

Indicator (a)(6)	Indicate, for each LEA in the state, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.
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Information in narrative below current as of February, 2010.

NMSA 22-10A-4. Teachers and school administrators; professional status; licensure levels; salary alignment.

Subsection A references ‘teaching and school administration professions are to educate the children of this state . . .’

Subsection C states that a “level two license is given to a teacher who is a fully qualified professional who is primarily responsible for ensuring that students meet and exceed department-adopted academic content and performance standards; . . .” Teachers may commence on a career path to become a school administrator. Therefore, the principal is also charged with ensuring that students meet and exceed the same academic content and performance standards.

The New Mexico Principal Evaluation System addresses student growth and performance in its Principal Leadership Competencies and Indicators. Below is a list of competencies and indicators within the evaluation that specifically require the use of student growth and/or achievement data:

Competency 1: The Principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community.

Indicator 1.2: Uses accountability literacy in making decisions about student success and achievement.

Indicator 2.2: Builds and sustains relationships through team development and mediation skills to promote a climate of cooperation and student success

Indicator 3.1: Identifies and assesses student and staff performance to inform professional development needs.

Indicator 5.3: Creates a student centered school environment and strengthens relationships among all stakeholders to improve student performance.

To view a complete list of competencies and indicators in the New Mexico Principal Evaluation System, click on the link below.

http://teachnm.org/uploads/docs/housse_a.pdf

Additionally, please see below for an excerpt of the guidance found in the Principal Evaluation System handbook (also known as the HOUSSE-P handbook). Within this handbook, it is recommended that student data be utilized to evaluate school leaders and could take the form of any one of the items on the bulleted list.

Data are an essential part of the evaluation process. As such, data must be collected and analyzed on an ongoing basis and must be referenced in the evaluation process.

Data sources could include:

- *Student Performance Data (e.g. SBA, Short Cycle, DIBELS, ACT, SAT)*
- *National Standardized Tests*
- *Student Attendance*
- *Dropout Rates*
- *Discipline Referrals*
- *Course Failure Rates*
- *Recognition Programs & Awards*

To view the complete Principal Evaluation System handbook (also known as the HOUSSE-P handbook), click on the link below.

http://teachnm.org/uploads/docs/housse_handbook.pdf