

# New Mexico Public Education Department (NMPED)

**Evaluation System:** NMTEACH

**History:** Implemented in the 2013-2014 school year under Governor Susana Martinez and State Education Secretary Hanna Skandera and continues now under Governor Susana Martinez and State Education Secretary Christopher Ruszkowski.

**How it works:** Teachers earn one of five evaluation ratings.

**Impact on salary:** New Mexico gives local districts the authority to set pay scales and therefore any connection between teacher salaries and this evaluation system must be decided by each individual district. The state mandates a minimum starting salary, but districts determine the remainder of the schedule.

## REFLECTING ON SYSTEM

### Notable features

- Requires multiple objective measures: Among all 50 states and the District of Columbia, New Mexico is the only state in which the teacher evaluation system articulates specific percentage requirements for five distinct components. These five components include: student growth, observations, professionalism, student surveys, and teacher absenteeism.
- Includes “teacher absenteeism” as a specific metric: Nationwide, New Mexico is the only state to specifically require that teacher absenteeism be included as part of a teacher’s summative evaluation rating. Under this component, comprising five percent of a teacher’s overall rating, each New Mexico district submits teacher absences to the New Mexico Public Education Department. Absences due to the Family and Medical Leave Act, bereavement, jury duty, military leave, religious leave, professional development, or coaching are excused. In addition, there is a grace period of up to six days, meaning that if a district reports six days absent for a teacher, the teacher earns 100 percent of the possible points for attendance. If a district reports more than six days absent for a teacher, however, all of that teacher’s absences are included in her evaluation.

“The impact of including teacher attendance has helped to increase the number of hours that students are served by fully qualified teachers.”

— Matthew Montañó, former Deputy Cabinet Secretary of Teaching and Learning at the New Mexico Public Education Department<sup>94</sup>

Example of possible calculations:

	# of absences reported	Weight	Possible summative points	Summative points earned
Teacher A	0	1	10	10
Teacher B	19	0.05	10	0.5
Teacher C	25	0	10	0
Teacher D	6.5	0.675	10	6.75

- Is fully integrated into New Mexico’s teacher preparation, licensure, and support systems:
  - Teacher preparation program accountability: New Mexico requires educator preparation programs to collect and report data on the performance and effectiveness of program graduates, as measured by student growth data.
  - Licensure advancement/renewal: To advance in their licensure, teachers must demonstrate evidence of teacher effectiveness and student learning, which may be demonstrated by earning at least 50 percent of the possible points in the improved student achievement domain of their effectiveness report. To renew their licenses, teachers must demonstrate how they meet the competencies and indicators for their licensure level through their annual evaluation.

### Opportunities for improvement

- New Mexico's definition<sup>87</sup> for "ineffective teacher" under the Every Student Succeeds Act (ESSA) includes not only any teacher who earns an ineffective rating under its teacher evaluation system, but also any teacher who earns a student growth rating in the bottom decile statewide. This definition supports New Mexico's work to ensure that its students — including and particularly the state's low-income students and students of color — have access to teachers with the demonstrated ability to increase student learning and growth. In doing so, it enables New Mexico to better serve some of its most vulnerable students. As it moves forward with its teacher evaluation system implementation, New Mexico should fully integrate its rigorous definition for "ineffective teacher" under the ESSA into its teacher evaluation system. This policy change would help ensure that any teacher who earns student growth ratings in the bottom decile statewide earns an ineffective evaluation rating and has access to the necessary resources and supports to improve her practice.

### Notable changes to system since inception

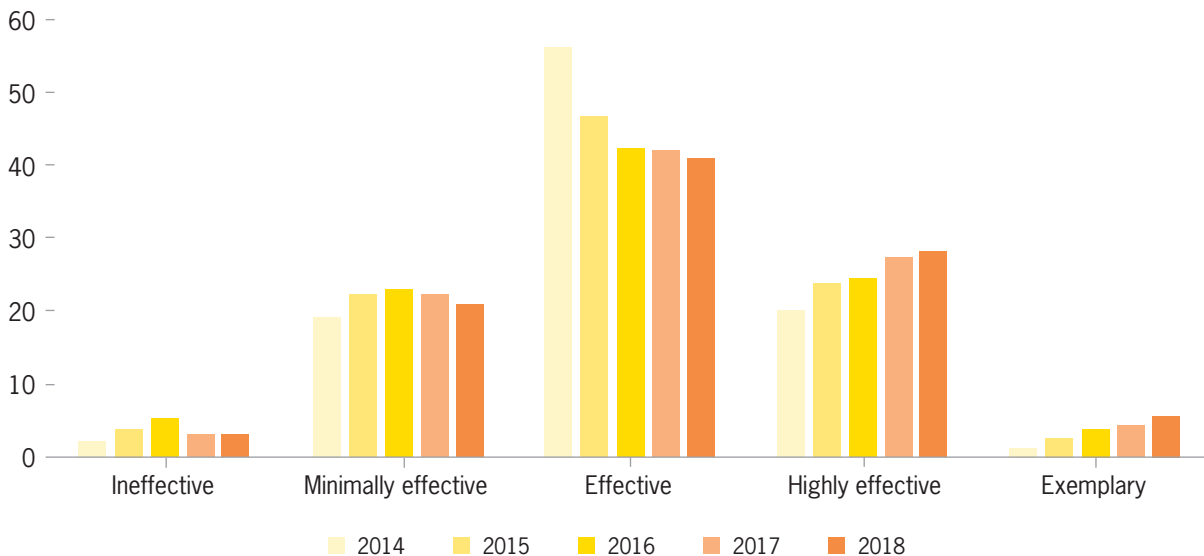
- When New Mexico's evaluation system was first implemented, student growth accounted for 50 percent of a teacher's evaluation rating. As of the 2017-2018 school year, based on recommendations from New Mexico's teachers and leaders, student growth is currently weighted at 35 percent.<sup>88</sup>

## EVIDENCE OF IMPACT

### Provides a more valid measure of teacher quality?

Yes, teachers in New Mexico earn ratings that are substantially more widely distributed across NMTEACH's rating categories than teachers in other states,<sup>89</sup> which enables New Mexico to differentiate the resources and supports available to teachers with differing levels of effectiveness.

New Mexico teacher ratings between 2014-2018<sup>90</sup> :



“We are able to distinguish teachers at five levels with a greater understanding of how they’re impacting student achievement.”

— Matthew Montañó, former Deputy Cabinet Secretary of Teaching and Learning at the New Mexico Public Education Department<sup>95</sup>

“We have stuck to the premise that student achievement is not just a part of the evaluation system, but an extremely important part of the evaluation system.”

— Matthew Montañó, former Deputy Cabinet Secretary of Teaching and Learning at the New Mexico Public Education Department<sup>96</sup>

The percentage of teachers rated below effective among 24 states:<sup>91</sup>

State	Percentage	State	Percentage
New Mexico	28.7	Maryland	2.6
Oregon	11.7	Michigan	2.4
Tennessee	11.4	North Carolina	2.3
Kansas	11.1	Florida	2.2
Arizona	7.0	Idaho	2.2
Louisiana	6.0	Indiana	2.2
Massachusetts	4.9	Georgia	2.0
New York	4.9	Delaware	1.9
Colorado	4.2	Rhode Island	1.7
Connecticut	4.0	New Jersey	1.6
Ohio	3.7	Pennsylvania	1.4
Washington	3.5	Hawaii	0.7

New Mexico’s ability to track the percentage of students taught by teachers earning different evaluation ratings is critically important in enabling New Mexico policymakers to make progress in closing its achievement and opportunity gaps. During the 2016-2017 school year, nearly 77 percent of New Mexico’s students of color were taught by teachers rated effective, highly effective, or exemplary. In fact, more students of color in New Mexico — both a higher number and a higher percentage — are being taught by highly effective and exemplary teachers than nonminority students.

**Helps all teachers improve?**

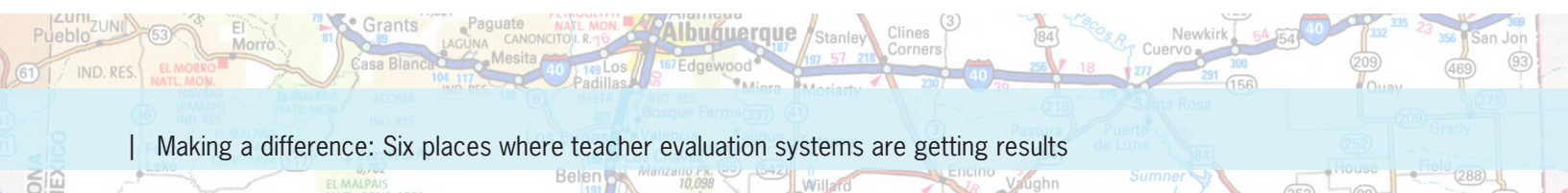
Yes, New Mexico’s system allows the state to give teachers precise insight into areas of improvement. The state’s teachers receive their evaluation ratings as early as August, and these evaluation ratings are directly linked to professional development opportunities. Between 2015 and 2018, over 1,000 more teachers earned exemplary and highly effective ratings under NMTEACH.<sup>92</sup>

**Correlates with increased student achievement?**

Yes, between 2015 and 2018, 11,000 more students demonstrated grade-level proficiency in math and 13,000 more students are reading on grade level — with Native American students improving their reading results more than any other group of students, by 8.2 percentage points.<sup>93</sup> Note that these gains cannot be tied directly to the evaluation system without a controlled study.

“Our Teacher of the Year (TOY) is selected with NMTEACH. Therefore, we know our TOY will not have simply won a series of popularity contests. This past year’s recipient, Ivonne Orozco, popped on her NMTEACH evaluation, and everyone who has gotten to interact with her can attest to her excellence.”

— Chris Eide, Director of Educator Quality at the New Mexico Public Education Department<sup>97</sup>



| Making a difference: Six places where teacher evaluation systems are getting results