



FAQs 2016-17 NMTEACH Teacher Summative Report

General Information

Question: Please post the chart that shows the two different steps for teachers.

Answer:

	Student Achievement	Classroom Observation Domains 2 and 3	Planning and Preparation and Professionalism Domains 1 and 4	Surveys	Teacher Attendance
Step 1: Teachers who have no student achievement data in the last 3 years	0%	50%	40%	5%	5%
Step 2: Teachers with 1-3 years of student achievement data (STAM) who teach courses related to STAM	35%	40%	15%	5%	5%

Question: How can teachers access summative reports from previous years?

Answer: A copy of the summative report should be provided to the teacher. Additionally, a signed copy of the summative report should reside in the teacher’s personnel file.

Question: Can administrators have a review period before summative reports are released to teachers?

Answer: Yes, there will be a review period for superintendents and charter school directors before summative reports are released to teachers.

Question: Can we have access to school wide evaluations for comparison?

Answer: This is a district level decision.

Question: How can districts access summative reports for teachers that did not work in their district in the year prior?

Answer: The NMTEACH Summative Report is a personnel document and is the property of the teacher and the employer who issued it. The teacher may request a copy of the report from their previous district and provide it to the current one.

Question: Who are teachers compared to on the graph on page one of the summative report?

Answer: The graph represents the median score for all teachers in the state and their respective district.

Student Achievement

Question: What happens if a student doesn't have a peer group (e.g. no one in the state has the same past performance)?

Answer: All students who have a current student achievement and prior achievement scores will have a peer group.

Question: Are academic peer groups for EoCs based on PARCC or EoCs?

Answer: Academic peer groups are determined by the most recent previous standardized assessment taken by the student.

Question: If this is the first EoC a student is taking, is a teacher's Value-Added Score (VAS) for EoCs based on percentage of passing, overall percentage or individual growth?

Answer: Value-Added is a growth model – percentage of passing and overall percentage is not part of the calculation. The VAS for an EoC is determined by the average of the student's Value Added Scores.

Question: If PED has the capacity via STARS data extract, why can't teachers tied to 3rd grade in a district that has Istation as a mandate (K-3+, Reads to Lead), have Istation added into their student achievement data?

Answer: Over the past three evaluation cycles, K- 2 teachers were associated with the DIBELS data and third grade teachers were only associated with PARCC/SBA data. Moving forward we will explore associating third grade teachers with Istation in 2017-18.

Question: If a teacher teaches middle school and gives an EoC, what data (points/cut score) is used to determine the teacher's VAS?

Answer: The teacher VAS is determined by the average VAS of the students who take the EoC. The students' VAS comes from prior performance plus current performance on the EoC.

Question: Science growth SBA is offered to 4th, 7th and 11th graders, is three years growth expected? Does the 9th and 10th grade teacher get any credit on their evaluation?

Answer: The expected/predicted growth of all students depends on their most previous performance on standardized tests. Beginning in 2015-16 school year the Value Added Model used for high school science was changed so only 11th grade teachers were associated with their 11th grade students' science test scores.

Question: Could a student count at two different school districts for one snap shot (i.e. student is in Artesia for part of 80 day and Hobbs for the other part)?

Answer: A student cannot be counted at two different school districts in the same snap shot per current STARS business rules.

Question: How is the academic peer group for 3rd graders created?

Answer: The academic peer group for *all* students is determined by identifying students of the same grade level who scored exactly the same in the previous standardized test – for third graders that would most likely be the 2nd grade Istation scores.

Question: Will DIBELS be on the summative report this year?

Answer: Yes, DIBELS will be included for the school years 2014 – 15 and 2015 – 16.

Question: Is there a crosswalk for DIBELS and Istation?

Answer: Yes, please access technical materials regarding Istation at <http://www.istation.com/STUDIES>

Question: How will Istation growth be calculated?

Answer: Istation growth is calculated by using the beginning of year and mid-year assessments as prior achievement to determine a student's predicted growth.

Question: How are peer groups determined for Kindergarten students?

Answer: The academic peer group for *all* students is determined by identifying students of the same grade level who scored exactly the same in the previous standardized test. Istation growth is calculated by using the beginning of year and mid-year assessments as prior achievement to determine a student's predicted growth.

Question: How is VAS calculated for kindergarten?

Answer: Istation growth is calculated by using the beginning of year and mid-year assessments as prior achievement to determine a student's predicted growth.

Question: Should EoCs be given for semester long classes?

Answer: Yes, if an EoC is available for the course.

Question: What is the formula that converts VAS to points earned?

Answer: Because of the way individual VAS is distributed, the overall VAS is converted into a percentile using the cumulative density function (CDF) of a standard normal distribution. The percentile is then used to weight the possible STAM points to find the STAM points earned.

$$STAM\ weight = VAS\ Percentile = CDF(VAS)$$

Question: How is SBA science in 4th grade factored into a teacher's evaluation?

Answer: Student growth on SBA science test is factored into a teachers' VAS, not student proficiency; this is accomplished by comparing students' science scores with their academic peers. In this case the academic peer group is identified using 3rd grade reading and math scores.

Question: How is growth calculated for 3rd grade students?

Answer: The expected/predicted growth of all students is calculated by determining predicted growth based on previous performance on standardized tests and then comparing the predicted growth to performance on the current assessment.

Question: Is there a way to determine student's VAS scores at the beginning of the year?

Answer: No, a Value Added Score (VAS) is determined by comparing prior achievement to current achievement. Certainly, prior achievement of students should be used in teacher planning.

Question: If a student is new to a district how is the peer group determined?

Answer: The academic peer group for **all** students is determined by identifying students of the same grade level who scored exactly the same in the previous standardized test.

Question: If a student completes both English and Spanish Istation which data is used for the summative report?

Answer: Both data sets are used to calculate the students' achievement scores. For more information go to <http://www.istation.com/NewMexico/FAQ>

Question: On the summative report, is there a chart that shows the difference between VAS scores in growth and time? (i.e. what does .25 mean vs. .65 maybe in terms of months of growth?)

Answer: Currently we do not provide a legend that translates VAS into months of learning, however we plan to release a translation in the near future.

Question: Will SLA/SBA count on the summative report?

Answer: Yes, the SLA/SBA has and will continue to be counted for student achievement on the summative report.

Question: What is the formula for calculating growth?

Answer: Student growth for a specific test is equal to the difference between the students' actual score and their expected score. For additional information on the formula used to calculate expected score please refer to the current *NMTEACH Technical Guide*.

Question: How are academic peer groups determined for EoCs?

Answer: The academic peer group for **all** students is determined by identifying students of the same grade level who scored exactly the same in the previous standardized test.

Question: Why aren't there passing scores for all EoCs?

Answer: Passing scores were developed for EoCs that count as an Alternate Demonstration of Competence for high school graduation. In the near future the state will be reporting state wide averages and standard deviations for all EoCs. Additionally we are exploring the feasibility of establishing empirical based cut scores for all EoCs.

Question: Do both regular ed and special ed teachers receive the scores for one particular student?

Answer: Yes, both teachers are eligible to receive credit provided the district associates both teachers with the student in a course number that is linked to a student assessment. Up to three teachers can be linked to a student with the correct student/course combination.

Question: My school teaches one semester of Earth Science and one semester of physics; what EoC do I administer and when?

Answer: EoC exams are to be administered at the end of the course.

Question: Does a student's academic peer group change from assessment to assessment? (i.e. student A takes EoCs and PARCC are the peer groups different for each assessment?)

Answer: Yes, academic peer groups are specific to the assessment the student has taken.

Question: Are there different EoCs for elementary schools that are K-6 vs K-8?

Answer: No, please refer to http://ped.state.nm.us/ped/Assessment_EOC.html for more detailed information.

Question: On the scatterplot does the center line (vertical) change every year or is it preset?

Answer: The vertical center line represents typical prior achievement for given test in a given year.

Question: If there is an available state EoC, should the exam be administered to all classes with the matching course name? (i.e. Animal Science is a new exam, the HS offers the course, should the EoC for Animal Science be administered?)

Answer: Course name is not the determining identifier for EoCs. If the course number matches the EoC in the Course-Assessment Linkage Document, then the EoC should be administered.

Question: How are courses linked to assessments? What are the criteria for a course to be linked to a certain test?

Answer: The linkages between assessments and courses are reviewed by the Assessment Accountability Advisory Committee (AAAC).

Question: Who is responsible for the alignment of state EoCs with PARRC and Common Core State Standards?

Answer: For information regarding EoC Blueprints please go to http://ped.state.nm.us/ped/Assessment_EOC.html

Question: In the John Wayne sample report provided in principal training, the EoC VAS is .3942, meaning students grew better than expected. However, in the educator effectiveness score the teacher is receiving 45.73 out of 70 possible points. What else is going into this?

Answer: The VAS .3942 represents sixty fifth percentile of John Wayne's EoC/overall VAS therefore 45.73 is approximately 65% of 70 possible points. For more information about this calculation please refer to the current NMTEACH Technical Guide.

Question: Where can I review EoC Blue Prints?

Answer: All information on EoCs can be accessed at this link, http://ped.state.nm.us/ped/Assessment_EOC.html

Question: If a student took the PARCC in another state and then the next year takes the PARCC in New Mexico, does the score from the previous state count?

Answer: No, the data used is only from assessment the student completed in New Mexico.

Observations

Question: What is the minimum number of observations required for a teacher?

Answer: One observation is needed to generate a summative report. If no extenuating circumstances exist, districts and charters should adhere to the number of observations identified in their observation plan.

Question: Do districts and charter schools still have flexibility to conduct only one observation for highly effective and exemplary teachers?

Answer: Yes, that flexibility is allowed.

Multiple Measures

Question: Is professional development reported as an absence for teacher attendance?

Answer: Professional development should not be reported as an absence.

Question: How are survey scores determined?

Answer: To compute the points earned on the summative evaluation for surveys, NMTEACH calculates the average total score and then divides by the number of possible survey points (50 for students and 40 for parents) to get the final weight.