



*Albuquerque Institute for Mathematics and Science at UNM*  
**Best Practices: Staff Performance Evaluation**

**Mission:** Albuquerque Institute for Mathematics and Science @UNM (AIMS@UNM) is committed to preparing its students, grades six thru twelve, for college, community, and beyond through a rigorous focus on math and science and an emphasis on global participation. AIMS@UNM has created a highly structured school environment that sets high academic and behavioral expectations for its students. With an emphasis on mathematics and science, and a requirement for “Critical Language” study, the school’s mission is to prepare all students for college. Beginning in the sixth grade and continuing through their graduation, all students enjoy a common culture of college preparation.

**Performance:** According to the CREDO study, AIMS is one of only six schools in the State that outperforms more traditional public schools. The school has consistently met AYP goals each year, increasing student proficiency yearly. Math proficiency has increased by 40%, science by 45%, and reading by 38% over a three year period. The achievement gap has diminished from 38% in reading to 2% currently, and math from 28% to 5%. Our graduation rate is 93.3%, with 100% of our graduates attending college.

**Goal:** To share best practices related to evaluating and implementing performance based evaluation.

**Practice:** AIMS has implemented a comprehensive system of evaluating the impact of teachers and support staff in the classroom. Based on the IMPACT evaluation system, teachers and staff members are evaluated four times per year; twice by administrative staff, once by instructional leaders (level three teachers), and once by specialists affiliated with the University of New Mexico. Teachers and staff are evaluated based on five areas of performance; planning, teaching and learning framework, commitment to school community, assessment, and core professionalism. The evaluation is data based, and feedback is given after each observation, along with suggestions for improvement and a framework of support, so that classroom improvement can be implemented immediately.

Upon completion of the four phases, scores are averaged for the five evaluated areas, along with student achievement data. After weighting the components, a total score is produced. From this score, a visual of the impact that employee has upon the classroom is produced, and compensation is determined.

Although complex and time consuming, this evaluation system seeks to create a culture in which all school-based personnel have a clear understanding of what defines excellence in their work, are provided with **constructive** and **data-based** feedback about their performance, and receive support to increase their effectiveness.