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# NEWS RELEASE

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## NM Public Education Department Releases Statewide NMTEACH Results

*Data Shows Dramatic Improvement in Teacher Attendance Year-Over-Year*

**SANTA FE, NM** – Today, the New Mexico Public Education Department (PED) announced the statewide results of the second year of NMTEACH, a statewide program designed to recognize high-performing teachers and provide targeted support for those who need it.

According to this year's data, the statewide distribution of teacher performance is as follows:

- "Exemplary" – 2.5%
- "Highly Effective" – 24.2%
- "Effective" – 47.1%
- "Minimally Effective" – 22.6%
- "Ineffective" – 3.6%

The distribution is similar to last year's data, with a slightly smaller percentage of teachers being rated as "effective," and slightly larger percentages of teachers being rated in the upper two and bottom two categories. For example, compared to last year, there is an increase of over 700 teachers in the "highly effective" category, and over 200 additional teachers in the "exemplary" category. Seventy-five percent of teachers who also had evaluation results last year saw their rating improve at least one level or remain constant.

A teacher's evaluation is comprised of a number of factors, including growth in student achievement, observations by trained observers and administrators, and other multiple measures, which could include measures such as teacher attendance and parent/student surveys. Districts and charter schools developed their evaluation plans by determining which multiple measures and which assessments to include in their teachers' evaluations, and provided PED with the necessary data for their teachers.

Looking just at student achievement growth data, which can comprise up to 50 percent of a teacher's final evaluation rating based on the years of data available for a teacher, there was a three percentage point increase in the number of teachers rated "effective," "highly effective," and "exemplary" in the student achievement component compared to last year. Likewise, there was a three percentage point decrease in the number of teachers rated "ineffective" and "minimally effective" compared to last year.

Additionally, this year's data shows a dramatic statewide improvement in teacher attendance year-over-year, including a 31.6 percent increase in the number of teachers who missed less than two days of work and received an "exemplary" attendance record.

Nearly 40 percent of teachers were rated “exemplary” on teacher attendance in this year’s data, markedly up from the 23.8 percent of teachers who had the same rating in the 2013-2014 school year. Combining the “exemplary” and “highly effective” categories, 70.8 percent of all teachers earned the highest attendance marks, compared to 54 percent of all teachers last year.

“Teachers are so important to the future of our children,” said Governor Susana Martinez. “Every day in the classroom counts for our kids. Every single day matters. I want to applaud our teachers and schools for these attendance gains because it means thousands more days that our children get to spend with their classroom teacher.”

This year’s sharp drop in teacher absences is estimated to have saved school districts \$1.2 million in substitute teacher costs, and of course, resulted in students across the state having over 18,000 additional instructional days provided to them by their classroom teacher.

“Through hard work and close collaboration with teachers, parents, and local school leaders, we’ve produced a reliable statewide evaluation system that champions our best teachers and provides the information that our education professionals deserve,” said PED Secretary Hanna Skandera. “It helps recognize their success and identifies where to give needed support. Over the last year, we’ve improved training and flexibility for districts and teachers and made numerous system upgrades. As we continue to improve this system, it gives our educators better resources to understand and use the results.”

Other notable items include:

- 107 teachers in New Mexico received a summative rating of “exemplary” two years in a row, while 109 received an “ineffective” summative rating for two consecutive years.
- The student achievement portion of this year’s data comes from the SBA assessment and other local achievement measures over the past three school years; results from the recently-completed PARCC assessments will not be incorporated until next year’s evaluations (and even then, they will be phased in over three years).
- Evaluations are based, in large part, on data provided to the State by each local school district. Earlier this year, Secretary Skandera announced several agreements between the state and districts to improve the timeliness of providing these evaluations to districts and teachers and the data verification and review processes at the state and local level.

NMTEACH was designed and implemented to ensure that student achievement and academic growth would become more important factors in how teacher effectiveness is evaluated. Under the old system, there was little to no differentiation in teacher performance. President Obama’s Secretary of Education Arne Duncan had even described New Mexico’s evaluation system as “broken.” In allowing states to pursue waivers from the rigid federal mandates of No Child Left Behind, enacting teacher evaluation systems that included student achievement measures became a key requirement from the federal government to receive those waivers.

As a result of New Mexico’s continuing success in reforming education – with NMTEACH being a critical piece – the state was recently recognized by the U.S. Department of Education as one of only five states to receive a fast-tracked No Child Left Behind waiver extension. The waiver extension will allow New Mexico to continue its momentum in implementing reforms to help struggling students and schools.

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