



## ***2016 TEACHER EVALUATION RELEASE***

### **BACKGROUND**

- This is New Mexico's third year of NMTEACH, the statewide teacher evaluation system.
- NMTEACH scores are based on a combination of students improvement, classroom observations, and multiple measures
  - Student achievement is worth 50% ONLY if a teacher has three years' worth of student data available. If not, the student achievement portion is weighted less and redistributed to the observation portion of the evaluation.
  - Classroom observations measure four domains: 1) Planning and Preparation, 2) Creating an environment for learning, 3) Teaching for Learning, and 4) Professionalism.
  - Multiple measures include areas such as: professionalism, preparation, teacher attendance, and parent/student surveys.
- NMTEACH ratings are assigned based on 5 Effectiveness levels: Exemplary, Highly Effective, Effective, Minimally Effective, and Ineffective.

### **2016 CHANGES**

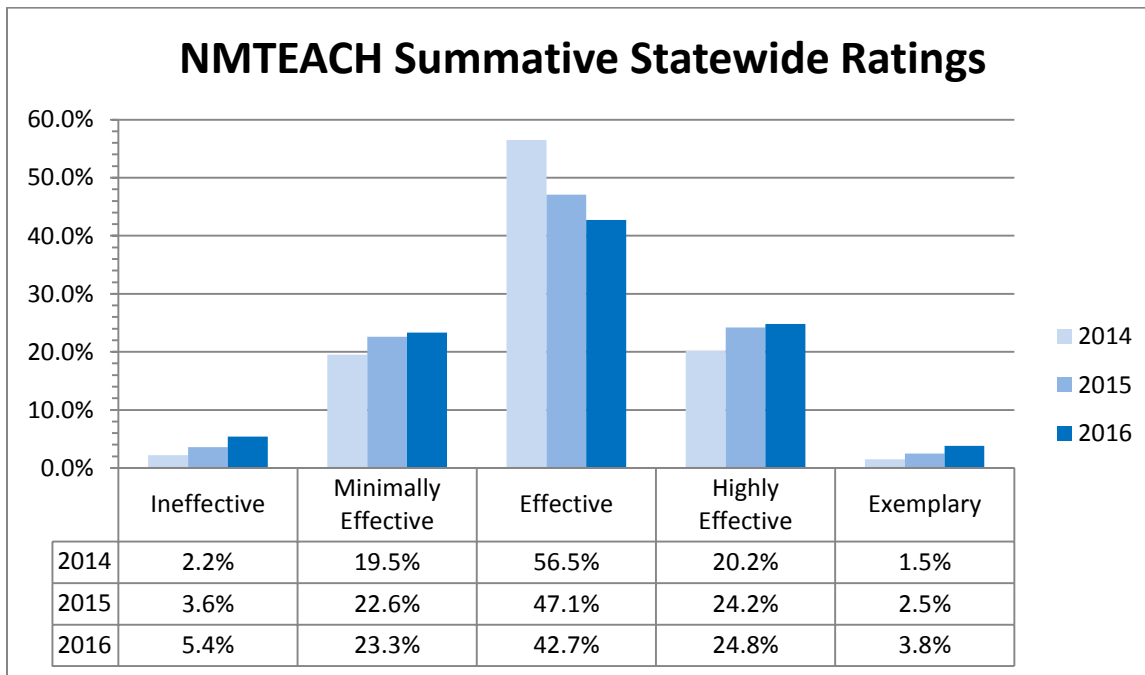
- In January 2016, PED modified the NMTEACH system to create greater statewide uniformity in implementation, and district selection of assessments is no longer allowed.
- Key Changes for 2016 include:
  - Simplified approach
  - Eliminate all assessments except for SBA/PARCC, PED-approved EoCs, and DIBELS/IDEL
  - 2015-2016 NMTEACH summative reports will have the most recent school year's student achievement data
  - Teachers who incur three or less absences will not have any points deducted from that portion of their evaluation summary
- These changes reduce number of possible Groups, Tags, and Levels from 107 iterations to 3, establishes a streamlined approach to explaining student achievement, and group student achievement measures are eliminated.

(Graduated Considerations/Multiple Measures)	Student Achievement	Classroom Observation (Domains 2 and 3)	Classroom Observation (Domains 1 and 4)	Teacher Attendance and/or Surveys
Step 1: Teachers who have no student achievement in the last 3 years	0%	50%	40%	10%
Step 2: Teachers with 1-2 years of student achievement measures? (STAM) who teach courses related to STAM	25%	40%	25%	10%
Step 3: Teachers with 3 years of STAM who teach courses related to STAM	50%	25%	15%	10%

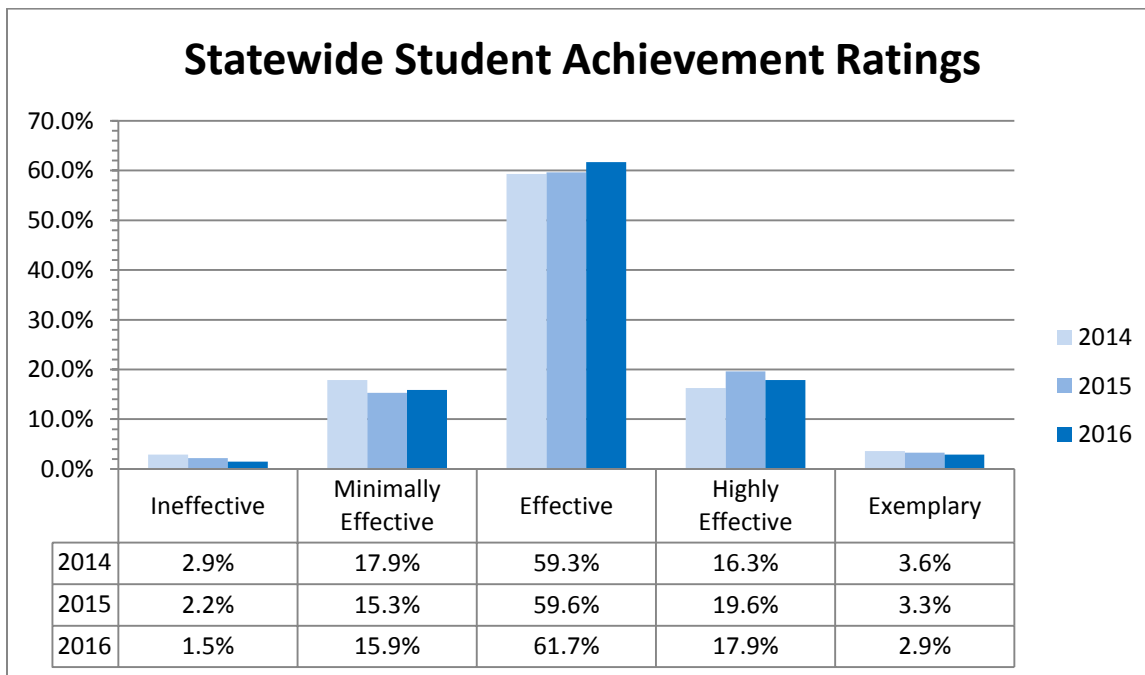
## **2016 FACTS**

- 21, 141 teachers received summative scores
  - 17,522 have student achievement measures (82.9%)
    - 8,863 have three years of data (41.9%)
    - 5,154 have two years of data (24.4%)
    - 3,505 have one year of data (16.6%)
  - 3,619 have no student achievement measures (17.1%)

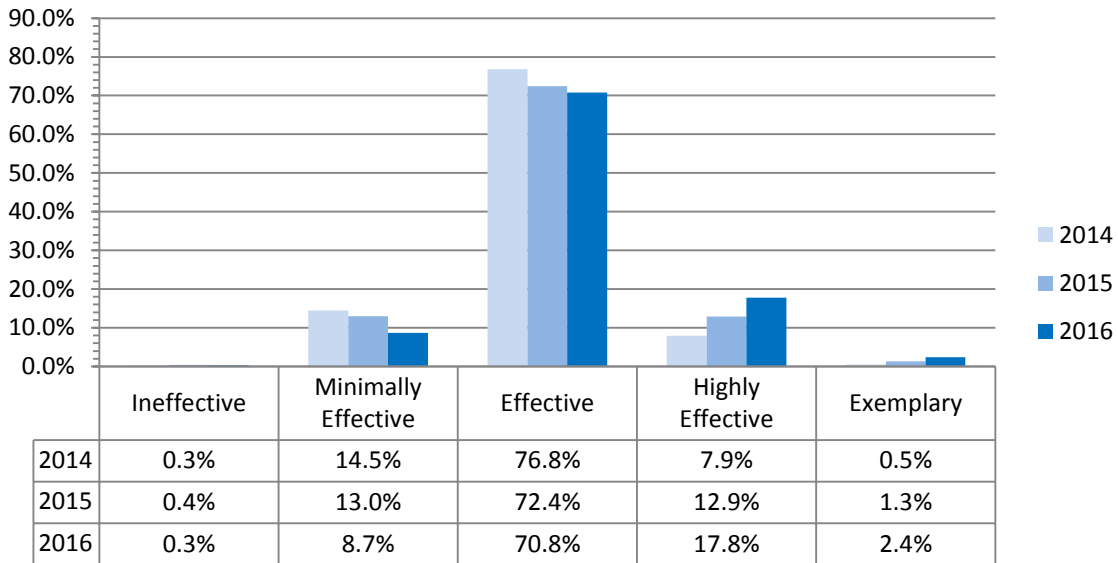
## **2016 RESULTS**



## **EVALUATION COMPONENTS**



## Statewide Observation Ratings



## Statewide Attendance Ratings

