Table C: Teacher Effectiveness Formulations Group C Teachers (K-2)

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| --- | --- | --- | --- | --- |
| **StudentAchievementFormula(50%)** | **Elem #** | **Observ.Protocol (40%)** | **MultipleMeasure 2 (10%)** | **Total #** |
| DIBELS(35) + ACCESS(15) | 1 | 2 | Teach Att (5)Surveys(5) | 1 |
| DIBELS(35) + Discovery(15) | 9 | 2 | Teach Att(10) | 9 |
| DIBELS(35) + Discovery(15) | 2 | 1 | Teach Att(10) | 2 |
| DIBELS(35) + Discovery(15) | 1 | 1 | Surveys(10) | 1 |
| DIBELS(35) + Discovery(15) | 1 | 3 | Teach Att (5)Surveys(5) | 1 |
| DIBELS(35) + Discovery(15) | 1 | 1 | Teach Att (5)Surveys(5) | 1 |
| DIBELS(35) + GLV(15) | 2 | 1 | Teach Att(10) | 2 |
| DIBELS(35) + GLV(15) | 3 | 2 | Teach Att(10) | 3 |
| DIBELS(35) + GLV(15) | 1 | 2 | Teach Att (5)Surveys(5) | 1 |
| DIBELS(35) + GLV(15) | 1 | 1 | Teach Att (5)Surveys(5) | 1 |
| DIBELS(35) + MAPS(15) | 2 | 1 | Teach Att(10) | 2 |
| DIBELS(35) + MAPS(15) | 1 | 2 | Teach Att (5)Surveys(5) | 1 |
| DIBELS(35) + MAPS(15) | 1 | 2 | Surveys(10) | 1 |
| DIBELS(35) + MAPS(15) | 1 | 1 | Teach Att (5)Surveys(5) | 1 |
| DIBELS(35) + Q1 Growth(15) | 3 | 1 | Surveys(10) | 3 |
| DIBELS(35) + Q1 Growth(15) | 1 | 2 | Teach Att(10) | 1 |
| DIBELS(35) + Q3 Growth(15) | 1 | 2 | Teach Att(10) | 1 |
| DIBELS(35) + Star(15) | 1 | 1 | Teacher Att(10) | 1 |
| DIBELS(35) +SLV(15) | 3 | 2 | Teach Att(10) | 3 |
| DIBELS(50) | 14 | 2 | Teach Att(10) | 14 |
| DIBELS(50) | 11 | 1 | Teach Att(10) | 11 |
| DIBELS(50) | 3 | 1 | Teach Att (5)Surveys(5) | 3 |
| DIBELS(50) | 1 | 2 | Teach Att (5)Surveys(5) | 1 |
| DIBELS(50) | 2 | 1 | Surveys(10) | 2 |
| DIBELS(50) | 2 | 3 | Teach Att(10) | 2 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **StudentAchievementFormula(50%)** | **Elem #** | **Observ.Protocol (40%)** | **MultipleMeasure 2 (10%)** | **Total #** |
| DIBELS(50) | 1 | 1 | Teach Att (5)Surveys(5) | 1 |
| Discovery(35) + Dibels(15) | 1 | 1 | Surveys(10) | 1 |
| Discovery(35) + DIBELS(15) | 1 | 3 | Teacher Att(10) | 1 |
| Discovery(35) + DIBELS(15) | 1 | 1 | Teach Att(10) | 1 |
| Discovery(50) | 1 | 1 | Teach Att(10) | 1 |
| Discovery(50) | 2 | 2 | Teacher Att(10) | 2 |
| Discovery(50) | 1 | 1 | Surveys(10) | 1 |
| EOC\*(35) + GLV(15) | 1 | 2 | Surveys(10) | 1 |
| GLV(35) + DIBELS(15) | 1 | 1 | Surveys(10) | 1 |
| GLV(35) + DIBELS(15) | 1 | 2 | Teach Att (10) | 1 |
| GLV(35) + Discovery(15) | 1 | 2 | Surveys(10) | 1 |
| GLV(50) | 3 | 2 | Teach Att(10) | 3 |
| GLV(50) | 1 | 2 | Teach Att (5)Surveys(5) | 1 |
| MAPS(35) + Discovery(15) | 1 | 2 | Teach Att(10) | 1 |
| MAPS(35) + GLV(15) | 1 | 3 | Teach Att (5)Surveys(5) | 1 |
| MAPS(50) | 1 | 2 | Teach Att(10) | 1 |
| Star(50) | 1 | 1 | Teacher Att(10) | 1 |
| **Total Variants:** | **42** |  |  |  |
| **Unique Variants(one-offs)** | **28** |  |  |  |

The columns contain the following information:

|  |  |
| --- | --- |
| **Student Achievement****Formula (50%)** | The Student Achievement Formula column contains the contents of the student-based test component. NMPED requires that 50% of the teacher effectiveness score be derived from improved student scores. This column specifies the breakdown of the 50%. |
| **Elem #** | The Elem # column contains the number of school districts in New Mexico that use this exact formulation for calculating teacher effectiveness scores for elementary-level teachers (excluding K-2 teachers). |
| **Observ****Protocol****(40%)** | All teachers are observed on several Domains. Forty per-cent (40%) of their total score is based on this element. This column indicates what observation protocol is used. There are three different protocols, and they are fully explained ***here*** in Table D. |
| **MultipleMeasure 2 (10%)** | The remaining 10% of the NMPED framework is provided by the Multiple Measure. Two measures are allowed - student surveys and teacher attendance. This column indicates how the multiple measures are calculated. |
| **Total #** | The Total # column indicates how many times this exact combination of Student Test scores, observation methods and multiple measures is used throughout the state. A “1” in this column shows that this particular combination is unique. |