2016 NMTEACH System Changes

Goals

1. Address major liabilities resulting from litigation
   - Uniformity
   - Transparency
   - Clarity
2. Simplify processes for districts/charters and PED
3. Establish a timeline for using the most current data available
   - Currently, the data is delayed by one school year
   - Enhances Pay for Performance delivery to teachers with data from most recent student achievement
   - Enhances data for Teacher Preparation programs to current year of performance
4. Moving the timeline enhances the understanding that this system **isn't** being used for termination decisions

Legal Rationale

Recently, NEA and AFT have advanced lawsuits set on eliminating any meaningful teacher evaluation. These lawsuits have exposed that the flexibility provided to local authorities has created confusion and complexity. Judge Thomson used this complexity when granting an injunction in the AFT case—citing a confusing array of classifications, tags, assessments, graduated considerations, etc. Judge Thomson made clear that he views this local authority as a threat to the statutorily required uniformity of the system.

The proposed changes would:

- Provide a single plan that all districts and charters would use, providing greater uniformity.
- Simplify the model from 107 possible classifications to three.
- Move the summative evaluation delivery date from May 1 of each year to September. By moving to this date, the most recent data will be available to teachers and principals within the evaluation cycle.
- Eliminate all assessments except for SBA/PARCC, End of Course exams, and DIBELS, resulting in a reduction in over-testing at the local level.
- The proposed improvements would go into effect this calendar year, with teachers being evaluated on the Steps system in Fall 2016.

Proposal (Graduated Considerations/Multiple Measures)	Student Achievement	Classroom Observation (Domains 2 and 3) Creating an Environment for Learning & Teaching for Learning	Domains 1 and 4 Planning and Preparation & Professionalism	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%

Distribution of Teachers in Proposed Steps Model

Step 1 (0 Years)	Step 2 (1-2 Years)	Step 3 (3 Years)
6484 (31.4%)	8133 (39.4%)	6014 (29.2)

Rationale

Benefit to system

- Responds to Judge Thomson's concern regarding uniformity.
  - Each district and charter will have the same plan, therefore eliminating the argument that NMTEACH is still lacking uniformity and objectivity.
- Maintains consistency of the framework from the prior two years.
- Continues to allow teachers to build into the system.
- Teacher's Student Achievement Measures will not be fully weighted until three years of data are available.
- Teachers will only receive evaluations that have INDIVIDUAL student data.
- Results are similar.
- Uniformity of the system is in application and perception.
- Effectuates a more streamlined process for compiling data at PED.
- Intuitive understanding of the system by any interested stakeholder.
- Trouble shooting of data concerns is statewide and not by district.
- Teachers will have three years of data sooner under this implementation.
- Maintains the same stability realized under groups and tags.
- Timing:
  - Implementing PARCC creates a good opportunity.
  - Responsiveness to concerns within the injunction.

Benefit to Stakeholders

- Less testing.
- Relieves reporting burden on districts:
  - Simplified STARS reporting,
  - Interim Assessment reporting, and
  - Accuroster is more defined/less need for revision.
- Uses the same data and principles of the NMTEACH system, but is easier to understand.
- Makes the focus on the data (student achievement, observations, and multiple measures) as opposed to groups, tags, and levels.
  - Groups, tags, and levels were the second most asked queried topics for both 2013-2014 and 2014-2015.
- Eliminates assessment data uploads of certain assessments.
  - Mitigates district error of uploading.
  - Maintains interim assessments for non-summative purposes.
- Timing is more relevant to supporting teachers in the statutory PDP/PGP process.
- All data is the most current data available.
  - Rewards and sanctions are based on 3 month old data, as opposed to 14 months.
- Interactive access is more attainable.