

## CARLSBAD MUNICIPAL SCHOOLS RESPONSE TO QUESTIONS

### TEACHER AND PRINCIPAL EVALUATION PANEL: AREA SCHOOL DISTRICTS

- 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.**

*Review district implementation plan which is attached.*

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

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

*We will use Teachscape exclusively.*

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

**Please outline the number and percent of each group's effectiveness ratings (i.e., exemplary, highly effective, effective, minimally effective, or ineffective).**

*Number and percent of teachers in the district that fall in the following groups (344 teachers evaluated in 2013-2014).*

*a. Group A – total of 191 teachers*

- EXEMPLARY: 0 teachers, or 0%*
- HIGHLY EFFECTIVE: 11 teachers, or 6%*
- EFFECTIVE: 101 teachers, or 53%*
- MINIMALLY EFFECTIVE: 75 teachers, or 39%*
- INEFFECTIVE: 4 teachers, or 2%*

*b. Group B – total of 85 teachers*

- EXEMPLARY: 0 teachers, or 0%*

- ii. *HIGHLY EFFECTIVE: 9 teachers, or 11%*
- iii. *EFFECTIVE: 65 teachers, or 76%*
- iv. *MINIMALLY EFFECTIVE: 11 teachers, or 13%*
- v. *INEFFECTIVE: 0 teachers, or 0%*

c. *Group C – total of 68 teachers*

- i. *EXEMPLARY: 0 teachers, or 0%*
- ii. *HIGHLY EFFECTIVE: 7 teachers, or 10%*
- iii. *EFFECTIVE: 50 teachers, or 74%*
- iv. *MINIMALLY EFFECTIVE: 11 teachers, or 16%*
- v. *INEFFECTIVE: 0 teachers, or 0%*

**4. For principals and assistant principals, what is the number and percent of these administrators in your school district/charter school in each of the following groups:**

- *Group A: New Mexico licensed administrators (Level 3-B); serve as Principal/Director, Assistant Principal, Dean of Students, or Athletic Directors; and supervise and evaluate certified teachers; and*
- *Group B: district-level administrators; and Athletic Directors and Deans of Students that do not have Level 3-B licenses.*

**Please outline the number and percent of each group’s effectiveness ratings (i.e., exemplary, highly effective, effective, minimally effective, or ineffective).**

*Due to the late business rules that were established by PED regarding a Principal’s evaluation the district opted to use the HOUSEE evaluation system that was in place from previous years.*

**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?**

*Yes, the district shared the 2013-2014 evaluation results with all teachers in the district. All summative evaluations were given to all teachers in the district to serve as a baseline for further evaluations. Principal NM Teach summative evaluation results were not used in Carlsbad due to the late business rules that were established by PED for their evaluations.*

**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.**

*No, Carlsbad Municipal Schools did not participate in the NM Teach and School Leader Evaluation Pilot Project.*

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

*Comments:*

- a. Training in the 2013-2014 school year was ineffective for administrations due to the fact that the training platform was not completed and accessible to participants when PED had their trainings. Many of the administrators that attended the training were unable to login to the site and internet capability was limited kicking participants out of the site.*
- b. Due to the late business rules established for principals it was not fair to evaluate principals using the NM Teach School Leader Evaluation system established by NMPED.*
- c. The evaluation system percentages for each of the three categories needs to be revisited. Teachers should not be held to 50% of their evaluation results being tied to Student Achievement Measures.*