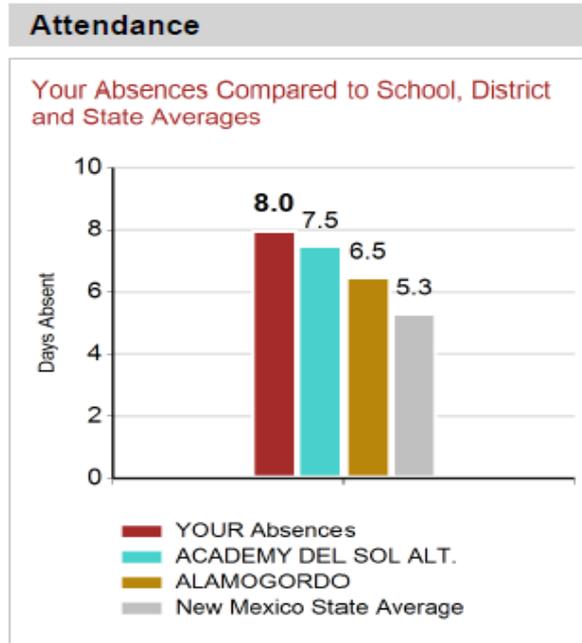
Strengths and Improvement Areas



The scores from each element of Domains 1 – 4 are graphically represented here. At a glance, a teacher can better understand which areas they need to work on, and the areas in which they excel.

These four Domain charts illustrate your average observation score (Max: 5 each) for each of the elements within the Domain. Go to http://ped.state.nm.us/ped/NMTeach_Toolbox.html - Teacher Rubric Domain 1 through 4.

Comparison Graph for Attendance



To what extent is your attendance impacting your overall performance?

The bar chart above displays your absences compared to your school, your district, and the state averages. To understand how your raw attendance is converted to the attendance score you see as part of your summative score on Page 1, please visit <http://attendancevideo.com> for an informational video.

To see the business rules that determines which absences count toward this evaluation measure, visit ped.state.nm.us/ped/NMTeach-FAQ.html.

This graph compares teacher attendance to the attendance of peers in their school, district and state.

The report will only include attendance data if it was selected as a multiple measure by a district.

Survey Score Detail

Survey Parent / Student Responses							
Question Number	Rubric Alignment	Never	Hardly Ever	Sometimes	Usually	Almost Always	Always
1	1C & 2C	2 %	0 %	0 %	6 %	16 %	76 %
2	3D	2 %	0 %	8 %	14 %	18 %	59 %
3	1E & 4F	2 %	0 %	0 %	14 %	18 %	67 %
4	3D & 4A	2 %	0 %	6 %	14 %	18 %	61 %
5	2D & 4A	2 %	0 %	6 %	20 %	12 %	61 %
6	2A & 4A	2 %	0 %	0 %	16 %	18 %	65 %
7	4A & 4F	2 %	2 %	6 %	10 %	14 %	67 %
8	2E & 4A	4 %	2 %	8 %	10 %	18 %	59 %
9	1E & 2A	2 %	0 %	0 %	6 %	4 %	88 %
10	2C & 4A	4 %	2 %	6 %	14 %	22 %	53 %

To what extent do <students> / <parents> perceive that you are maximizing their opportunities to learn the course materials?

The table above shows the breakdown of responses to the survey that was given to your <students> / <parentsofstudents>. For each question, it is better to have a higher percentage of "always" responses. The second column shows which Observation Rubric elements align to the survey questions.

To see the survey questions as well as how your student survey responses are converted to the student survey score you see as part of your summative score on Page 1, please visit <http://surveyvideo.com> for an informational video.

This table shows the percentage of responses for each question in the survey and how each question is aligned to the elements of the NMTEACH Observation Rubric.

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Glossary!



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To view your District's or Charter School's plan, visit:

http://ped.state.nm.us/ped/NMTeach_EvaluationPlanPDFs.html

To view informational videos about each of the measures that are included in your evaluation, visit:
_____ (tbd)

You may want to start here. 😊
This is a quick guide to the terms referenced throughout the summative report.