

New Mexico Educator Effectiveness System



Technical Guide

Business Rules and Calculations

2016-2017 School Year

Teacher Summative Report

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Overview and Purpose

The NMTEACH Educator Effectiveness System (EES) is designed to establish a framework for continuous improvement and professional growth for teachers and principals, which ultimately will promote student success. The NMTEACH system was created to ensure that every student has equitable access to an effective teacher and principal every day they are in school. NMTEACH provides for a rigorous and uniform classroom observation of teaching protocol, that generates immediate and constructive feedback, uses meaningful student achievement growth data, and other multiple measures to provide valuable information to aid the professional development and growth of each teacher and principal.

In the interest of transparency and to promote best practices for all educators, NMTEACH aims to provide information that is timely, relevant, and constructive with respect to critical areas of teacher performance. By releasing reports in the fall, it is the goal of NMTEACH to also provide information that will help to guide the discussions while planning the school year. The purpose of this document is to describe the business rules associated with NMTEACH (e.g., how summative scores are combined and computed, which teachers are included, and how measures are calculated).

As in previous report cycles, there are four main performance areas that NMTEACH measures: how teachers support a student’s opportunity to learn, how teachers impact student achievement, the quality of the instruction in the classroom, and teacher professionalism. Each performance area corresponds to an evaluation question and one or more performance measures. The performance areas, evaluation questions, and performance measures for each are listed in the table below.

Performance Area	Evaluation Question	Performance Measures
Student Opportunity to Learn (OTL)	To what extent do teacher practices and behaviors create student opportunity to learn?	Student/Parent OTL Survey; Domains 1,2, and 3; Teacher Attendance
Student Achievement	To what extent does the teacher enable students to exceed expectations of achievement on standardized tests?	Student Achievement Gains
Instructional Quality	To what extent do teacher practices and behaviors maintain high standards of academic quality?	Domains 1, 2, and 3
Professionalism	To what extent do teachers contribute to positive school culture and climate?	Domain 4, Teacher Attendance

The NMTEACH Theory of Action

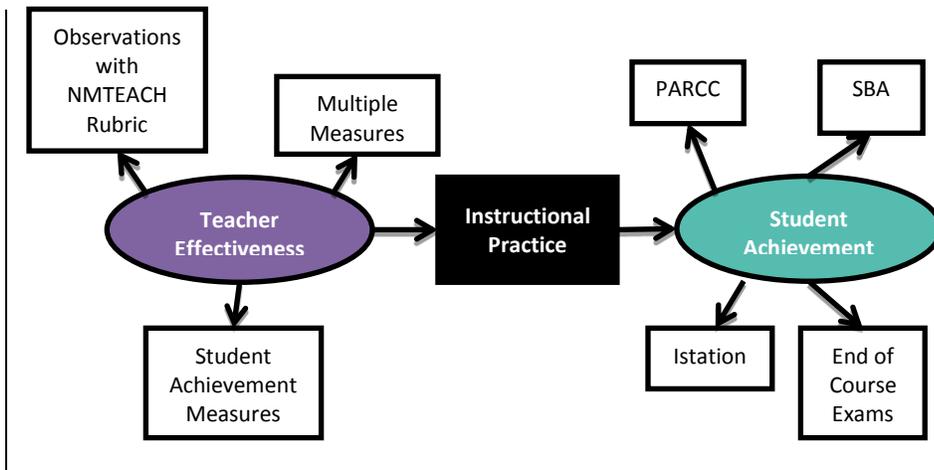
The flowchart on the following page maps the theory of action for the NMTEACH EES, which is characterized by the relationship between Teacher Effectiveness, Instructional Practice, and Student Achievement. The Theory of Action is defined as a series of *if, then* statements that encode beliefs about a system where an arrow represents an if-then belief. At its core, the NMTEACH Theory of Action reflects the belief that if teacher effectiveness improves, then instructional practice will improve, which will then improve student achievement. In other words, Teacher Effectiveness affects what instructional decisions a teacher uses as part of his or her practice, which in turn impacts student achievement. This core belief is displayed in the center row of the Theory of Action flowchart: Teacher Effectiveness → Instructional Practice → Student Achievement. NMTEACH uses a variety of measures to assess these relationships.

Educator effectiveness is measured through the NMTEACH Observation Rubric, Multiple Measures, and the value-added score (VAS), which is the teacher contribution to student achievement growth. By using different types of measurements, the NMTEACH EES looks at the many different ways a teacher contributes to student learning. The details of how each of these measures work is the bulk of this technical document.

While a variety of measures can be used to assess student achievement, the assessments selected to be a part of this evaluation cycle are the following: the Standards Based Assessments (SBA), the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments, end of course exams (EOCs), Istation, Indicadores Dinámicos del Éxito en la Lectura (IDEL), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). These statewide assessments were selected to promote the idea that all students deserve the same level of high quality education. Because these assessments are easily accessible to all schools, school participation is not dependent upon such elements as geographic region, and charter school designation. All school districts in New Mexico – large and small, rural and urban, charter schools and traditional schools – have access to the materials and training necessary to administer these assessments. Also, the cost of these assessments is absorbed by the State and districts, ensuring students from all economic backgrounds are able to participate. And importantly, most schools are already administering these assessments, eliminating the need for additional testing.

In of the Theory of Action, the most complex element to measure is the teacher’s instructional practice—the day-to-day decision making about curriculum, lesson planning, classroom management, integrating teachable moments, and all the large and small pieces that coalesce to create effective instruction. By using a variety of measurements, the NMTEACH EES aims to capture this complexity. The overall goal of the NMTEACH EES is to recognize educator quality and effectiveness, which, in turn, will guide larger discussions on replication of best practices and continued professional learning opportunities for all teachers.

The NMTEACH Theory of Action



The Components of the Summative Report

Summative reports are made up of three general components: the Classroom Observation component; the Multiple Measures component; and the Student Achievement Growth component, as shown on the theory of action flowchart. The Observation component of the summative report refers to Domains 2 and 3 (Creating an Environment for Learning, and Teaching for Learning) of the NMTEACH Observation Rubric. Domains 1 and 4 (Preparation and Planning, and Professionalism) of that rubric are a part of the Multiple Measures component. Multiple Measures also includes teacher attendance and Opportunity to Learn surveys of students and parents. The Student Achievement component of the summative report includes different standardized student achievement measures including SBA, PARCC, EOCs, Istation, IDEL, and DIBELS.

The NMTEACH Educator Effectiveness System

Component of NMTEACH EES Summative Report	Measures Used
Student Achievement Measures (STAMs)	SBA PARCC EOCs IDEL DIBELS Istation
Observation	Domains 2 and 3
Multiple Measures	Domains 1 and 4 Teacher Attendance Surveys

Based on feedback dating back to April, 2017 and formalized in August, 2017, NMTEACH transitioned to two “steps”, depending upon whether or not the teacher has student achievement growth data.

Step 1 includes those teachers who have no usable student achievement data in the last three years. This would include teachers who teach courses that are not tied to one of the assessments being used, new teachers and teachers who have less than ten students with reported data in the last three years.

For more information on which courses are linked to assessments being used for NMTEACH EES purposes, please refer to the [Course and Assessment Linkage Document for 2016-2017](#). Step 2 will include teachers with one to three years of student achievement data. All data received by the PED for Teacher Attendance and Surveys will be used.

The Two Steps for Teacher Summative Reports

	Student Achievement	Classroom Observation - Domains 2 and 3	Multiple Measures - Domains 1 and 4	Multiple Measures - Teacher Attendance and Surveys
Step 1: Teachers who have no student achievement data in the last 3 years	0%	50%	40%	10%
Step 2: Teachers with between 1 and 3 years of student achievement data	35%	40%	15%	10%

The Summative Score Calculation

The final combination of these components forms a single summative score, with a range of 0 – 200, where higher scores indicate greater teacher effect. In the most general case of no missing data (see [Adjustments to Possible Points to Account for Missing Data](#) for exceptions), the possible points are distributed as follows:

The Possible Points for Summative Score

	Student Achievement	Classroom Observation - Domains 2 and 3	Multiple Measures - Domains 1 and 4	Multiple Measures - Teacher Attendance and Surveys
Step 1: Teachers who have no student achievement data in the last 3 years	0	100	80	20
Step 2: Teachers with between 1 and 3 years of student achievement data	70	80	30	20

The following sections will elaborate how points are earned toward each of these measures. Once the points earned are determined, they are added together to give the final summative score for that teacher:

$$\text{Summative Score} = \text{STAMpts} + \text{D2\&3pts} + \text{D1\&4pts} + \text{Surveypts} + \text{Attendancepts}$$

STAMpts are the number of points earned from available student achievement measures, *D2\&3pts* are the points earned from Domains 2 and 3, *D1\&4pts* are the points earned from Domains 1 and 4, *Surveypts* are the points earned from the Student or Parent surveys in the Multiple Measures component, and *Attendancepts* are the points earned from the Attendance data submitted by the teacher's district for the Multiple Measures component.

Example 1: Calculating the Summative Score

Below is an example of the table on the first page of the summative report. This teacher has one Student Achievement Measure (PARCC), data for Student Surveys and Teacher Attendance, Domains 2 and 3 (Observation), and Domains 1 and 4 (Multiple Measures).

Category	Measure	Possible Points	Points Earned
Student Achievement	PARCC	70.00	54.60
	Subtotal	70.00	54.60
Observations	Domains 2 & 3	80.00	56.80
	Subtotal	80.00	56.80
Multiple Measures	Domains 1 and 4	30.00	25.21
	Student Survey	10.00	8.35
	Teacher Attendance	10.00	7.50
	Subtotal	50.00	41.06
Total Evaluation		200.00	152.46

The Summative Score for this teacher is 152.46, which is the sum of all points earned for all of his or her measures:

$$\text{Summative Score} = \text{STAMpts} + \text{D2\&3pts} + \text{D1\&4pts} + \text{Surveypts} + \text{Attendancepts}$$

$$\text{Summative Score} = 54.60 + 56.80 + 25.21 + 8.35 + 7.5 = \mathbf{1152.}$$

Initiating a Summative Report

To receive a summative report, a teacher must have at least one finalized observation with sufficient data in Domains 2 & 3 to receive an observation score (e.g., 60% or more domain elements with data – see [Classroom Observation](#) score below).

Determining Points Earned for Each Summative Report Component

The following section discusses in detail how the points for each of the components of the summative report are calculated. These components include [Classroom Observation \(Domains 2 and 3\)](#), [Multiple](#)

[Measures \(Domains 1 and 4\)](#), [Student and Parent Surveys](#), [Teacher Attendance](#), and [Student Achievement Measures](#) (i.e., Teacher Value-Added Scores).

Classroom Observation

Similar to previous report cycles, the classroom observation component of NMTEACH is composed of two domains from the NMTEACH Framework for Effective Teaching – *Domain 2: Creating an environment for learning*, and *Domain 3: Teaching for learning*. For School Year 2016-2017, only one observation was required for teachers who earned at least 146 points and at least 50% of their possible STAM points, on the previous summative report. All other teachers are required to be observed two or three times, depending on what plan was chosen by the district. The deadline for all observations was May 31, 2017.

Collection of Teacher Observation Data

In general, observation data are being collected through a platform currently administered by Frontline. Frontline is being used as an observation data collection tool, including a repository for those artifacts that are necessary for Domain 1 and Domain 4. In the current iteration, Frontline enables a site-based Administrator to manage the user base at that school site. The Frontline Administrator is required to create user profiles for each teacher to be observed at the school site. If a teacher previously exists in Frontline at a different school site, the Administrator is to follow steps to transfer the user to their school site and ensure that the teacher has “inactive” status at the previous site. Please note that observation data from the previous site will not always be transferred to a teacher’s new location.

Through systematic and thorough data auditing, PED cleans and validates this observation data throughout the school year. This step is critical to ensure that each teacher can be matched with PED information located in the STARS, Teacher-Student Data Link (TSDL) data warehouse (Accuroster), and the other information obtained through the NMTEACH data collection processes.

Scoring Teacher Observation Data

The classroom observation component has a score range of 10 – 50 and is based on 10 separate indicators, where higher scores indicate more effective practices and behaviors. Five of the indicators are part of Domain 2, and five of the indicators are part of Domain 3. When a teacher is observed, he or she receives a score for each indicator. The score for the Observation component of the summative report is calculated by computing the mean average of the multiple observations by indicator and then computing the sum of the average indicator scores a teacher earned in Domains 2 and 3.

Teacher A: Observation Score with No Missing Data (Domains 2 & 3)

	Domain 2					Domain 3					Total Score	Multiplier = 10/number of complete responses	Total Score = Grand Total/number of obs.	Weight = Total Score/50
	2a	2b	2c	2d	2e	3a	3b	3c	3d	3e				
Obs 1	2	3	2	4	3	4	2	3	3	4			31	0.62
Obs 2	2	3	2	4	2	4	3	3	3	5				
Mean	2	3	2	4	3	4	2.5	3	3	4.5	31	10/10 = 1		

In the example above the teacher earns a total score of 31, which is out of a possible score of 50. Thirty-two divided by 50 and yields a weight of 0.62. The multiplier column allows for the potential of

unobserved indicators or missing data. For the observation to be considered valid, at least 60% of the indicators must be scored. The following table is an example of the calculation procedures when missing data exists. In this case, maximum scores for each observed item will be calculated as normal. Any indicator that is missing at each observation event will be considered incomplete. A multiplier will be calculated by dividing the total possible complete responses (for Domains 2 & 3, this is 10) by the total actual complete responses. This multiplier is then used to determine the final score.

Teacher B: Observation Score with Missing Data (Domains 2 & 3)

	Domain 2					Domain 3					Total	Multiplier = 10/num of complete responses	Final Score = Σ Total * Multiplier	Weight = Final Score/50
	2a	2b	2c	2d	2e	3a	3b	3c	3d	3e				
Obs 1	2	3		4		4		3	3	4		10/8 = 1.25	31.875	.6375
Obs 2	2	3		4	2	4		3	3	5				
Mean	2	3		4	2	4		3	3	4.5	25.5			

To compute the points earned on the summative report for observations, NMTEACH multiplies the weight by the possible points for observations.

Calculating Observation Scores: Teachers A and B

	Weight	Possible Points	Summative	Summative Earned	Points
Teacher A	.62	80		49.6	
Teacher B	.6375	100		63.75	

Multiple Measures 1: Domain 1 and Domain 4

Similar to the classroom observation data, Domain 1 and Domain 4 data are collected in the Frontline system.

Domain 1 and Domain 4 are computed in much the same way that the Classroom Observation scores are computed. As is done with Domains 2 and 3, the maximum of the multiple observations by indicator is divided by the sum of the maximum scores a teacher earned in Domains 1 and 4. Furthermore, Domains 1 and 4 have 12 indicators or elements, thus the maximum score is 60, Domain 1 and Domain 4 must be scored at a minimum of one time per year.

Domain 1 & Domain 4	Completion and Data Available Date
2016-17 Submission Deadline	May 31, 2017

For example, suppose a teacher is scored on Domain 1 and Domain 4 during semester 1 and semester 2 and receives the following profile of scores.

Example 6: Calculating Domains 1 & 4 for Teacher A (No Missing Data)

	Domain 1						Domain 4						Total	Multiplier=12/number of complete responses	Final Score = Grand Total/number of obs.	Weight = Final Score/60
	1a	1b	1c	1d	1e	1f	4a	4b	4c	4d	4e	4f				
Sem 1	2	3	2	4	3	4	4	2	3	2	4	3			44	.7333
Sem 2	3	3	2	4	2	5	4	3	4	3	5	5				
Max	3	3	2	4	3	5	4	3	4	3	5	5	44	12/12 = 1		

In the example above, Teacher A earned a Domain 1 and Domain 4 score of 44, which is 73% of the total possible 60 points. In the following example, the teacher is missing two indicator scores from the semester 1 scoring event and is missing one indicator score from the semester 2 scoring event. Therefore, notice how the multiplier is adjusted to account for the unscored indicators. For the Domain 1 and Domain 4 score to be considered valid, at least 60% of the indicators must be scored and finalized in the Frontline system.

Example 7: Calculating Domains 1 & 4 for Teacher B (Missing Data)

	Domain 1						Domain 4						Total	Multiplier=12/num of complete responses	Final Score = Σ Total Multiplier *	Weight = Final Score/60
	1a	1b	1c	1d	1e	1f	4a	4b	4c	4d	4e	4f				
Sem 1	1	2		3	2	3	4		3		4	3			39.27	.655
Sem 2	2	3	2	2	3	3	4	3	3		5	5				
Max	2	3	2	3	3	3	4	3	3		5	5	36	12/11 = 1.0909		

To compute the points earned on the summative report for Domains 1 and 4, the weight is multiplied by the possible points for Domains 1 and 4.

	Weight	Possible Summative Points	Summative Points Earned
Teacher A	0.733	80	58.64
Teacher B	0.655	30	19.65

Multiple Measures: Student or Parent Survey

The surveys consist of 10 items that measure student or parent perception of the opportunity to learn created by the teacher. Student Surveys, for students in grades 3-12, have two windows for completion. This is to account for classes that are only one semester long or courses on a block schedule. Parent surveys, completed by parents of students in grades K-2, have one window for completion. Student and parent survey windows closed May 12, 2017.



The Student and Parent Surveys are as follows.

Qnum	Question					
1	My child's teacher expects my child to do his/her best.					
2	My child's teacher checks that my child understands the work.					
3	My child's teacher can tell me about my child's strengths and weaknesses.					
4	My child's teacher includes me in helping to improve my child's r&m skills.					
5	My child's teacher provides clear instructions for homework.					
6	My child's teacher answers my questions.					
7	My child's teacher provides regular feedback about my child's learning.					
8	My child's teacher provides regular feedback about my child's behavior.					
9	My child's teacher notices when something is bothering my child.					
10	My child's teacher invites me to the classroom.					

	DontKnow	Never	Rarely	Inconsistently	Consistently	Always
Score	Missing Info	0	1	2	3	4

Parent Survey

Qnum	Question					
1	I know what I should be working on in class.					
2	My teacher introduces a new topic by connecting to things I already know.					
3	My teacher checks to see if I understand.					
4	My teacher wants me to explain my answers.					
5	My teacher knows when I understand, and when I do not.					
6	My teacher explains things in different ways so I can understand.					
7	My teacher wants me to try to correct my mistakes.					
8	My teacher takes the time to summarize what I learn each day.					
9	My teacher expects me to do my best.					
10	My teacher notices when something is bothering me.					

	Never	HardlyEver	Sometimes	Usually	AlmostAlways	Always
Score	0	1	2	3	4	5

Student Survey

Parent Surveys are administered for teachers who teach students in grades K – 2. Student Surveys are administered for teachers who teach students in grades 3 – 12. The survey collection system does not allow incomplete surveys to be recorded. At least 10 complete surveys from unique users of one type (either parent or student) must be recorded in order for the survey responses to be considered valid. If a teacher has *both* parent and student surveys, then parent surveys are used *only if* there are fewer than 10 student surveys and greater than 10 parent surveys. Otherwise, student surveys are used. Surveys are administered through a secure system called Voice of NM.

Consider the two examples on the following page: the first reflects a student survey with complete data and the second a parent survey with complete data.

Example 8: Calculating Student Survey Points

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total	Final Average Scores	Score of Total =	Weight Final Score/ 50 =
Stu 1	3	3	3	4	3	4	4	5	5	3	37	33.6667	=	0.6733
Stu 2	2	3	2	4	2	4	3	3	3	3	29			
Stu 3	3	4	3	5	3	3	3	2	4	5	35			



Example 9: Calculating Parent Survey Points

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total	Final Score = Average of Total Scores	Weight = Final Score/40
Par 1	2	1	3	4	3	3	3	4	4	3	30	29	0.725
Par 2	2	1	2	4	2	4	3	3	3	3	27		
Par 3	3	4	3	2	3	3	3	2	4	3	30		

To compute the points earned on the summative report 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. Here are a few examples for teachers with different weights.

	Weight	Possible Summative Points	Summative Points Earned
Teacher 1	0.673	10	6.73
Teacher 2	0.681	10	6.81
Teacher 3	0.725	10	7.25
Teacher 4	0.695	10	6.95

Multiple Measures: Teacher Attendance

Teacher absences are submitted to the PED by each district, through a STARS Production template. For the 2016-17 school year teacher attendance data will only be reported through the STARS system for the period beginning of contract year through the End of Year STARS reporting period. Absences due to Family and Medical Leave Act, bereavement, jury duty, military leave, religious leave, professional development, or coaching are excused and should not be reported as absences by the District to the PED reporting systems. Absences are reported from Beginning of Year, or Contract Date through End of Year. The reporting and verification windows are presented in the table below.

Attendance Interval	Verification Period
Beginning of Contract Year – End-of-Year	July 15, 2017 (STARS)

In addition to the exceptions mentioned previously, the NMTEACH allows for a grace period of up to 6 days. In other words, if the district reports 6 days absent for a teacher, the teacher still receives 100% of the possible points for the Multiple Measure: Attendance. However, if a district reports more than 6 days absent for a teacher all of the days are figured into the score. The maximum number of absences is 20 for any one district. If a teacher has reported absences from *only one district*, the following formula is applied to compute the weight associated with teacher attendance:

$$W_{\text{Teach Att}} = \frac{(20 - \text{number of absences reported})}{20}$$

If the teacher has 20 or more absences, then the weight is automatically equal to zero. Further, if total absences reported is less than or equal to 6, then teacher receives 100% of attendance points; if total absences reported is greater than 6, then standard formula applies. For example, consider the following reported data.

Example 10: Teacher Attendance Reported from One District

	Number of Absences Reported	Weight	Possible Summative Points	Summative Points Earned
Teacher A	0	1	10	10
Teacher C	19	0.05	10	.5
Teacher D	25	0	10	0.00
Teacher E	6.5	.675	10	6.75

If a teacher has reported absences from *multiple districts*, the following formula is applied:

$$W_{\text{Teach Att}} = \frac{(20 * (\text{number of districts}) - (\text{total number of absences reported}))}{20 * (\text{number of districts})}$$

The underlying assumption is that each district is duplicating the absences that the other districts are also reporting. For example, if a teacher has nine reported absences at three schools, the calculation assumes that each school was reporting the same days that the teacher was absent.

Example 11: Teacher Attendance Reported from Multiple Districts

	Total Number of Absences Reported	Number of Districts reporting absences	Weight	Possible Points	Summative Points Earned
Teacher A	5.5	2	1	10	10
Teacher B	0	3	1	10	10.00
Teacher C	19	3	.05	10	0.5
Teacher D	25	2	0	10	3.75
Teacher E	6.5	5	0.675	10	6.75

Improved Student Achievement: STAMs (Student Achievement Measures)

All STAMs are computed using a value-added model (VAM). There are four main steps to including STAMs in the summative report:

1. Verification of course-teacher-student linkages by districts.

2. Estimation of the Value-Added Score (VAS) for each teacher by course group and year. Separate models are run for each test of achievement. All teachers with data for each outcome, course group, and year are included in the models.
3. Determination of the VAS for each teacher that will be included in the summative report based on the student achievement measures in the teacher's district plan.
4. Calculation of Student Achievement Measure (STAM) score using a weighted average of all relevant VAS for each teacher.

This section will describe each of these steps in detail.

Step 1: Data Verification by district with the Accuroster System

Accuroster, also known as the Teacher Student Data Link (TSDL) is a web-based program that allows districts to review, verify, and correct the linkage of teachers and students to courses that in turn will connect them to the appropriate Student Achievement Measure. The Accuroster is populated from a STARS report that contains roster data reported by the districts at each of the 40-, 80-, and 120-day Snapshots. The Accuroster can be found here with the proper login credentials:

<https://eesaccuroster.ped.state.nm.us/MainMenu.aspx>

Prior to data being pulled for use in calculating summative scores, the Districts are granted access to the Accuroster and can view all of the students that are rostered to each teacher in a valid STARS course ID in the district. Only district-level users are supplied with logins and passwords. These permissions are based upon STARS reporting information.

The district-level users are able to modify what teachers are bound to the students for each course. Changes can be made to one student teacher course linkage or changes can be made via batch download.

In courses such as elementary homeroom (0001, 0002, etc.) that may not have a specific subject area associated with them, a drop-down box below each staff member's name is provided so that teachers can be linked specifically with one subject if relevant. This will limit the STAM measures that are tied to the teacher for that particular student to reflect the subject indicated in Accuroster.

After all changes have been made in the Accuroster, the data table housing these changes is supplied back to evaluators and is then used to inform the mapping for STAM, which is discussed more in-depth in the following section.

Step 2: Estimation of Value-Added Scores

The Value-Added Model is used to measure the teacher's unique contribution to student achievement. A two-level, mixed-effects regression model is employed to estimate the statistical parameters that isolate the unique contribution of the teacher to student achievement. Two prior data points in reading and math (when available) are collected for each student and used to predict the current year score for the student. Depending on the STAM, this outcome score could be the student's score on SBA, PARCC, Istation (English or Spanish), DIBELS/IDEL, or EOCs. The model adjusts for the proportion of time that a student is with a teacher using the 40, 80, and 120 day snapshots, and the model adjusts for whether or not the course is designated as an intervention class. These factors are used to compute an expected current year score for the relevant outcome assessment for each student. For courses that include

students in multiple grade levels, the student’s grade is also included in the model as a covariate. A teacher’s Value-Added Score (VAS) is based on the average of the differences between the actual student score and the predicted student score. The following defines the outcome variable and prior achievement used for each model.

Prior Achievement Required for Each Grade and Outcome Combination

Grade and Outcome ¹	MATH Prior Achievement 1	MATH Prior Achievement 2	ELA Prior Achievement 1	ELA Prior Achievement 2
Istation Grade K (EOY K)	N/A	N/A	Istation MOY Kindergarten	Istation BOY Kindergarten
Istation Grade 1 (EOY 1)	N/A	N/A	Average of Istation BOY and MOY from 1st Grade	Istation EOY Kindergarten
Istation Grade 2 (EOY 2)	N/A	N/A	Average of Istation BOY and MOY from 2nd Grade	Istation EOY 1 st Grade
SBA/PARCC Grade 3 (ELA and Math)	N/A	N/A	Istation EOY from 2nd Grade	Istation EOY from 1st Grade
SBA/PARCC Grade 4 (ELA, Math, Science)	3rd grade PARCC/SBA Math Scale Score	N/A	3rd grade PARCC/SBA ELA Scale Score	N/A
SBA/PARCC Grade 5 (ELA and Math)	4th grade PARCC/SBA Math	3rd grade PARCC/SBA Math	4th grade PARCC/SBA ELA	3rd grade PARCC/SBA ELA
SBA/PARCC Grade 6 (ELA and Math)	5th grade PARCC/SBA Math	4th grade PARCC/SBA Math	5th grade PARCC/SBA ELA	4th grade PARCC/SBA ELA
SBA/PARCC Grade 7 (ELA, Math, Science)	6th grade PARCC/SBA Math	5th grade PARCC/SBA Math	6th grade PARCC/SBA ELA	5th grade PARCC/SBA ELA
SBA/PARCC Grade 8 (ELA and Math)	7th grade PARCC/SBA Math	6th grade PARCC/SBA Math	7th grade PARCC/SBA ELA	6th grade PARCC/SBA ELA
PARCC HS Math (Algebra I, Algebra II, and Geometry)	Prior year PARCC/SBA Math	2 years prior PARCC/SBA Math	Prior year PARCC/SBA ELA	2 years prior PARCC/SBA ELA
PARCC HS ELA Grade 9	8th grade PARCC/SBA Math	7th Grade PARCC/SBA Math	8th grade PARCC/SBA ELA	7th Grade PARCC/SBA ELA
PARCC HS ELA Grade 10	8th grade PARCC/SBA Math	7th Grade PARCC/SBA Math	8th grade PARCC/SBA ELA	7th Grade PARCC/SBA ELA

¹ With the move to PARCC in 2014-2015 school year, 2016-17 is the last year the SBA ELA and Math will be used to determine student growth.

Grade and Outcome ¹	MATH Prior Achievement 1	MATH Prior Achievement 2	ELA Prior Achievement 1	ELA Prior Achievement 2
PARCC HS ELA Grade 11	10th grade PARCC/SBA Math	8th grade PARCC/SBA Math	10th grade PARCC/SBA ELA	8th grade PARCC/SBA ELA
SBA Science Grade 9 (Using 11th Grade SBA Science)	8th grade PARCC/SBA Math	7th Grade PARCC/SBA Math	8th grade PARCC/SBA ELA	7th Grade PARCC/SBA ELA
SBA Science Grade 10 (Using 11th Grade SBA Science)	8th grade PARCC/SBA Math	7th Grade PARCC/SBA Math	8th grade PARCC/SBA ELA	7th Grade PARCC/SBA ELA
SBA Science Grade 11	10th grade PARCC/SBA Math	8th grade PARCC/SBA Math	10th grade PARCC/SBA ELA	8th grade PARCC/SBA ELA
EOCs 4th Grade (As of SY 2015-16)	3rd grade PARCC/SBA Math with reliability adjustment	N/A	3rd grade PARCC/SBA ELA with reliability adjustment	N/A
EOCs 5th-12th Grade	Prior year PARCC/SBA Math	2 years prior PARCC/SBA A Math	Prior year PARCC/SBA ELA	2 years prior PARCC/SBA ELA

Data Requirements and Structures

A teacher's VAS will be based on only those students with a complete data history that are rostered to a course linked with that teacher. This means, to be included in the VAM, students must have data associated with them in all fields. Those fields include: two years of math and reading, proportion of time with the teacher, grade level of the student, and intervention status of the course. If a student is missing one or more of these data points, they will **not** be included in the model. The only exceptions to these requirements are for early elementary grades (K-4) where students may not have two years of prior data. See [below](#) for further explanation.

In general, the student level data set to estimate the VAM is organized as follows:

Example 12: Student Level Data File for Standardized Tests (SBA and EOC) Grades 5 – 11

1	2	3	4	5	6	7	8	9	10	11	12	14
Valid Record	Student#	Teacher#	CourseGroup	Course#	zScale Score	Num of Snapshots	Intervention	Z Prior Math 1	zPrior math 2	Z Prior Read 1	Z Prior Read 2	StudentGrade
Y	12345	12456	ELA 10	1002	1.05	3	0	0.89	1.01	0.98	1.11	10
Y	98765	65321	ELA 7	1000	1.47	3	1	1.2	0.83	1.93	1.8	7
N	19999	12456	ELA 10	1002	-0.22	3	0					10
N	91111	65321	ELA 7	1000	0.58	2	1	1.2		1.93		7

The data table above illustrates four hypothetical students assigned to two different teachers. Each row represents one student. Two of the students are assigned to a teacher of ELA 10, and two students are assigned to a teacher of ELA 7. The first column indicates whether the case is valid to use in the model; the second column lists the Student ID; the third column lists the Teacher Number; the fourth column lists the Course Group; the fifth column lists the 4-digit State Course Number; the sixth column lists the standardized student test scores in the current year; the seventh column lists the number of snapshots that the student was with the teacher (40-, 80-, and 120-day), the eighth column indicates the classroom setting (intervention or not), the ninth column lists the student’s standardized test score in math from the prior year, the tenth column lists the student’s standardized test score in math from two years prior, the eleventh column lists the student’s standardized test score in reading from the prior year, the twelfth column lists the student’s standardized test score in reading from two years prior, the fourteenth column lists the student’s grade level in the current year.

As displayed in the previous table, if a student is missing any prior year data, then they will not be included in the Value-Added Model. One of the students assigned to the ELA 10 teacher is missing all prior year data, while one of the ELA 7 students is missing PARCC data from 2015; in both cases they represent invalid cases, as they are missing data. The actual dataset has a row for each student in the course group.

Example 13: Teacher-Level Data File

Teacher Number	N (Number Valid)	Grand Mean Centered zRead14	Grand Mean Centered zMath14
12456	27	0.45	0.38

The table above illustrates the teacher level file for ELA 10; though it can be generalized to other grade levels, tests, and course groups. The first column lists the Teacher Number; the second column lists the



total number of students with valid records of data associated with the teacher; the third column lists the average standardized reading scale score from the prior year, which has been grand mean centered by course group; and the fourth column lists the average standardized math scale score from the prior year, which has also been grand mean centered by course group. The actual data set has a row for each teacher associated with the course group. The general statistical model is presented below.

$$NSY_{ij}^T = \pi_{0j} + \pi_1(NSSM)_{ij}^{T-1} + \pi_2(NSSM)_{ij}^{T-2} + \pi_3(NSSR)_{ij}^{T-1} + \pi_4(NSSR)_{ij}^{T-2} + \pi_5(Intervention)_{ij}^T + \pi_6(Number\ of\ Snapshots)_{ij}^T + e_{ij}^T$$

$$\pi_{0j} = \theta_{00} + \theta_{01}(\overline{NSSM}_j - \overline{NSSM}_{..})^{T-1} + \theta_{02}(\overline{NSSR}_j - \overline{NSSR}_{..})^{T-1} + r_{0j}$$

Student-Level Variables

Student-Level Variables	Description
NSY_{ij}^T	A standardized PARCC (Math, Reading), SBA (Science), Istation, or EoC scale score for the i^{th} student associated with the j^{th} teacher in year = T (current year). For the 2016 VAS, T equals 2016. This score is normalized to the base year of 2015.
$(NSSM)_{ij}^{T-1}$	A standardized PARCC/SBA Math achievement score from the prior year for the i^{th} student associated with the j^{th} teacher
$(NSSM)_{ij}^{T-2}$	A standardized PARCC/SBA Math achievement score from two years prior for the i^{th} student associated with the j^{th} teacher
$(NSSR)_{ij}^{T-1}$	A standardized PARCC/SBA Reading achievement score from the prior year for the i^{th} student associated with the j^{th} teacher
$(NSSR)_{ij}^{T-2}$	A standardized PARCC/SBA Reading achievement score from two years prior for the i^{th} student associated with the j^{th} teacher
$(Intervention)_{ij}^T$	A [0,1] variable that indicates whether or not teacher j 's course during time T in which that student i was enrolled was an intervention course
$(Number\ of\ Snapshots)_{ij}^T$	A variable that reflects the amount of time in year T the i^{th} student was enrolled in the j^{th} teacher's course (as reported in the 40, 80, and 120 snapshots)

Teacher-Level Variables

Teacher-level variables	Description
$(\overline{NSSM}_j - \overline{NSSM}_{..})^{T-1}$	Average standardized prior year PARCC/SBA Math achievement score of students associated with the j^{th} teacher that has been grand mean centered relative to the course group
$(\overline{NSSR}_j - \overline{NSSR}_{..})^{T-1}$	Average standardized prior year PARCC/SBA Reading achievement score of students associated with the j^{th} teacher that has been grand mean centered relative to the course group

Student-Level Coefficients

Student-Level Coefficients	Description
π_{0j}	Is the adjusted mean achievement for teacher j after controlling for prior academic preparation, intervention status, and proportion of time the student was with the teacher
π_1	Is the fixed student level effect of PARCC/SBA math achievement from the prior year
π_2	Is the fixed student level effect of PARCC/SBA math achievement from two years prior
π_3	Is the fixed student level effect of PARCC/SBA reading achievement from the prior year
π_4	Is the fixed student level effect of PARCC/SBA reading achievement from two years prior
π_5	Is the fixed student level effect of whether the class was intervention or not
π_6	Is the fixed student level effect of the proportion of time the student was assigned to a teacher
e_{ij}^T	Is the unique contribution associated with the i^{th} student in the j^{th} teachers course at time = T

Teacher-Level Coefficients

Teacher-Level Coefficients	Description
θ_{00}	Is the adjusted mean Test achievement in the course group, across the State
θ_{01}	Is the fixed teacher level effect of the teacher level average SBA math achievement from the prior year (grand mean centered)
θ_{02}	Is the fixed teacher level effect of the teacher level average SBA reading achievement from the prior year (grand mean centered)
r_{0j}	Is the unique contribution of teacher j at time = T

Rules of Thumb for Interpreting VAS

- If VAS is equal to 0, then the teacher's students made, on average, the growth expected, when compared to their peers of similar academic history
- If VAS is greater than 0, then the teacher's students made, on average, more than the growth expected, when compared to their peers of similar academic history.
- If VAS is less than 0, then the teacher's students made, on average, less than the growth expected, when compared to their peers of similar academic history.

Student Achievement Measure Options

STAM	Description
Istation	Early literacy test K, 1 and 2 (English and Spanish, started in SY 2016-17)
DIBELS	Dynamic Indicators of Basic Early Literacy Skills (SY 2014-15 and 2015-16 Only)
EOC	End of Course exams
IDEL	Indicadores Dinámicos del Éxito en la Lectura (SY 2014-15 and 2015-16 Only)
PARCC	Partnership for Assessment of Readiness for College and Careers
SBA	Standards Based Assessment in Science (grades 4, 7, 11)

Step 3: Teacher VAS to Be Included in Summative Report Score

All teachers that will receive a summative report have a VAS score calculated for every year and course group that they taught students with test scores. All valid VAS scores calculated will be used in the STAM Score for the summative report.

If a teacher was a substitute in one or more years in which they have VAS, these data points will not be included in the teachers' overall results.

Step 4a: Combining VAS into Overall VAS

The overall VAS score is based on a weighted average of all of a teacher's VAS scores (as determined in the previous subsection). This means that the course groups that have more students attached to them are given a larger weight than course groups with fewer students. Adding weight to these scores occurs for two reasons. The first is a statistical reason: the reliability of the value-added scores is stronger when more students are used to create the estimate of how well the teacher has taught the material; it is more probable that the average score of many students is more accurate and predictive than is the average score of a small number of students. The second reason is more philosophical: when teachers impact a greater number of students, the VAS for a course group with more students should receive more weight.

The weighted average formula for the overall VAS is as follows:

$$\text{Overall VAS} = \frac{\text{sum}(N_k * VAS_k)}{\text{sum}(N_k)} \text{ for all } k \text{ VAS course groups for the teacher}$$

Example 14: Finding the Overall VAS

Teacher A is a high school teacher English teacher. If he had three course groups, 8th Grade ELA, 10th grade ELA, and 11th grade ELA, his data, broken out by course group and year, might look like this:

Course Group	2015		2016		2017	
	Number of Students	VAS	Number of Students	VAS	Number of Students	VAS
ELA8					10	-0.189
ELA10			25	0.296	15	0.637
ELA11			16	0.056	20	1.234

Teacher A had no SBA data in 2015. He taught two course groups and therefore received VAS for two course groups in 2016 (ELA10 and ELA11) and for 3 course groups in 2017 (ELA8, ELA10, ELA11). To combine all of these VAS scores into the overall VAS, NMTEACH uses the following formula:

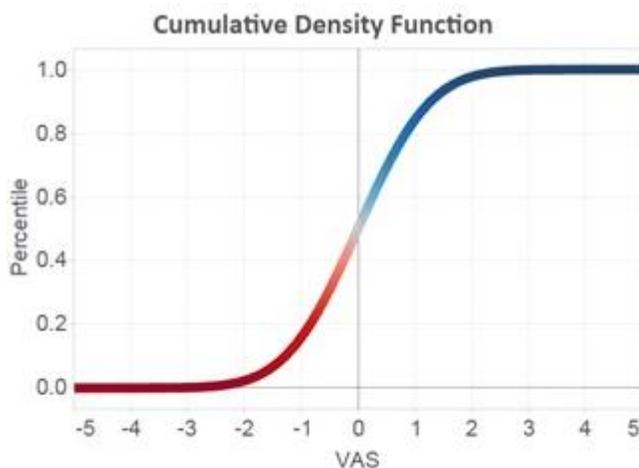
$$\begin{aligned}
 \text{Overall VAS} &= \frac{(25 * 0.292) + (16 * 0.056) + [10 * (-.189)] + (15 * 0.637) + (20 * 1.234)}{(25 + 16 + 10 + 15 + 20)} \\
 &= \frac{40.641}{86} = 0.4726
 \end{aligned}$$

Step 4b: Converting Overall VAS into Percentile and STAM Points

Because of the way individual VAS are 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.

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

This conversion function looks like this:



The value-added score is on the x-axis (horizontal) and the cdf or percentile is shown on the y-axis (vertical). The percentile for a particular VAS is the height of the curve at the location of the VAS on the x-axis. The percentile will always fall between 0 and 1. In Excel, the function “=NORMSDIST()” will provide the percentile for the value-added score. For example, if a teacher’s earns an overall VAS of

0.00, then the percentile is 0.50, which means that, on average, the growth observed by the teacher's students was at least as good as 50% of other teachers who teach similar students in similar courses.

To compute the points earned on the summative report for STAM, the weight/percentile is multiplied by the possible points for STAM.

	Overall VAS	Percentile =NORMSDIST(Overall VAS)	Possible Points	Summative Points Earned
Teacher 1	-0.7546	0.230	70	16.1
Teacher 2	0.00	0.5	70	35.0
Teacher 3	2.360	0.9909	70	69.36
Teacher 4	-1.895	0.03	70	2.1
Teacher 5	.500	0.69	70	48.3

Adjustments to Possible Points to Account for Missing Data

For several reasons, teachers might be missing data for one or more components of their report. Teachers who are new to New Mexico may not have student achievement data yet. Other teachers may be missing student achievement data for some years because they were either not teaching a subject with a relevant test or they were not teaching at all in those years. Also, teachers may not have the minimum number of students with the required full history of data points. Teachers may also be missing multiple measures data. They could be missing Domains 1 and 4 because their school or district did not complete or finalize the observation in the Frontline system, did not submit the data, or did not submit the data on time. They could also have missing data if less than 60% of the Domain 1 and 4 elements were completed. Teachers could be missing attendance data if districts did not report that data. They could be missing survey data if fewer than 10 students or parents responded to the survey. The only component that will never be missing data is Observations, Domains 2 and 3. A teacher without these data will not receive a report.

When data from one or more components are missing, the [possible points](#) that would have been allocated to that component are redistributed among the other components so the teacher is not penalized for missing data. This redistribution occurs using the rules laid out in the following section, Pro-Rating Points.

Pro-Rating Points

If data are missing in the multiple measures section, the possible points will be shifted to other measures. Note: *If a teacher does not have valid observations for Domains 2 and 3, he or she will not receive a report.* If a teacher is missing achievement data, he or she will be assigned to Step 1.

The redistribution of points is as follows:

1. A teacher will not receive a summative report if he or she does not have Domains 2 and 3.
2. If a teacher is missing Domains 1 and 4, points will be transferred to Domains 2 and 3.
3. If a teacher is missing Attendance or Surveys, points will be transferred to Domains 1 and 4

4. If a teacher is missing Attendance, Surveys and Domains 1 and 4, all points for Multiple Measures will be transferred to Domains 2 and 3.

For example, a teacher in Step 2 would normally receive the following possible point distributions if all of his or her data are present. If a teacher has Surveys and Attendance, each will account for 10 points of the total 20. If one is missing, the remaining measure itself will be worth 10 points and the other 10 points will be redistributed to domains 1 and 4.

	Student Achievement	Classroom Observation Domains 2 and 3	Multiple Measure Domains 1 and 4	Multiple Measure Teacher Attendance and Surveys
Step 2: Teachers with 1-3 years of student achievement data	70	80	30	20

If this teacher is missing Domains 1 and 4, the possible point distribution would be as follows:

	Student Achievement	Classroom Observation Domains 2 and 3	Multiple Measure Domains 1 and 4	Multiple Measure Teacher Attendance and Surveys
Step 2: Teachers with 1-3 years of student achievement data	70	110	0	20

Likewise, a teacher missing Attendance and Surveys will have the possible point distribution seen below:

	Student Achievement	Classroom Observation Domains 2 and 3	Multiple Measure Domains 1 and 4	Multiple Measure Teacher Attendance and Surveys
Step 2: Teachers with 1-3 years of student achievement data	70	80	50	0

In addition, a teacher missing surveys but having attendance will have the following possible point distribution:

	Student Achievement	Classroom Observation Domains 2 and 3	Multiple Measure Domains 1 and 4	Multiple Measure Teacher Attendance and Surveys
Step 2: Teachers with 1-3 years of student achievement data	70	80	40	10

Finally, a teacher missing all multiple measures would have the following possible point distribution:

	Student Achievement	Classroom Observation - Domains 2 and 3	Multiple Measure - Domains 1 and 4	Multiple Measure - Teacher Attendance and Surveys
Step 2: Teachers with 1-3 years of student achievement data	70	130	0	0

Summary

Using the steps provided in this technical guide, an overall summative score is calculated for each teacher. The steps are as follows:

- 1) Determine Step.
- 2) Verify teacher-student-course link through the Accuroster.
- 3) Collect and attach assessment data to students, teachers and courses.
- 4) Calculate value-added scores.
- 5) Calculate observation and multiple measure scores.
- 6) Combine all scores together into summative score.

Appendix A: Glossary

Accuroster	The system for verifying and cleaning up teacher, student, and course linkages
EES	Educator Effectiveness System
Mean	The average score
Mode	The most frequently occurring score
STAM	Student Achievement Measure - the assessment data submitted by the district for the improved student achievement portion of the summative report
VAM	Value-Added Model - the multilevel mixed-effects regression model used to calculate value added scores
VAS	Value-Added Score - the score received by the teacher estimating the growth that his or her students made

Appendix B: Resources/Links

NMTEACH Website	http://ped.state.nm.us/ped/NMTEACH_Toolbox.html
NMTEACH FAQs	http://ped.state.nm.us/ped/NMTEACH_FAQ.html
Videos about Calculating Observation and Multiple Measure Scores	http://ped.state.nm.us/ped/NMTEACH_EvaluationVideos.html
Domain 1 Rubric	http://ped.state.nm.us/ped/TTFDocuments/NMTEACH%20Teacher%20Observation%20Rubric%20Domain%201.pdf
Domain 2 Rubric	http://ped.state.nm.us/ped/TTFDocuments/NMTEACH%20Teacher%20Observation%20Rubric%20Domain%202.pdf
Domain 3 Rubric	http://ped.state.nm.us/ped/TTFDocuments/NMTEACH%20Teacher%20Observation%20Rubric%20Domain%203.pdf
Domain 4 Rubric	http://ped.state.nm.us/ped/TTFDocuments/NMTEACH%20Teacher%20Observation%20Rubric%20Domain%203.pdf
NMTEACH Calendar	http://ped.state.nm.us/ped/NMTEACHDocs/toolbox/NMTEACH%20Calendar.pdf
Accuroster/TSDL Menu	Main https://eesaccuroster.ped.state.nm.us/MainMenu.aspx
STARS Manual	http://ped.state.nm.us/stars/index.html

Note: All links are current as of August 2017.

Appendix C: Contacts

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