



**Kid's First, New Mexico Wins!**  
**The Promise of NMTEACH**

August 27, 2015

Presented to the Legislative Education Study Committee

Matt Montaña, Director of Educator Quality, NMPED

# Objectives

- Review Licensure Renewals and Advancements
- Understanding Queries and Processes
- Comparisons between 2013-2014 and 2014-2015

# Licensure Advancement

	Year							
Level	2010	2011	2012	2013	2014		2015	
	N	N	N	N	N	N	N	N
Level II	784	764	843	866	794	<b>223</b>	603	<b>229</b>
Level III	451	364	442	415	484	<b>375</b>	247	<b>349</b>
Total	1,235	1,128	1,285	1,281	1,576		1,428	

# Level III Advancements

- 2013-2014 NMTEACH
  - Total 375
    - 300 eligible since 2012 or earlier
    - 233 eligible since 2009 or earlier
- 2014-2015 NMTEACH
  - Total 349
    - 250 eligible since 2012 or earlier
    - 216 eligible since 2009 or earlier

# 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

# Extensions of Licenses

- Granted to teachers who licenses expired in June 2015
  - Must receive a recommendation from the Superintendent/Charter Director
  - No fee attached to the extension
  - Granted from July 1, 2015 to June 30, 2017
- Level 1 – 42 teachers
- Level 2 – 13 teachers
- Level 3 – 9 teachers

# Query Process

- Opened from May 8, 2015 through June 8, 2015
- June 1-PED notified districts/charters of an extension to June 19, 2015 (per district and charter request)
- Queries were provided access at the district-level
- Query reviews/responses to districts/charters were returned by August 3

# Query Process

- Districts establish a local process and designee for submitting queries
- Districts/charters submit a query in the EES system
- PED assigns each query to a liaison (liaisons have been assigned to specific districts/charters)
- Liaison researches the query and provides clarification and submits for review
- All queries are reviewed by 2 staff members prior to finalization

# Most Common Queries

- Missing Data
- Discrepancy in Accuroster/STARS data and numbers on the NMTEACH report
- Tags and Groups
- Level (High School, Middle School, Elementary)
- New Teacher
- Attendance

# NMTEACH Review “Query” Site



- Sites
- Libraries
- Reports
- Site Pages
- [Educator Effectiveness Documents](#)
- Lists
- Discussions
- All Site Content

### Reports

Type	Name
Folder	Archive
Folder	SubReports
Document	NMTeach EES Summative Evals Detail Multi-Teacher
Document	NMTeach EES Summative Evals Detail
Document	NMTeach EES Summative Evals Summary
Document	NMTEACH Principal Teacher Summary
Document	Wide_Links
Document	Wide_Links_Detail

[Click here to see How to Access NMTEACH Summative Reports](#)

# Sample Query

Issue Type *	Student Achievement ▼
Issue *	<p>taught 3rd grade in 2013 with 21 students assigned to her. However, student achievement only has one student reported for both Math and Reading.</p> <p>Please Enter the Detailed description of the issue (include OS, browser, java version)</p>
Status *	Finalized ▼
Resolution	<p>Of the 21 students, only 1 had valid prior assessments to generate VAS. Because 3rd grade VAS relies on valid 2nd grade DIBELS, many teachers in 3rd grade did not have VAS for many or most of their students in 12-13.</p>

# Sample Query

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	Total VAS
Math3			1	1.055			1	1.0553
Math4					22	-0.780	22	-0.7798
ELA3			1	0.893			1	0.8930
ELA4					22	-1.072	22	-1.0724
Science4					22	-2.060	22	-2.0602



# 2014-2015 Changes Made

- PreK Teachers without location codes
- Title I/ESL course code (1062) connected to K-2 (Group C) and 3-11 (Group A)
- Teacher Attendance revisions submitted by districts

# Policy Updates from Queries

- Group measures will be removed from New Teachers
- Group measures will be limited to one year of data
  - A teacher can have no more than 25% of their Summative Report based on a group student achievement measures

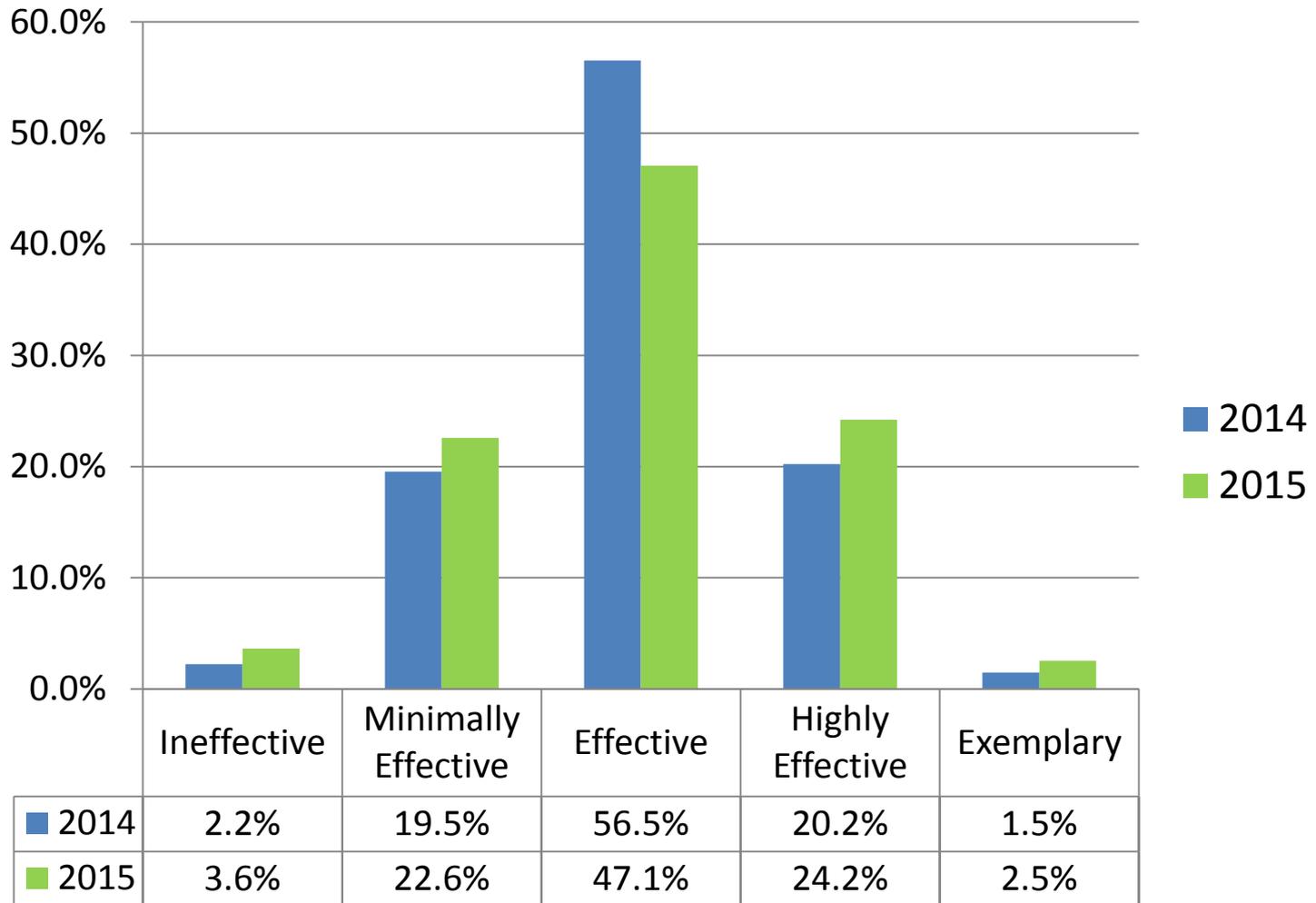
# Optional Updates for Districts/Charters

- Districts/Charters will be able to add either teacher attendance or surveys to their existing multiple measure.
  - They may not change or remove one
- Districts/Charters WILL NOT be required to select a fallback measure for EoC or EoC\*, but they may select to do so. A group fallback measure can count for no more than 25% of evaluation.

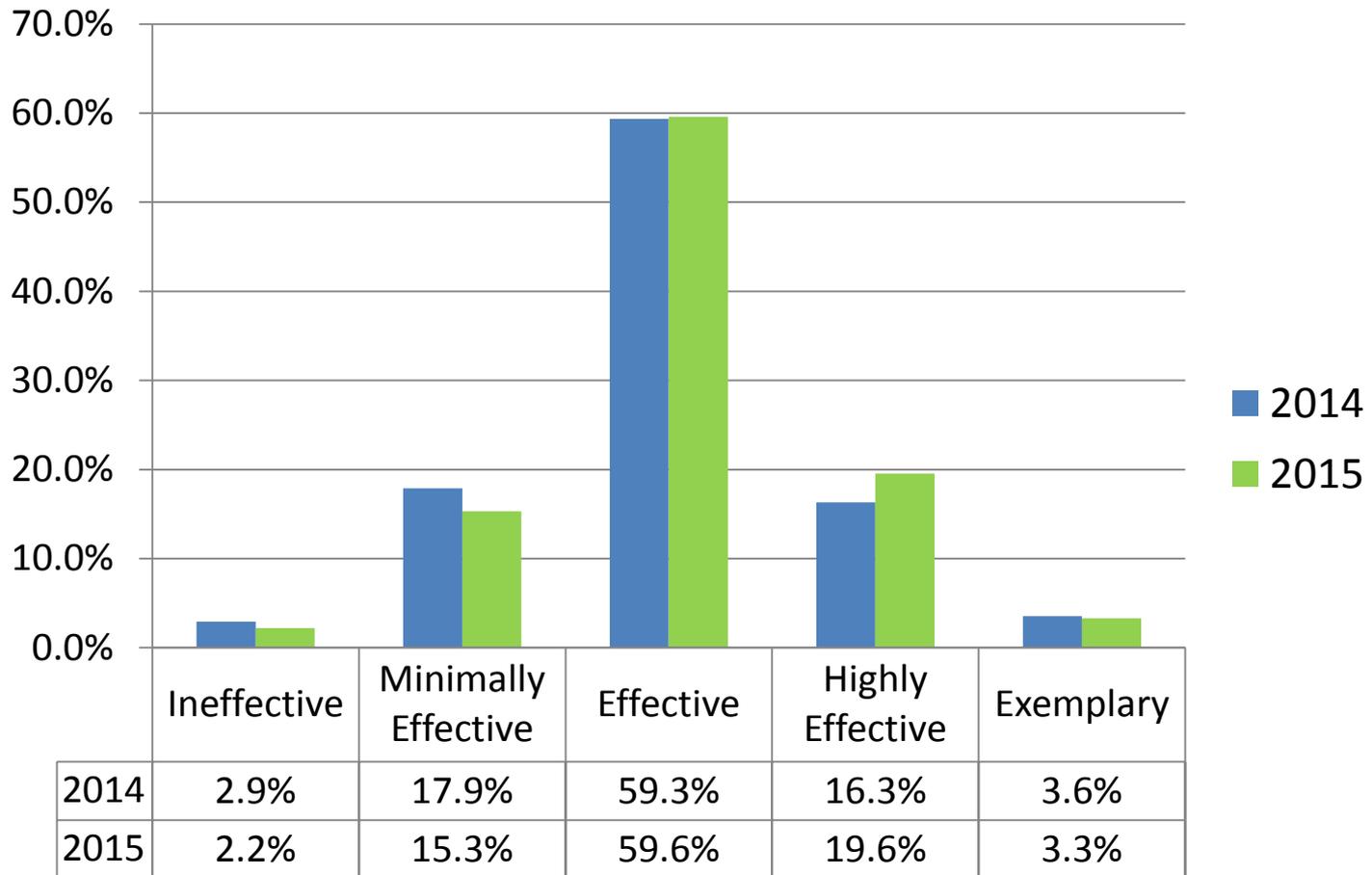
# Optional Updates for Districts/Charters

- Districts/Charters may select 1 student achievement measure (STAM) instead of 2.
- Districts/Charters may transition from Interim Assessments to EoCs.

# Statewide Summative Ratings – 2014 and 2015 Comparison



# Statewide Student Achievement Ratings – 2014 and 2015 Comparison

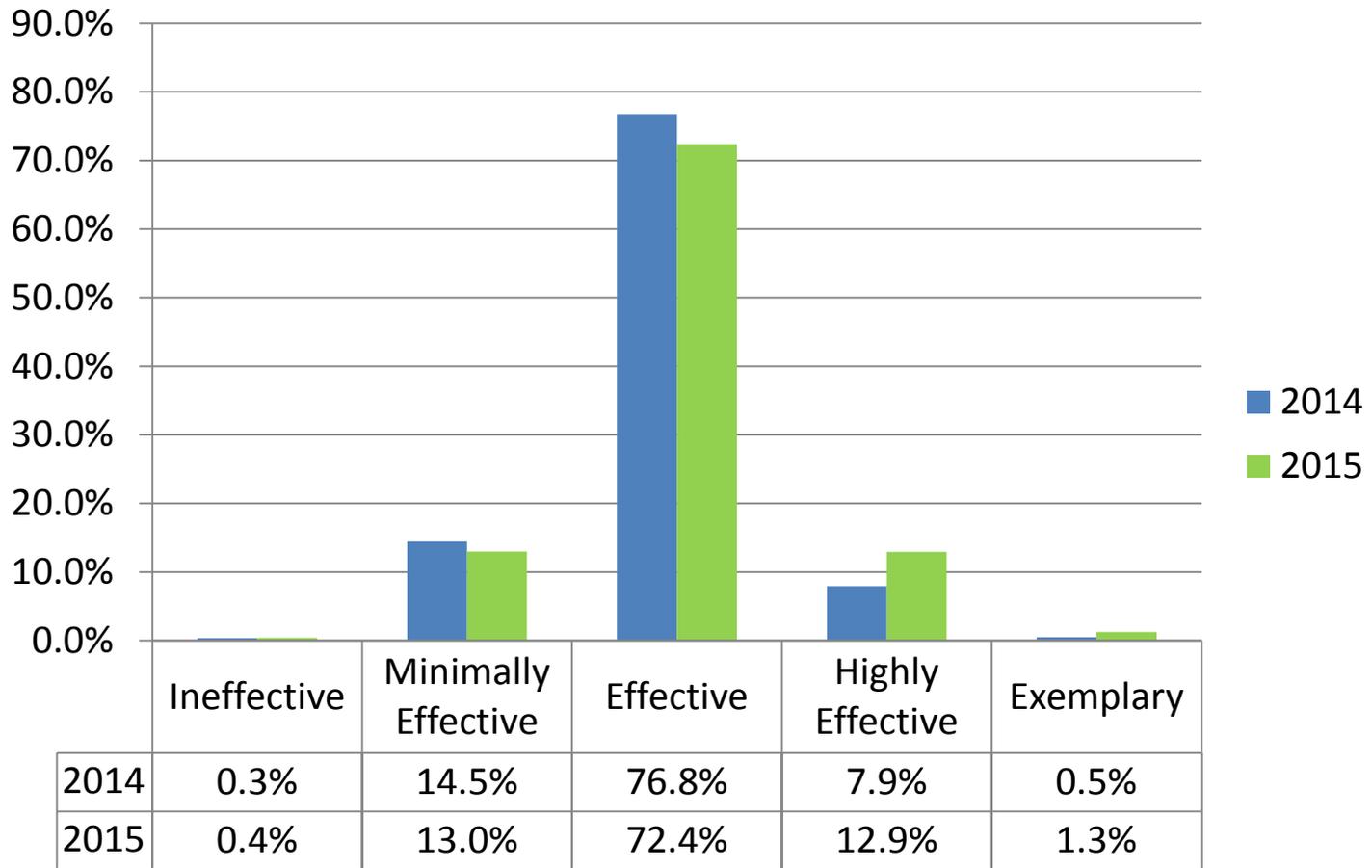


Note: This year, more than 13,000 teachers have student achievement data as part of their evaluation, compared to 9,111 last year.

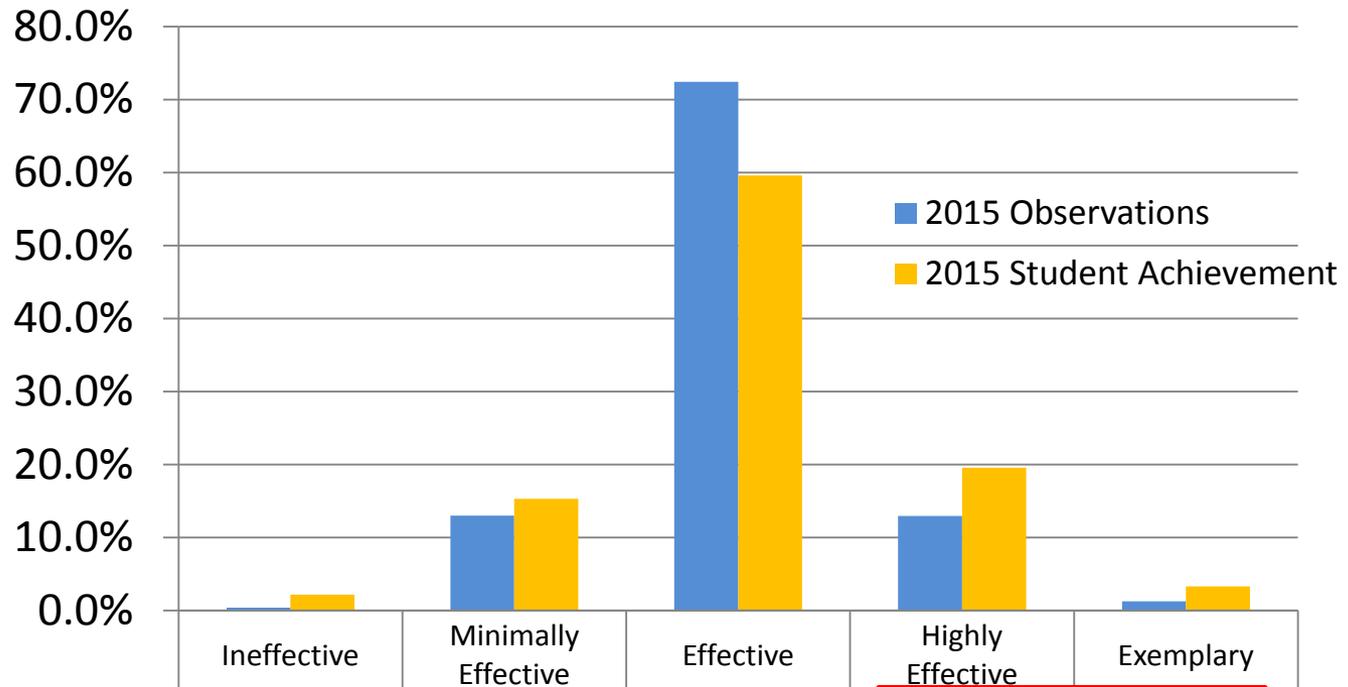
# Types of Individual Measures

- **All Individual Measures for 2014 Include:**  
SBA, EOC, DIBELS, DRA, ACT, ACT Plan, CLV, Discovery, MAPS, STAR, TABE
- **All Individual Measures for 2015 Include:**  
SBA, EOC, DIBELS, DRA, EOCStar, ACT, ACT Plan, ACT-WK, CLV, Discovery, MAPS, LEAP, Scantron, STAR, TABE

# Statewide Observation Ratings – 2014 and 2015 Comparison



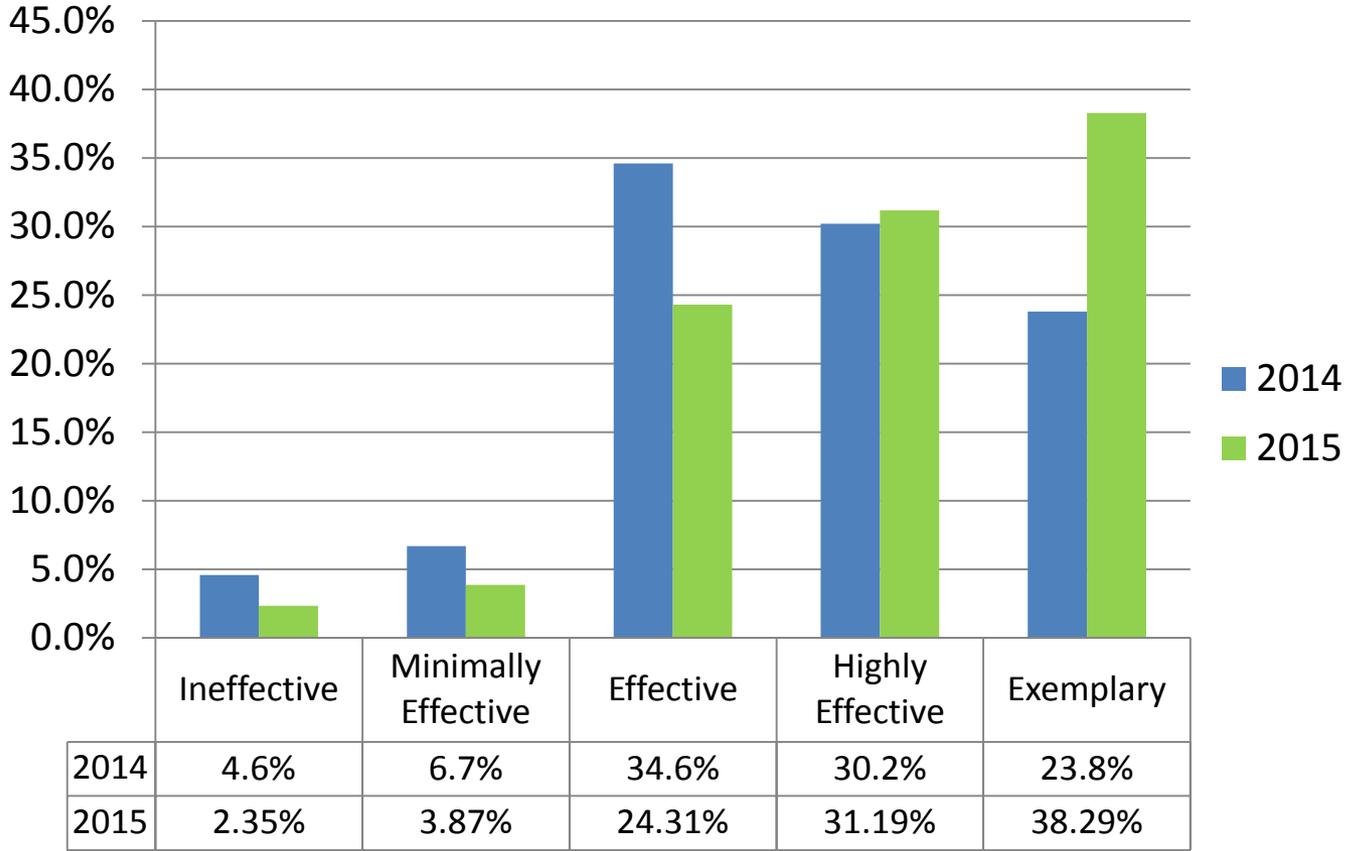
For the second year in a row, the student achievement measure identified more Highly Effective and Exemplary teachers than did observations alone.



2015 Observations	0.4%	13.0%	72.4%	12.9%	1.3%	→ 14%
2015 Student Achievement	2.2%	15.3%	59.6%	19.6%	3.3%	→ 23%



# Statewide Teacher Attendance Ratings – 2014 and 2015 Comparison



Attendance ratings improved significantly from last year, amounting to approximately 18,000 additional instructional days that students received from a licensed teacher as opposed to a substitute and an estimated \$1.2 million in substitute teacher cost savings for school districts.

# Correlations

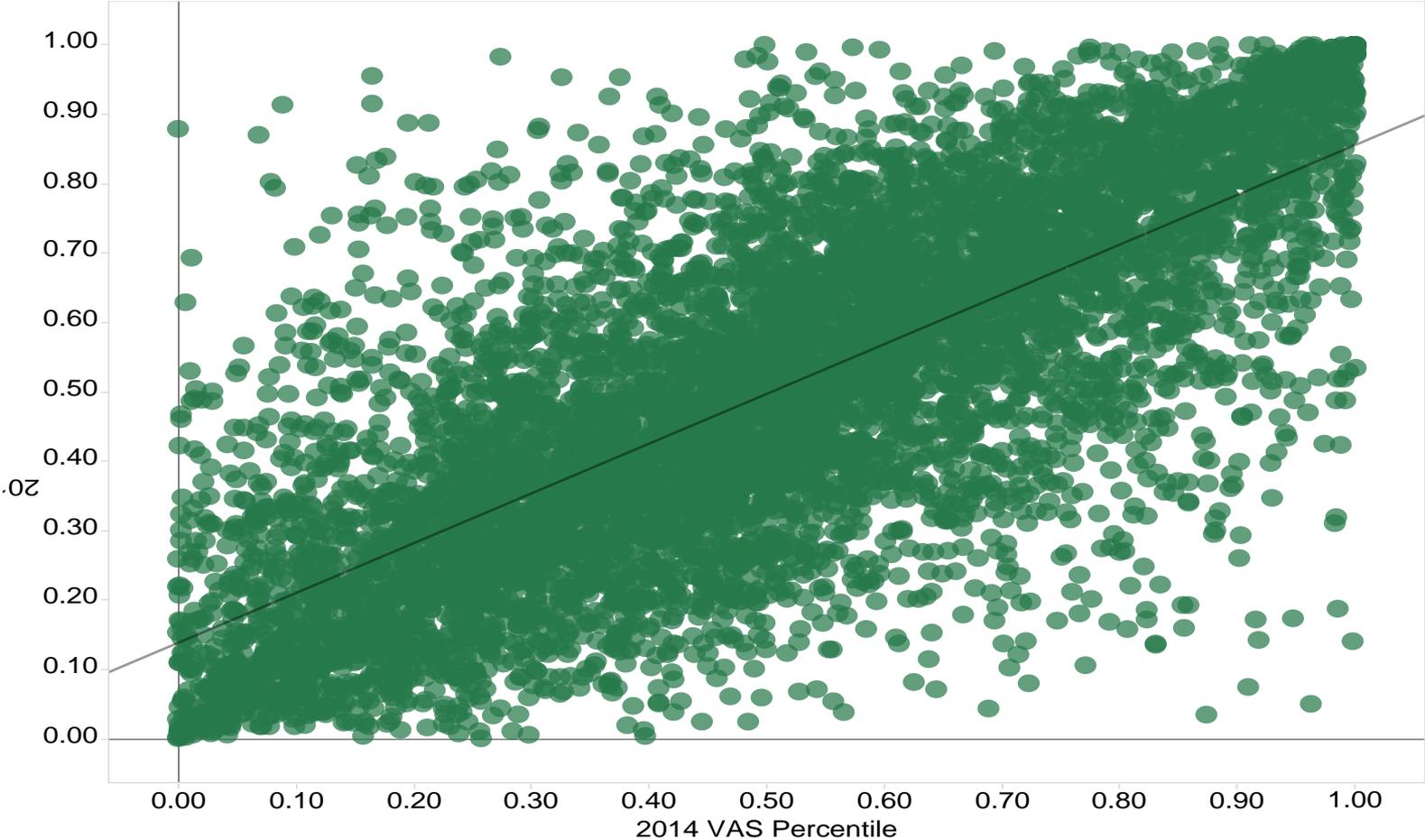
- Strength of the relationship between two sets of data.
  - How much information in year 2 can be derived from information in year 1.
- Scatterplot demonstrates how closely related the data is to a perfect correlation.
- Correlations “rule of thumb”
  - Very strong      0.7-1
  - Strong            0.4-0.69
  - Moderate        0.3-0.39
  - Weak             0.2-0.29
  - No relationship 0.01-0.19

# Correlations

- Summative Score 2014 vs. Summative Score 2015
  - Correlation = 0.5748
- All Individual Measures 2014 vs. All Individual Measures 2015
  - Correlation = 0.7427
- SBA VAS 2014 vs. SBA VAS 2015
  - Correlation = 0.7714
- EoC VAS 2014 vs. EoC VAS 2015
  - Correlation = 0.5730
- Observation Domains 2 and 3 2014 vs. 2015
  - Correlation = 0.6022
- Multiple Measure Domains 1 and 4 2014 vs. 2015
  - Correlation = 0.5196
- Teacher Attendance 2014 vs. 2015
  - Correlation = 0.2854
- Survey Proportion 2014 vs. 2015
  - Correlation = 0.3834

# All Individual Measures 2014 vs. All Individual Measures 2015

Correlation = 0.7427



# Continued Support

- Teachers Pursuing Excellence
  - Site level support
  - Collective team impact
  - Professional Growth Plans
- Accuroster (Teacher Student Data Link)
  - Roster verification
  - Assessment rosters released in the spring
- Regional guidance and training
- HQT Flexibility