Table D: NMPED Definitions used in Tables A-C

The definitions below are copied verbatim from the NMPED/NMTEACH website on Teacher Effectiveness:

http://ped.state.nm.us/ped/NMTeach\_EvaluationPlanPDFs.html

For each approved plan, the definitions are appended as pages 2 and 3 of the plan.

***Teacher Groups***

Group A Group A teachers are those who teach a grade or subject in which the Standards Based Assessment (SBA) is taken. The specific school level, i.e. Elementary, Middle, High, is determined by the teacher’s course code assignments in STARS.

Group B Group B teachers are those who teach a grade or subject in which the Standards Based Assessment (SBA) is NOT taken. The specific school level, i.e. Elementary, Middle, High, is determined by the teacher’s course code assignments in STARS.

Group C Group C teachers are comprised of teachers who teach students in kindergarten through second grade.

Grade 3 Group A - Elementary Grade 3: Districts which receive K-3 Plus and/or Reads to Lead funding already use Dibels as part of their program. Rather than creating an additional testing event for third graders (to ensure grade three matches the chosen Group A - Elem Improved Student Achievement measure for grades four and five), these districts may use the Dibels assessments for their third grade classes and choose a separate student achievement measure for grades four and five.

***Student Achievement Formula Terms***

ACCESS Assessing Comprehension and Communication in English State to State for English Language Learners is the secure State-wide test for K-12 students who have been designated as English Language Learners.

CLV Content Level VAM – This means that a specific content portion of the SBA is extracted and then applied to all teachers in a selected group. For example, applying the average Math VAM to teachers who are not linked to a math assessment directly, e.g. Computer Science teachers.

DIBELS Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is an assessment system designed to measure K-6 grade student acquisition of early literacy skills. The composite scores for kindergarten through second grade at the three benchmarking periods (beginning of year, middle of year, and end of year) are used to determine the grade level VAS (GLV) for Group C teachers.

Discovery Discovery Interim Assessments are administered three times throughout the school year and used to evaluate if students are making progress in the grade-level reading or math standards, and are on track to perform well on the summative statewide assessment (SBA through 2014, PARCC beginning 2015). The student-level data for grades 2 through 10 in reading or math may be used as a student achievement measures (STAM). The four approved interim assessments are:

• Discovery Education

• Houghton Mifflin Harcourt, Riverside Interim Assessment

• Northwest Evaluation Association (MAPS)

• Renaissance Learning (STAR Reading or STAR Math)

EOC End of Course Exams – These are intended to replace final exams. The district is responsible for providing approved EoCs. Districts and charters must select a fallback aggregate measure in the case a teacher does not administer PED-approved EoCs. Available fallback aggregate measures include: CLV, GLV, and the following based on school grades: School-level VAM, Q1 or Q3 growth component of the School Grade.

EOC\* End of Course Exams – These are intended to replace final exams. The district is responsible for providing approved EoCs. Districts and charters must select a fallback aggregate measure in the case a teacher does not administer PED-approved EoCs. Available fallback aggregate measures include: CLV, GLV, and the following based on school grades: School-level VAM, Q1 or Q3 growth component of the School Grade.

GLV Grade Level VAM – Teachers will receive points based on the average VAM of all students in a particular grade level.

MAPS Interim Assessments are administered three times throughout the school year and used to evaluate if students are making progress in the grade-level reading or math standards, and are on track to perform well on the summative statewide assessment (SBA through 2014, PARCC beginning 2015). The student-level data for grades 2 through 10 in reading or math may be used as a student achievement measures (STAM). The four approved interim assessments are:

• Discovery Education

• Houghton Mifflin Harcourt, Riverside Interim Assessment

• Northwest Evaluation Association (MAPS)

• Renaissance Learning (STAR Reading or STAR Math)

Q1 Growth Quartile 1 Growth measures the student achievement growth of the students who are in the bottom 25% of student test scores in your school. Q1 Growth is reflected in your School Report Card.

Q3 Growth Quartile 3 Growth measures the student achievement growth of the students who are in the top 75% of student test scores in your school. Q3 Growth is reflected in the School Report Card.

Riverside Interim Assessments are administered three times throughout the school year and used to evaluate if students are making progress in the grade-level reading or math standards, and are on track to perform well on the summative statewide assessment (SBA through 2014, PARCC beginning 2015). The student-level data for grades 2 through 10 in reading or math may be used as a student achievement measures (STAM). The four approved interim assessments are:

• Discovery Education

• Houghton Mifflin Harcourt, Riverside Interim Assessment

• Northwest Evaluation Association (MAPS)

• Renaissance Learning (STAR Reading or STAR Math)

SBA This means that teachers earn points based on the Value Added Model that is calculated using the SBA (as related to any given course code) and will be assigned to the teacher directly based upon the student roster. E.g. A 5th grade teacher may earn VAS points based on his or her students’ performance on the 5th grade math and reading SBA.

SLV Teachers will receive points based on the School Growth as reflected in the school report card.

STAR Interim Assessments are administered three times throughout the school year and used to evaluate if students are making progress in the grade-level reading or math standards, and are on track to perform well on the summative statewide assessment (SBA through 2014, PARCC beginning 2015). The student-level data for grades 2 through 10 in reading or math may be used as a student achievement measures (STAM). The four approved interim assessments are:

• Discovery Education

• Houghton Mifflin Harcourt, Riverside Interim Assessment

• Northwest Evaluation Association (MAPS)

• Renaissance Learning (STAR Reading or STAR Math)

***Observation Options (Protocols)***

Option 1 3 observations conducted by an individual school administrator (approved)

• Essential component: a licensed school administrator in NM and

must be “approved” to conduct observations through PED training

• All New Mexico administrators are required to attend NMPED’s full

three-day training (NMSA 22-10A-19)

• All Districts are required to select a leadership team for regional follow-ups.

Option 2 2 observations conducted: one each by two separate school administrators (approved).

Option 3 2 observations conducted: one by a licensed school administrator (approved) and

one by an external “certified” observer.

• External observers must attend the three-day PED training.

• Must obtain certification by passing the assessment of the adopted

observation protocol.

• External observers may be selected by districts or PED.

***Multiple Measure 2***

Surveys Student Survey

Teach Att Teacher Attendance