



**2017-2018 NMTEACH Summative Reports
Administrator and Teacher Resources**



Guidance Document for Review of NMTEACH Summative Report

Shown below are possible questions your teachers may have as they review their report:

Page One:

Displays your overall effectiveness rating and the individual scores for each component of the report:

1. Student Achievement
2. Classroom Observations (Domains 2 and 3)
3. Planning, Preparation and Professionalism (Domains 1 and 4)
4. Attendance
5. Surveys

Shows your step (1 or 2), license number and the district and school where you taught.

Includes a signature line for you and your administrator; signing the document is an acknowledgment that you received and reviewed the report with your administrator not that you are in agreement with the report.

Questions you may have:

Q1. What does the "Step" number mean?

A1. The step refers to the number of years of student achievement data that are associated with you on the report. Step 1 is zero years or teachers with less than 10 total students reported and Step 2 is 1-3 years.

Q2. I administered assessments to my students but there is no data in the student achievement portion of my report, why?

A2. If you have less than 10 total students with a complete data set you will not see the results on the first page of your report but you will see the information on page 2.

Q3. I administered surveys to my students/parents but there is no data in the survey portion, why?

A3. If you have less than 10 parents or students who complete the survey the data will not be reported. You will see on the survey page the number of responses you received but not the individual responses.

Q4. I taught at two different schools in my district last year but only one school shows on the top of my report, why?

A4. The school shown at the top of your report is the school where your final classroom observation was conducted.



Q.5 What points and percentages are associated with each element on the summative report?

	Student Achievement	Classroom Observation Domains 2 and 3	Domains 1 and 4	Teacher Attendance	Surveys
Step 1: Teachers who have no student achievement data in the last 3 years or less than 10 total students reported	0% 0 pts	50% 100 pts	40% 80 pts	5% 10 pts	5% 10 pts
Step 2: Teachers with 1-3 years of student achievement data	35% 70 pts	40% 80 pts	15% 30 pts	5% 10 pts	5% 10 pts

Q6. How are points reassigned if I don't have data reported?

A6. Points are reassigned as follows:

- If teacher attendance isn't reported these 10 points will be reassigned to domains 1 and 4.
- If survey data isn't reported these 10 points will be reassigned to domains 1 and 4
- If both survey and attendance data isn't reported these 20 points will be reassigned to domains 1 and 4
- If domains 1 and 4 data isn't reported these points will be reassigned to domains 2 and 3
- Points will never be reassigned to student achievement

Page Two:

Displays your Value-Added Scores (VAS) for each test of achievement in each year that you were teaching; it is an overall measure of how much growth the students in your classes have made in comparison to students across the state with similar academic history (academic peer group).

Questions you may have:

Q1. Why is my student count less than the actual students who were actually in my classroom?

A1. Students included in the table reflect data received by the PED and only for whom there is complete data history and accurate information. A complete and accurate data history means a student has 2 prior years' worth of assessment data and a valid test of achievement reported for the 17-18 school year; even one missing data point will remove that student from your count.



Q2. Why is my student count higher than the actual number of students who were in my classroom?

A2. Your student count may be higher due to how you are aligned to course codes in STARS. As an example if you teach 4th grade and have the course code 0004 reported for full 4th grade as well as 1025 for ELA your students would be reflected in the 0004 count and the 1025 count.

Q3. I gave an assessment to my students why don't I have any data listed?

A3. Your students may not have a complete and accurate data history; a complete and accurate data history means a student has 2 prior years' worth of assessment data and a valid test of achievement reported for the 17-18 school year; even one missing data point will remove that student from your count.

Page Three:

Displays your prior achievement compared to growth for the students in your classes over the last 3 years. This is the same data from page two of your report, each dot represents a student you taught and the different colors represent the different school years.

Questions you may have:

Q1. Is there a way for me to know who each dot represents?

A1. Yes, PED will have data dashboards available for teachers to access shortly after NMTEACH reports are delivered to districts.

Page Four:

This section displays your results for domains one and four from the NMTEACH observation rubric as well as the results from your classroom observations (domains two and three). It is important to remember that the scores for domains two and three are an average of the number of classroom observations that you received.

The charts at the top of the page show your performance relative to your school, district and the state.

The charts in the middle and bottom of the page show your results for each individual domain; remember that domains two and three are an average of the number of classroom observations that you received.

Q1. On page 4 for domains 2 and 3 it states I can earn a max of 50 points but on page one it says my max is 80 points, why are these numbers different?

A1. The 50 points listed on page four indicates the maximum number of points you can receive when each element in domains 2 and 3 is scored. There are 10 total elements between domains 2 and 3 and



the max points for each element are 5. The 80 points on page one is the maximum number of points you can earn in domains 2 and 3 on the full summative.

Q2. On page 4 it says I earn 30 points in domains 2 and 3 but on page one it says I earned 48 points why is that different?

A2. 30 reflects the total of all elements in domains 2 and 3. That total is then divided by the maximum number of points available in domains 2 and 3 (50 points) to get a percentage. That percentage is then multiplied by the maximum number of points available on page one for classroom observations (80 points) and the points on the front page are generated.

Example:

2a	2b	2c	2d	2e	Total Points
3	3	3	3	3	15
3a	3b	3c	3d	3e	
3	3	3	3	3	15
					30



Page Five:

This section displays your absences as reported to PED by your district through STARS. The chart shows your absences compared to your school, district and the state.

Questions you may have:

Q1. I missed school due to FMLA or a death in the family why would those absences count against me?

A1. These absences would not be reported to the PED from your district. The following guidance is provided to districts prior to attendance reporting to guide them in what should and shouldn't be reported.

Types of absences/leave to exclude from the attendance calculation include:

- leave under the Family and Medical Leave Act (FMLA) (for districts that do not meet the requirements for FMLA but a teacher's absence would fall under this category those absences should be exclude as well.)
- bereavement
- jury duty
- military leave
- religious leave
- professional development
- coaching
- other school related activities

Attendance Chart:

# days absent	Points Received
0-6	10
6.5	6.75
7	6.5
8	6
9	5.5
10	5
11	4.5
12	4
13	3.5
14	3
15	2.5
16	2
17	1.5



18	1
19	0.5
20+	0

Page Six:

This section displays the results from your parent (for K-2 teachers) or student surveys (teachers in grades 3-12). Results will only be displayed when more than 10 responses to the survey are received. If you give both parent and student surveys the data from student surveys will always be shown if more than 10 students respond.

NMTEACH STEPS AND POINTS

	Student Achievement	Observation Domains 2 and 3	Planning and Preparation Domains 1 and 4	Teacher Attendance	Surveys
Step 1: Teachers who have no student achievement data in the last 3 years OR teachers with less than 10 students with three years of data	0% 0 pts	50% 100 pts	40% 80 pts	5% 10 pts	5% 10 pts
Step 2: Teachers with 1-3 years of student achievement data	35% 70 pts	40% 80 pts	15% 30 pts	5% 10 pts	5% 10 pts

**The percentages and points reflected above are when all required data is present.*

What Happens When Data Is Not Reported?

Scenario #1: If classroom observation data is not reported then no summative report will be generated

	Is the data present	Possible Points
Student Achievement	Y	n/a
Observations	N	n/a
Domains 1 and 4	Y	n/a
Surveys	Y	n/a
Attendance	Y	n/a
Summative Total Points	N	n/a

Scenario #2: If data for domains 1 and 4 isn't reported, then these points are redistributed to Observations (Domains 2 and 3)

	Is the data present	Possible Points
Student Achievement	Y	70
Observations	Y	110
Domains 1 and 4	N	0
Surveys	Y	10
Attendance	Y	10
Summative Total Points	Y	200

NMTEACH

STEPS AND POINTS

Scenario #3: If the points for surveys or attendance are not reported, then these points will be redistributed to Domains 1 and 4

	Is the data present	Possible Points
Student Achievement	Y	70
Observations	Y	80
Domains 1 and 4	Y	40
Surveys	N	0
Attendance	Y	10
Summative Total Points	Y	200

	Is the data present	Possible Points
Student Achievement	Y	70
Observations	Y	80
Domains 1 and 4	Y	40
Surveys	Y	10
Attendance	N	0
Summative Total Points	Y	200

Scenario #4: If there is no data reported for surveys, attendance and Domains 1 and 4 these points will be redistributed to Observations

	Is the data present	Possible Points
Student Achievement	Y	70
Observations	Y	130
Domains 1 and 4	N	0
Surveys	N	0
Attendance	N	0
Summative Total Points	Y	200

Scenario #5: If only data for observations and domains 1 and 4 is reported, the student achievement points will be redistributed to observations, survey and attendance points will be redistributed to domains 1 and 4.

	Is the data present	Possible Points
Student Achievement	N	0
Observations	Y	150
Domains 1 and 4	Y	50
Surveys	N	0
Attendance	N	0
Summative Total Points	Y	200

NMTEACH

STEPS AND POINTS

Scenario #6: If the only data reported is for observations all points will be redistributed there

	Is the data present	Possible Points
Student Achievement	N	0
Observations	Y	200
Domains 1 and 4	N	0
Surveys	N	0
Attendance	N	0
Summative Total Points	Y	200

Scenario #7: If there is no data reported for student achievement and surveys, the student achievement points will be redistributed to observations and the survey points will be redistributed to Domains 1 and 4.

	Is the data present	Possible Points
Student Achievement	N	0
Observations	Y	150
Domains 1 and 4	Y	40
Surveys	N	0
Attendance	Y	10
Summative Total Points	Y	200

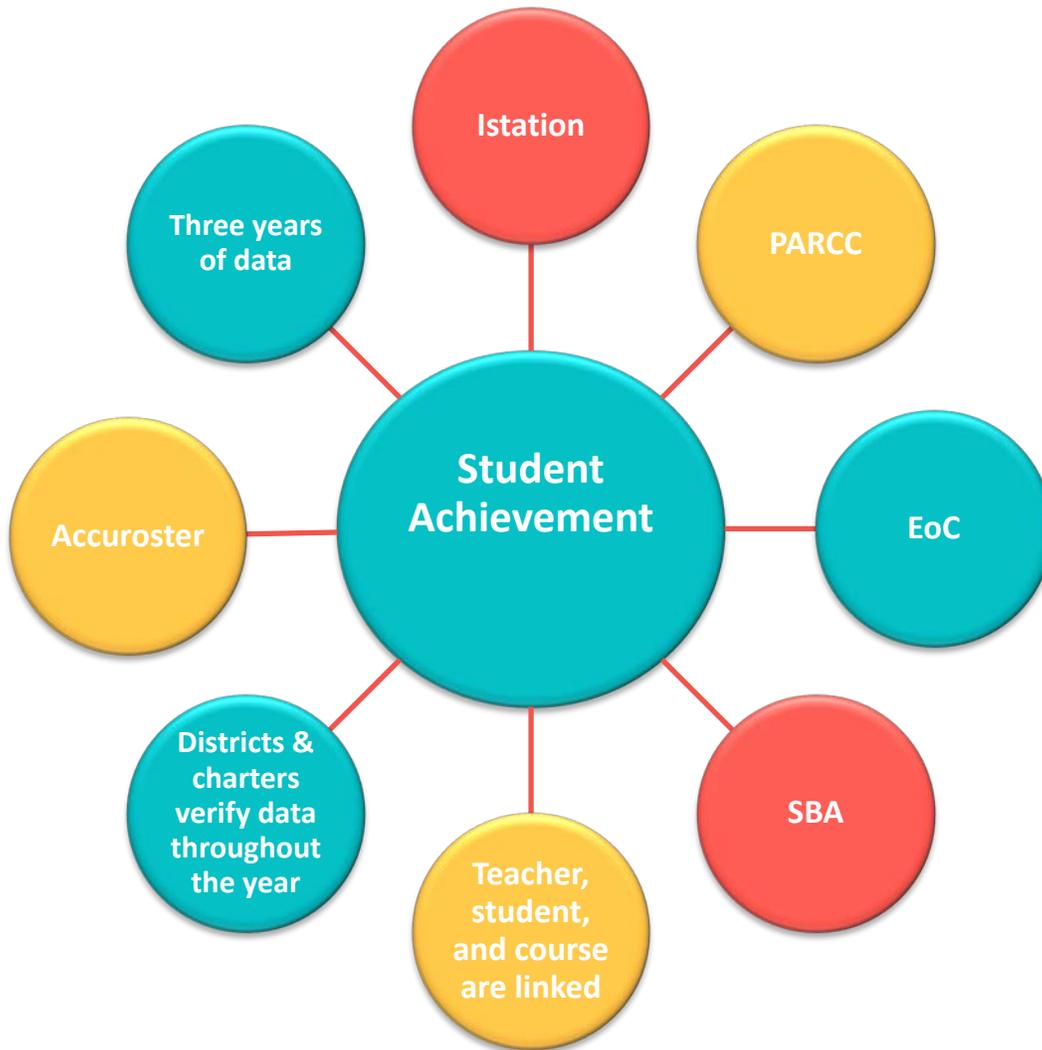
Scenario #8: If there is no data reported for student achievement and attendance, the student achievement points will be redistributed to observations and the attendance points will be redistributed to Domains 1 and 4.

	Is the data present	Possible Points
Student Achievement	N	0
Observations	Y	150
Domains 1 and 4	N	40
Surveys	Y	10
Attendance	N	0
Summative Total Points	Y	200

NMTEACH

STUDENT ACHIEVEMENT

35% of total teacher report points



Student achievement is determined by the course a teacher teaches, the assessment that is linked to that course, and the students that take the assessment.

Up to three years of student achievement data may be reflected on the summative report when available.

The data flow for student achievement begins with the roster the district or charter reports to NM PED through STARS at different snapshots during the school year.

After each snapshot, districts and charters use Accuroster to review and verify that the data entered into STARS is correct. Accuroster shows each student rostered to a teacher, as well as the course code and corresponding assessment that would be expected for that course code.

If a teacher teaches a subject that isn't assessed, student achievement for that subject isn't included in their report. But—as long as a formal classroom observation was completed—they still receive a summative report.

NMTEACH

DOMAINS 2 & 3—OBSERVATIONS

40% of total teacher report points



SCORING

Observations are the core of a teacher’s summative report. If a teacher isn’t formally observed by a certified observer, then a summative report will not be generated.

TRAINING

Certified observers, typically the building principal or assistant principal, attend a required yearly training where they are certified to conduct formal classroom observations.

DATA FLOW

All formal observation data is recorded into Frontline Education where the administrator scores the observation, and the teacher is able to review the scores and upload artifacts. Once the observation is finalized in Frontline Education, the data flows to NM PED. Classroom observation data may be entered into the system from the first day of school through May 31st.

NMTEACH

DOMAINS 1&4—PLANNING AND PREPARATION

15% of total teacher report points



SCORING

Domains 1 and 4 are scored by a certified observer at least once each academic year. The teacher is responsible for uploading the required artifacts and evidence into Frontline Oasys for the certified observer to review and score. The certified observer is then responsible for reviewing and submitting the data through Frontline Oasys.

BEST PRACTICE

Best practice is to upload and score Domain 1 in conjunction with a formal classroom observation, but this is not a requirement.

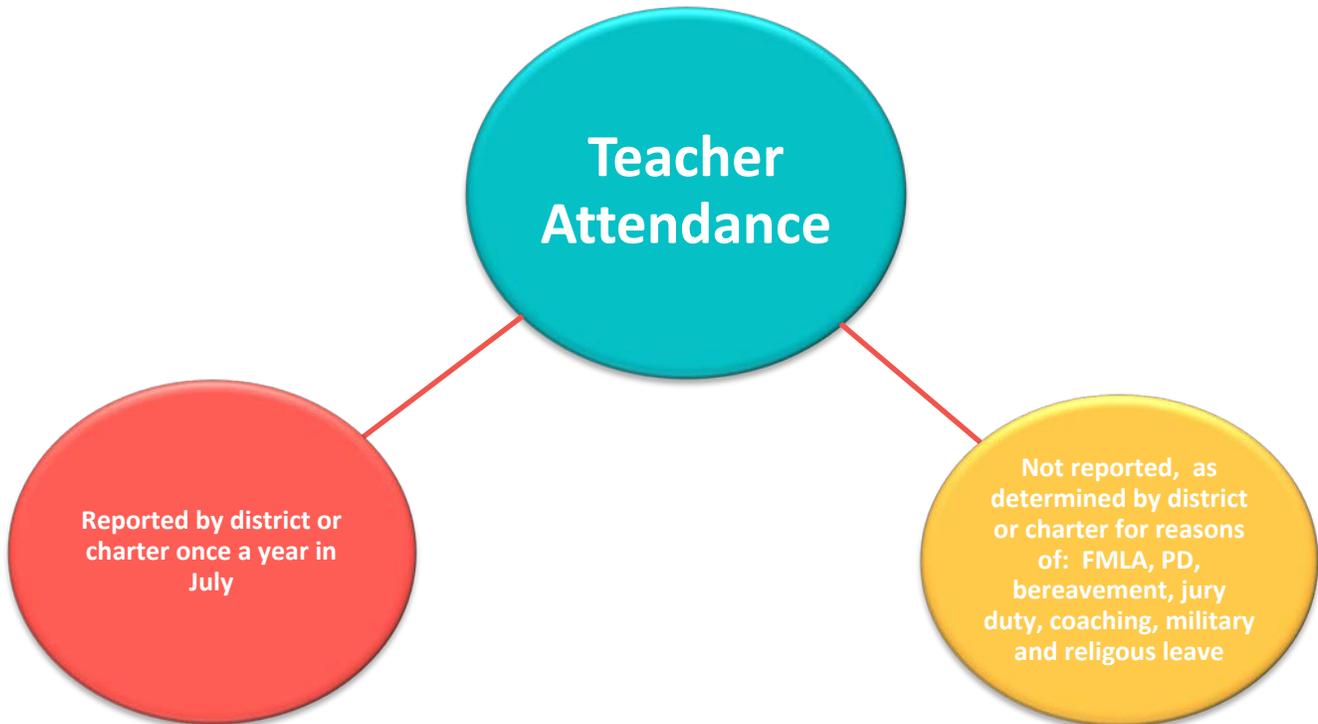
DATA FLOW

Data flows nightly to the NM PED.

NMTEACH

TEACHER ATTENDANCE

5% of total teacher report points



SCORING

- Teacher attendance scores are based on a simple calculation of total points available (10 points) less the number of days absent.
- If total absences reported is less than or equal to 6, then the teacher receives 100 percent of attendance points.
- If total absences reported are greater than 6, then the standard formula applies.
- Teachers can receive up to 10 points in the Teacher Attendance category.
- Attendance is worth only five percent of the overall effectiveness score. A teacher can use all of their contracted sick days and still be exemplary overall.

DATA FLOW

Teacher attendance is reported by the district or charter through STARS. Districts and charters are advised to provide teachers the opportunity to verify their data prior to submission to the PED. Any irregularities reported, are flagged by the NM PED and sent back to the district for review. A district may establish its own cut scores, but they cannot be more lenient than the state scores.

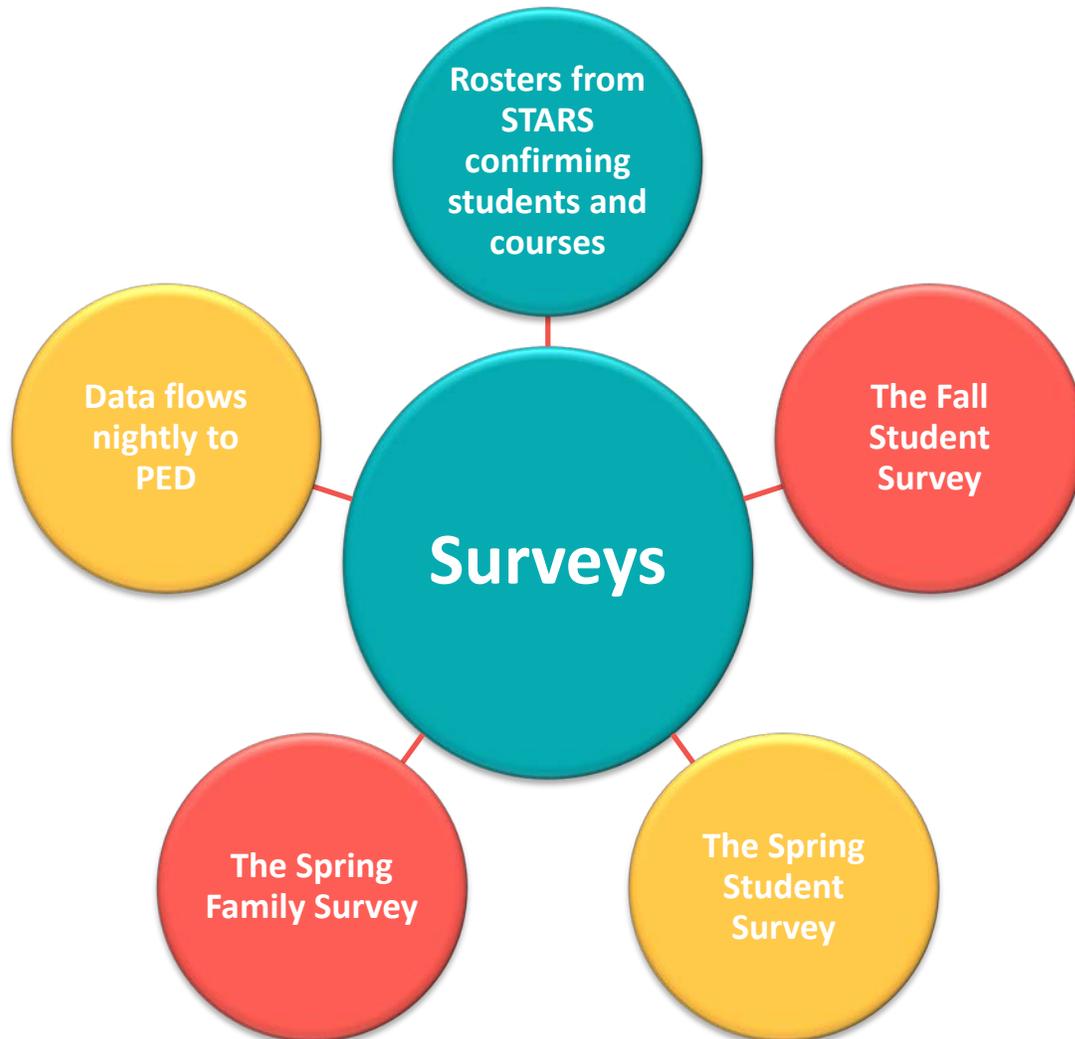
EXEMPTIONS

Leave that is excluded from the attendance calculation includes leave under the Family and Medical Leave Act (FMLA), professional development, bereavement, jury duty, coaching, and military and religious leave. Districts and charters are advised to report only those absences *outside of* these exclusions.

NMTEACH

SURVEYS

5% of total teacher report points



SURVEY ADMINISTRATION

- Surveys for teachers are set up based on the students they are rostered to, as reported to NM PED by the district or charter via STARS.
- Students in grades 3–12 complete surveys for teachers in both the fall and spring, dependent on the course code to which they are linked.
- Families of students in grades K, 1, and 2 complete surveys for their students' teachers.

DATA FLOW

Districts and charters do have the ability, in partnership with the NM PED, to update a student count for surveys, if needed. Data from the surveys flows nightly to the NM PED during the survey period.

NMTEACH: Prior Achievement Required for Each Grade and Outcome Combination

A teacher's Value-Added Score will be based on only those students with a complete data history that are rostered to a course linked to that teacher. This means, to be included in the Value-Added Model, students must have data associated with them in all fields: two years of math and reading, proportion of time with the teacher, grade level, 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.

Grade and Outcome	MATH Prior Achievement 1 Year ago	MATH Prior Achievement 2 Years ago	ELA Prior Achievement 1 Year ago	ELA Prior Achievement 2 Years ago
iStation Grade K (EOY K)	N/A	N/A	Istation MOY Kindergarten	Istation BOY Kindergarten
iStation Grade 1 (EOY 1 st grade)	N/A	N/A	Average of Istation BOY and MOY 1st grade	Istation EOY Kindergarten
iStation Grade 2 (EOY 2 nd grade)	N/A	N/A	Average of Istation BOY and MOY 2nd Grade	Istation EOY 1 st grade
PARCC Grade 3 Math	N/A	N/A	3 rd Grade PARCC/SBA ELA	Istation EOY 2 nd Grade
PARCC Grade 3 ELA	3 rd grade PARCC Math	N/A	Istation EOY 2 nd Grade	N/A
SBA/PARCC Grade 4 (ELA, Math, Sci.)	3rd grade PARCC Math	N/A	3rd grade PARCC ELA	N/A
PARCC Grade 5 (ELA and Math)	4th grade PARCC Math	3rd grade PARCC Math	4th grade PARCC ELA	3rd grade PARCC ELA
PARCC Grade 6 (ELA and Math)	5th grade PARCC Math	4th grade PARCC Math	5th grade PARCC ELA	4th grade PARCC ELA
SBA/PARCC Grade 7 (ELA, Math, Science)	6th grade PARCC Math	5th grade PARCC Math	6th grade PARCC ELA	5th grade PARCC ELA
PARCC Grade 8 (ELA and Math)	7th grade PARCC Math	6th grade PARCC Math	7th grade PARCC ELA	6th grade PARCC ELA
PARCC HS Math (Algebra I, Algebra II, and Geometry)	Prior year PARCC Math	2 years prior PARCC Math	Prior year PARCC ELA	2 years prior PARCC ELA
PARCC HS ELA Grade 9	8th grade PARCC Math	7th grade PARCC Math	8th grade PARCC ELA	7th grade PARCC ELA
PARCC HS ELA Grade 10	9 th grade PARCC Math	8th grade PARCC Math	9th grade PARCC ELA	8th grade PARCC ELA
PARCC HS ELA Grade 11	10th grade PARCC Math	9th grade PARCC Math	10th grade PARCC ELA	9th grade PARCC ELA
SBA Science Grade 11	10th grade PARCC Math	9th grade PARCC Math	10th grade PARCC ELA	9th grade PARCC ELA
EOCs 4th	3 rd grade PARCC Math	N/A	3rd grade PARCC ELA	N/A
EOC (grades 5-12)	Prior year PARCC Math	2 years prior PARCC Math	Prior year PARCC ELA	2 years prior PARCC ELA

Understanding the Growth Model

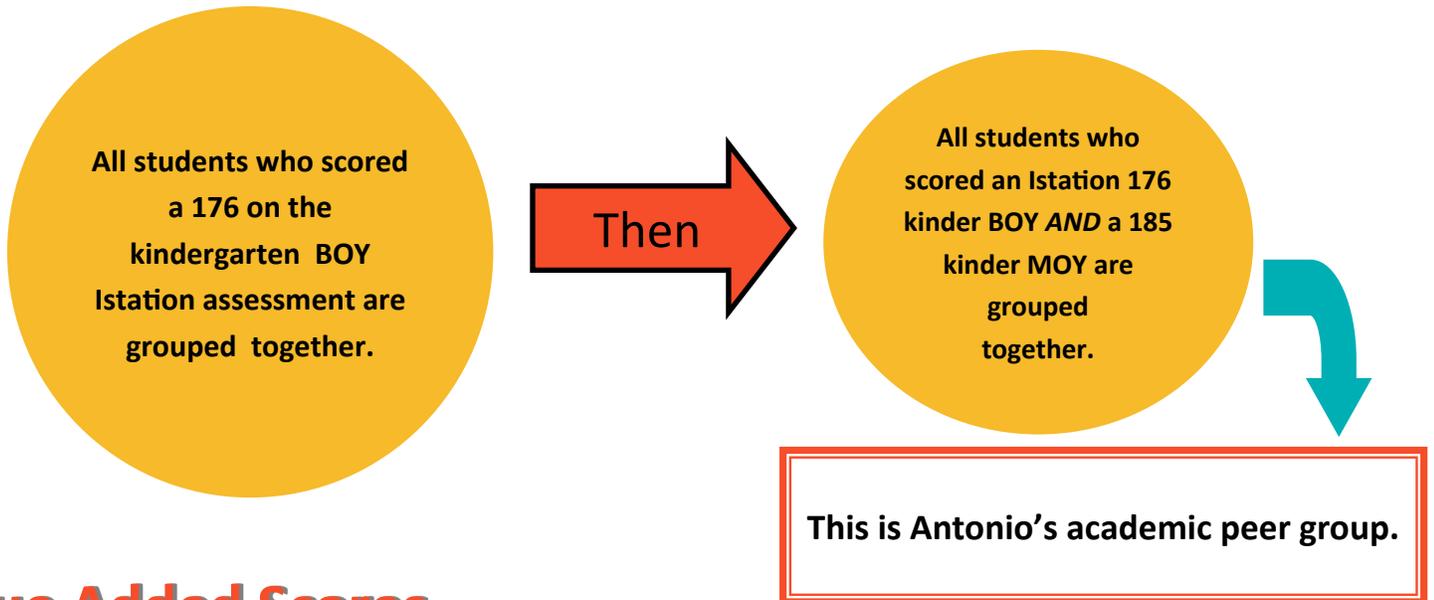


Example Scenario. Let's determine Antonio's value added score (VAS) for the kindergarten Istation assessment

What We Need to Know:

- Antonio's kindergarten Istation scores
–BOY and MOY scores

Academic Peer Groups

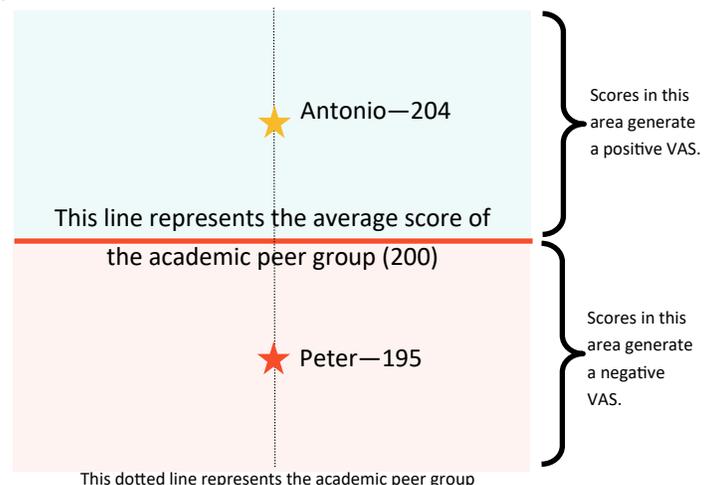


Value Added Scores

- If Antonio scores **below** the average of his academic peer group, then VAS points will be **negative**.
- If Antonio scores **above** the average of his academic peer group, then VAS points will be **positive**.

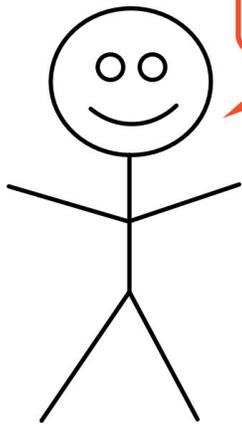
Let's see some VAS examples:

1. If the average score of Antonio's academic peer group was 200 and Antonio scored a 204, he showed more growth than the average, which would result in positive VAS points.
2. If the average score of Antonio's academic peer group was 200 and Antonio's friend, Peter, scored a 195, he showed less growth than the average, resulting in negative VAS points.



To learn more about academic peer groups and value added scores, read the NMTEACH Technical Guide.

Understanding the Growth Model



Hi! I'm Matt! I'm in 1st grade!

Example Scenario. Let's determine Matt's value added score (VAS) for the 1st-grade Istation assessment

What we need to know:

- Matt's Kindergarten EOY Istation score
- Matt's 1st-grade Istation scores
 - Average of BOY and MOY

Academic Peer Groups

All students who scored 200 on the Kindergarten EOY Istation assessment are grouped together.

Then

All students who scored 200 on the Kindergarten EOY, and who had an average score of 210 between 1st grade Istation BOY and MOY are grouped together.

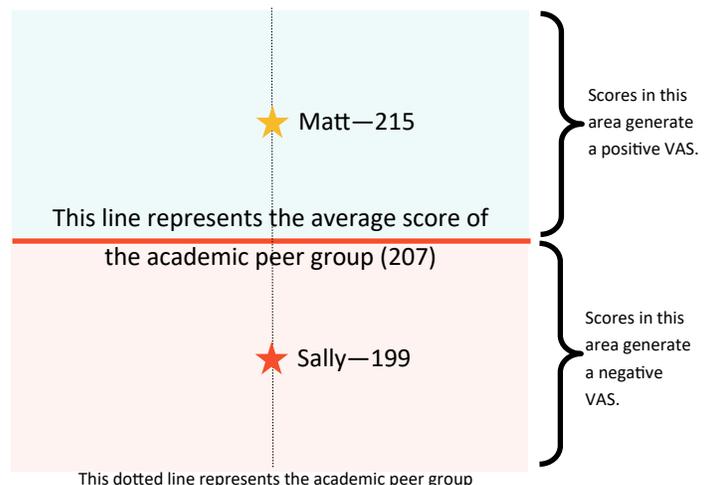
This is Matt's academic peer group.

Value Added Scores

- If Matt scores **below** the average of his academic peer group, then VAS points will be **negative**.
- If Matt scores **above** the average of his academic peer group then, VAS points will be **positive**.

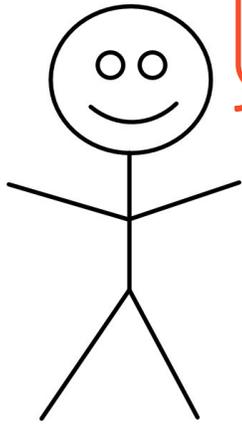
Let's see some VAS examples:

1. If the average score of Matt's peer group was 207 and Matt scored a 215, he showed more growth than the average, which would result in positive VAS points.
2. If the average score of Matt's peer group was 207 and Matt's friend, Sally, scored a 199, she showed less growth than the average, which would result in negative VAS points.



To learn more about academic peer groups and value added scores, read the NMTEACH Technical Guide.

Understanding the Growth Model



Hi! I'm Santiago!
I'm in
2nd grade!

Example Scenario. Let's determine Santiago's value added score (VAS) for the 2nd-grade Istation assessment.

What we need to know:

- Santiago's 1st grade Istation EOY score
- Santiago's 2nd-grade Istation scores
 - An average BOY and MOY

Academic Peer Groups

All students who scored a 220 on their 1st grade EOY Istation assessment are grouped together.

Then

All students who scored a 220 on their 1st-grade EOY, and who had an average score of 210 between 2nd grade Istation BOY and MOY are grouped together.

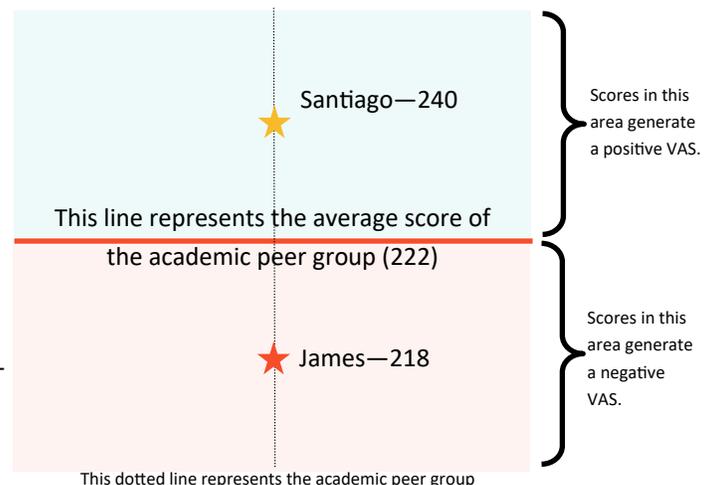
This is Santiago's academic peer group.

Value Added Scores

- If Santiago scores **below** the average of his academic peer group, then VAS points will be **negative**.
- If Santiago scores **above** the average of his academic peer group, then VAS points will be **positive**.

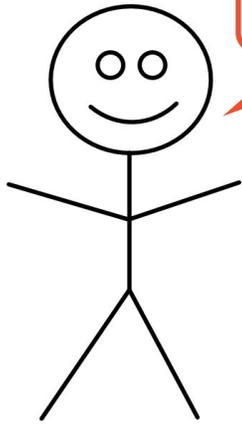
Let's see some VAS examples:

1. If the average score of Santiago's academic peer group was 222 and Santiago scored a 240, he showed more growth than the average, which would result in positive VAS points.
2. If the average score of Santiago's peer group was 222 and Santiago's friend, James, scored a 218, he showed less growth than the average, which would result in negative VAS points.



To learn more about academic peer groups and value added scores, read the NMTEACH Technical Guide.

Understanding the Growth Model



Hi! I'm Sarah! I'm in 3rd grade!

Example Scenario. Let's determine Sarah's value added score (VAS) for the 3rd- grade PARCC ELA assessment.

What we need to know:

- Sarah's
 - PARCC Math 3rd grade
 - EOY Istation 2nd grade

Academic Peer Groups

All students who scored a 220 on 2nd-grade Istation EOY and a 625 on 3rd grade PARCC math are grouped together.



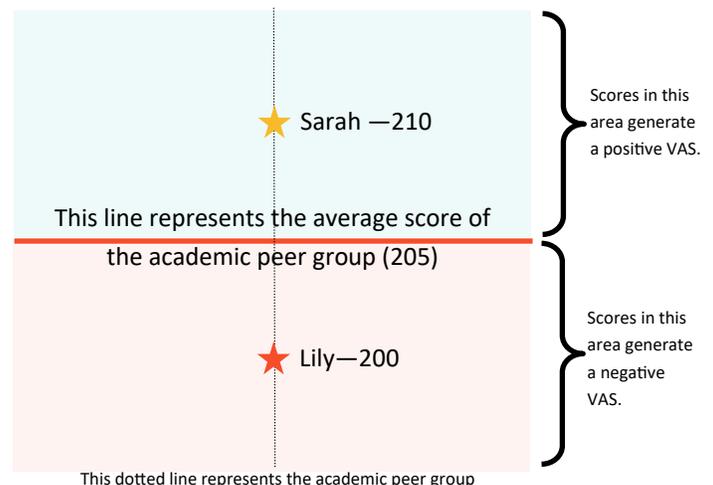
This is Sarah's academic peer group.

Value Added Scores

- If Sarah scores **below** the average of her academic peer group, then VAS points will be **negative**.
- If Sarah scores **above** the average of her academic peer group, then VAS points will be **positive**.

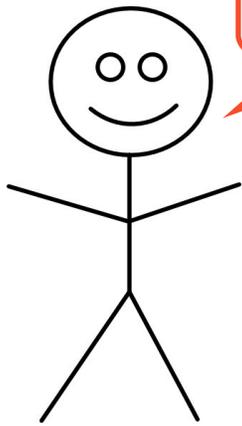
Let's see some VAS examples:

1. If the average score of Sarah's academic peer group was 205 and Sarah scored a 210, she showed more growth than the average, which would result in positive VAS points.
2. If the average score of Sarah's academic peer group was 205 and Sarah's friend, Lily, scored a 200, she showed less growth than the average, which would result in negative VAS points.



To learn more about academic peer groups and value added scores, read the NMTEACH Technical Guide.

Understanding the Growth Model



Hi! I'm Sarah! I'm in 3rd grade!

Example Scenario. Let's determine Sarah's value added score (VAS) for the 3rd- grade PARCC Math assessment.

What we need to know:

- Sarah's
 - PARCC ELA 3rd grade
 - EOY Istation 2nd grade

Academic Peer Groups

All students who scored a 220 on 2nd-grade Istation EOY and a 630 on 3rd grade PARCC ELA are grouped together.



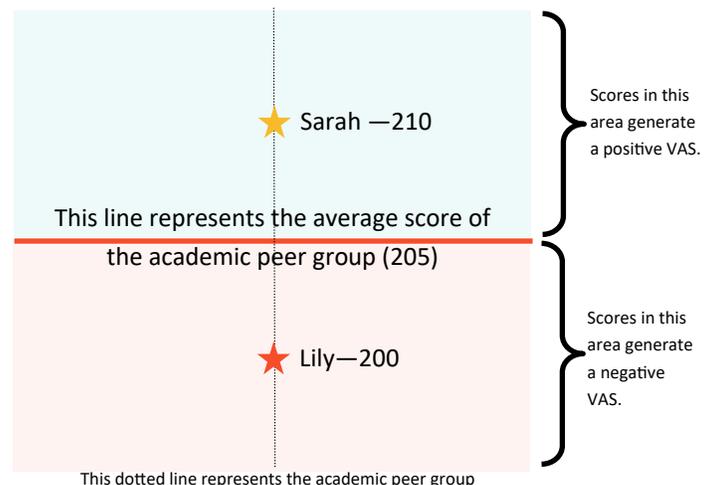
This is Sarah's academic peer group.

Value Added Scores

- If Sarah scores **below** the average of her academic peer group, then VAS points will be **negative**.
- If Sarah scores **above** the average of her academic peer group, then VAS points will be **positive**.

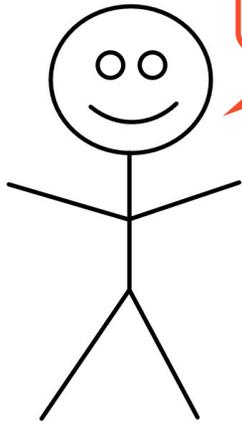
Let's see some VAS examples:

1. If the average score of Sarah's academic peer group was 205 and Sarah scored a 210, she showed more growth than the average, which would result in positive VAS points.
2. If the average score of Sarah's academic peer group was 205 and Sarah's friend, Lily, scored a 200, she showed less growth than the average, which would result in negative VAS points.



To learn more about academic peer groups and value added scores, read the NMTEACH Technical Guide.

Understanding the Growth Model



Hi! I'm Jason! I'm in 3rd grade!

Example Scenario. Let's determine Jason's value added score (VAS) for the 4th- grade PARCC Math assessment.

What we need to know:

- Sarah's
 - PARCC ELA 3rd grade
 - PARCC Math 3rd grade

Academic Peer Groups

All students who scored a 600 on 3rd grade PARCC Math and a 650 on 3rd grade PARCC ELA are grouped together.



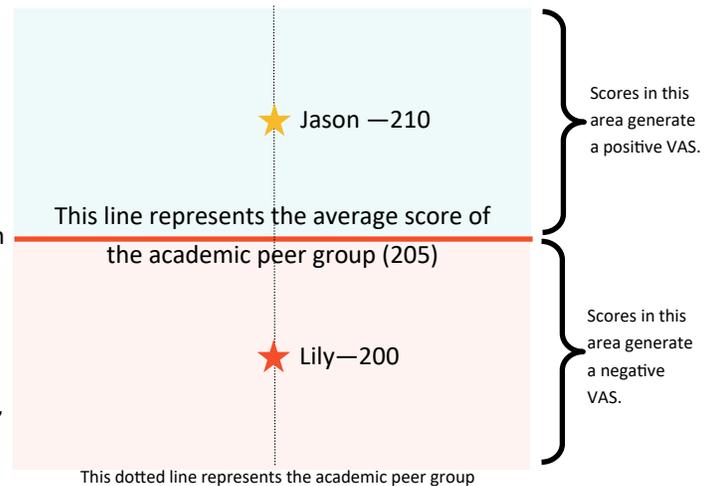
This is Jason's academic peer group.

Value Added Scores

- If Jason scores **below** the average of her academic peer group, then VAS points will be **negative**.
- If Sarah scores **above** the average of her academic peer group, then VAS points will be **positive**.

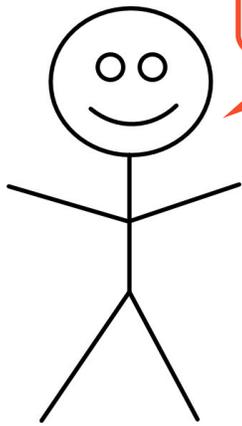
Let's see some VAS examples:

1. If the average score of Jason's academic peer group was 205 and Sarah scored a 210, she showed more growth than the average, which would result in positive VAS points.
2. If the average score of Jason's academic peer group was 205 and Jason's friend, Lily, scored a 200, she showed less growth than the average, which would result in negative VAS points.



To learn more about academic peer groups and value added scores, read the NMTEACH Technical Guide.

Understanding the Growth Model



Hi! I'm Joseph!
I'm in 5th grade!

Example Scenario. Let's determine Joseph's value added score (VAS) for the 5th-grade PARCC Math assessment.

What we need to know:

- Joseph's prior two years of PARCC data
 - 3rd-grade Math PARCC: 685
 - 3rd-grade ELA PARCC: 650
 - 4th-grade math PARCC: 700
 - 4th-grade ELA PARCC: 690

Academic Peer Groups

All students who scored a 685 on 3rd-grade PARCC Math and a 650 on 3rd-grade PARCC ELA assessment are grouped together.

Then

All students who scored a 685 on 3rd-grade PARCC Math and a 650 on 3rd-grade PARCC ELA AND 700 on 4th-grade math and a 690 on 4th-grade ELA PARCC assessment are grouped together.

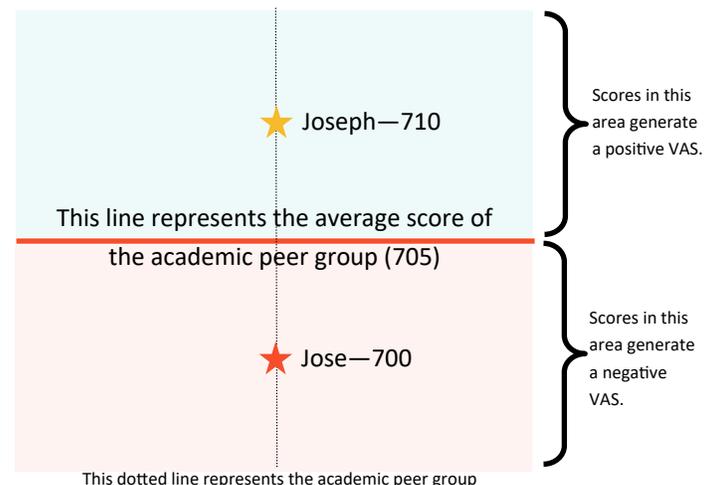
This is Joseph's academic peer group

Value Added Scores

- If Joseph scores **below** the average of his academic peer group, then VAS points will be **negative**.
- If Joseph scores **above** the average of his academic peer group, then VAS points will be **positive**.

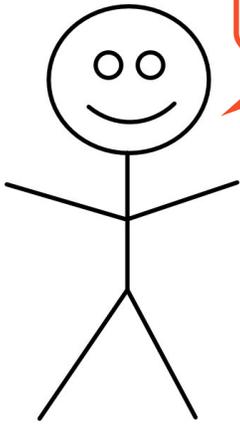
Let's see some VAS examples:

1. If the average score of Joseph's academic peer group was 705 and Joseph scored a 710, he showed more growth than the average, which would result in positive VAS points.
2. If the average score of Joseph's peer group was 705 and Joseph's friend, Jose, scored a 700, he showed less growth than the average, which would result in negative VAS points.



To learn more about academic peer groups and value added scores, read the NMTEACH Technical Guide.

Understanding the Growth Model



Hi! I'm Jimmy!
I'm in 6th grade!

Example Scenario. Let's determine Jimmy's value added score (VAS) for the 6th- grade PARCC ELA assessment.

What we need to know:

- Jimmy's prior two years of PARCC data
 - 4th-grade PARCC ELA: 690
 - 4th-grade PARCC Math 675
 - 5th-grade PARCC ELA: 705
 - 5th-grade PARCC Math: 700

Academic Peer Groups

All students who scored a 690 on 4th-grade PARCC ELA and 675 on 4th-grade PARCC Math assessment are grouped together.

Then

All students who scored a 690 on 4th- grade PARCC ELA and 675 on 4th-grade PARCC Math **AND** a 705 on 5th-grade PARCC ELA and 700 on 5th-grade PARCC math are grouped together.

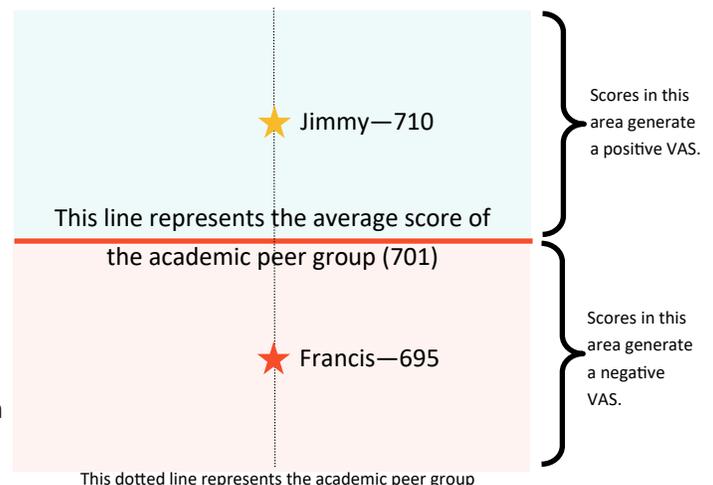
This is Jimmy's academic peer group.

Value Added Scores

- If Jimmy scores **below** the average of his academic peer group, then VAS points will be **negative**.
- If Jimmy scores **above** the average of his academic peer group then, VAS points will be **positive**.

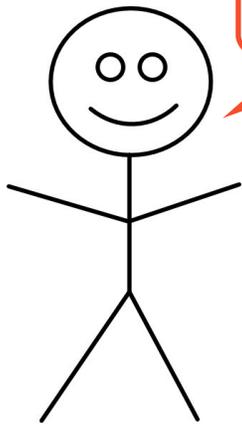
Let's see some VAS examples:

1. If the average score of Jimmy's academic peer group was 701 and Jimmy scored a 710, he showed more growth than the average, which would result in positive VAS points.
2. If the average score of Jimmy's peer group was 701 and Jimmy's friend, Francis, scored a 695, he showed less growth than the average, which would result in negative VAS points.



To learn more about academic peer groups and value added scores, read the NMTEACH Technical Guide.

Understanding the Growth Model



Hi! I'm Julia! I'm in 8th grade!

Example Scenario. Let's determine Julia's value added score (VAS) for the 8th-grade PARCC ELA assessment.

What we need to know:

- Julia's prior two years of PARCC data
 - 6th-grade PARCC ELA: 732
 - 6th-grade PARCC Math: 754
 - 7th-grade PARCC ELA: 740
 - 7th-grade PARCC Math: 730

Academic Peer Groups

All students who scored a 732 on 6th-grade PARCC ELA and 754 on 6th grade PARCC Math are grouped together.

Then

All students who scored a 732 on 6th-grade PARCC ELA and 754 on 6th-grade PARCC Math AND 740 on 7th-grade PARCC ELA and 730 on 7th-grade PARCC Math are grouped together.

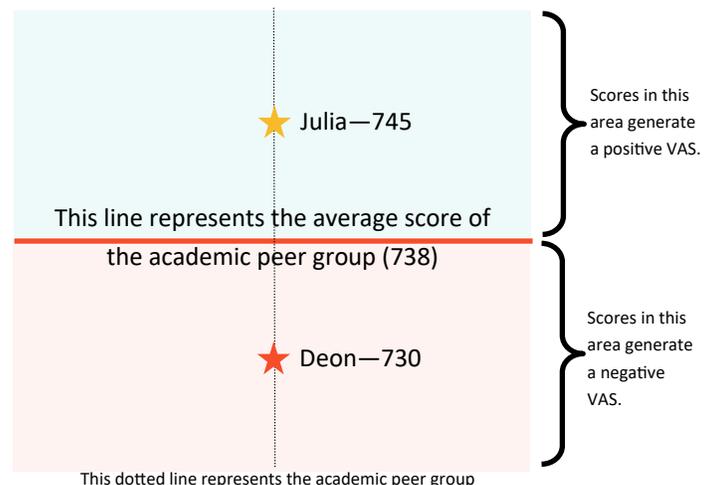
This is Julia's academic peer group.

Value Added Scores

- If Julia scores **below** the average of her academic peer group, then VAS points will be **negative**.
- If Julia scores **above** the average of her academic peer group, then VAS points will be **positive**.

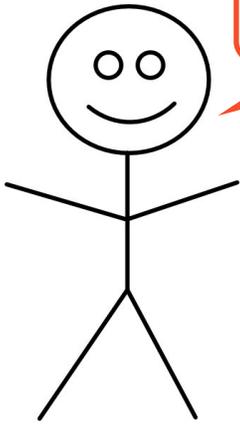
Let's see some VAS examples:

1. If the average score of Julia's academic peer group was 738 and Julia scored a 745, she showed more growth than the average, which would result in positive VAS points.
2. If the average score of Julia's peer group was 738 and Julia's friend, Deon, scored a 730, he showed less growth than the average, which would result in negative VAS points.



To learn more about academic peer groups and value added scores, read the NMTEACH Technical Guide.

Understanding the Growth Model



Hi! I'm Regina!
I'm in 11th grade!

Example Scenario. Let's determine Regina's value added score (VAS) for the 11th-grade PARCC ELA assessment.

What we need to know:

- Regina's prior two years of PARCC data
 - 9th Grade PARCC ELA: 742
 - 9th Grade PARCC Math: 745
 - 10th Grade PARCC ELA: 750
 - 10th Grade PARCC Math: 747

Academic Peer Groups

All students who scored a 742 in 9th-grade PARCC ELA and 745 in 9th-grade PARCC Math are grouped together.

Then

All students who scored a 742 in 9th-grade PARCC ELA and 745 in 9th-grade PARCC Math AND a 750 in 10th-grade PARCC ELA and 747 in 10th-grade PARCC Math are grouped together.

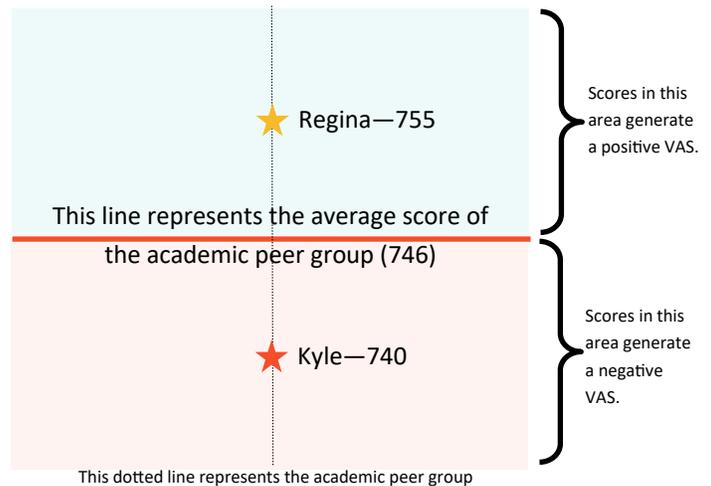
This is Regina's academic peer group

Value Added Scores

- If Regina scores **below** the average of her academic peer group, then VAS points will be **negative**.
- If Regina scores **above** the average of her academic peer group, then VAS points will be **positive**.

Let's see some VAS examples:

1. If the average score of Regina's academic peer group was 746 and Regina scored a 755, she showed more growth than the average, which would result in positive VAS points.
2. If the average score of Regina's academic peer group was 746 and Regina's friend, Kyle, scored a 740, he showed less growth than the average, which would result in negative VAS



To learn more about academic peer groups and value added scores, read the NMTEACH Technical Guide.

Determining EOC Expected Growth Score

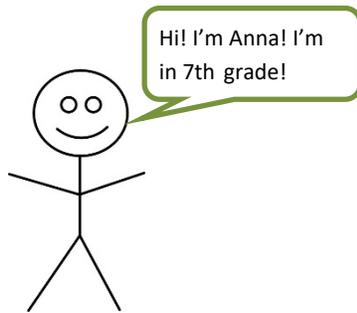
Step 1: Set Academic Peer Groups by using the two prior year's data from PARCC ELA and Math

Step 2: Determine average performance of Academic Peer Group on EOCs

Step 3: Use average performance by Academic Peer Group to determine expected growth score on EOC

Step 4: Generate student growth scores based on performance when compared to their academic peers

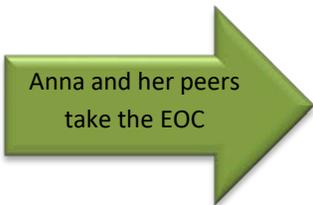
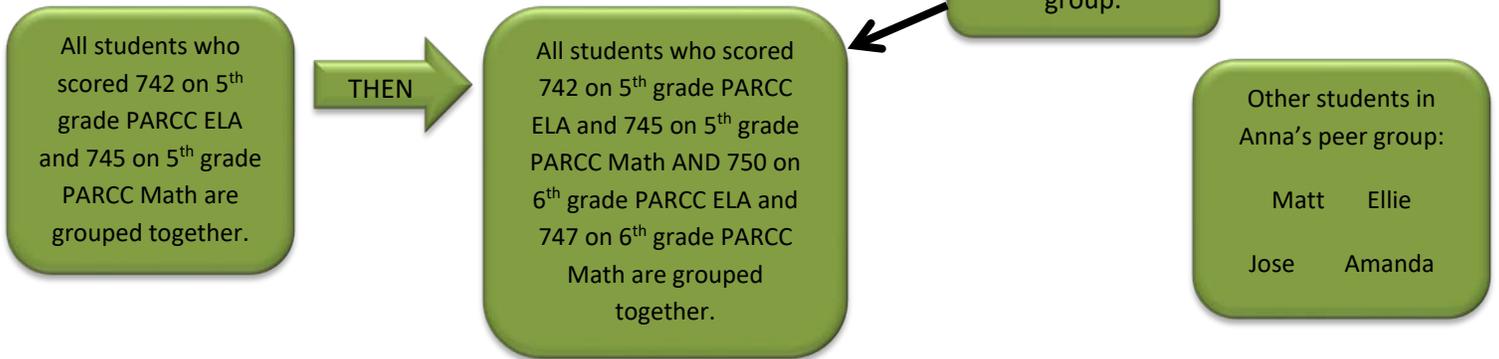
Example Scenario: Let's determine Anna's value added score (VAS) for the EOC Art Middle School assessment



Anna's prior two years of PARCC data:

- 5th Grade PARCC ELA: 742 and PARCC Math: 745
- 6th Grade PARCC ELA: 750 and PARCC Math 747

Academic Peer Groups



EOC Scores for Anna and her academic peers:

Anna: 11 Matt: 10 Ellie: 12
Jose: 14 Amanda: 13

The average of these scores **(12)** is the expected growth score for the EOC.

In this scenario:

Jose and Amanda grew better than expected because their scores were above 12.

Ellie grew as expected because she scored 12.

Anna and Matt grew less than expected because their scores were below 12.

NMTEACH

WHAT IF I HAVE QUESTIONS ABOUT MY SUMMATIVE REPORT?

Teachers should follow these steps if they have questions regarding their NMTEACH summative report:

1. Teacher speaks with their school site administrator.
2. Administrator communicates any question that they are unable to address to the appointed person at the district or charter that handles data submission through Accuroster.
3. Appointed district representative communicates with their assigned NMTEACH liaison at the NMPED.

Districts will be provided a three-week window after reports are released to reach out to the NMPED to address any potential data issues. Summative reports will not be reviewed by the NMPED after the review period ends.

Please visit the TeachReach Blog:
<http://teachreachnm.us/resources/> to view a variety
NMTEACH resources.