



**NEW MEXICO
PUBLIC EDUCATION
DEPARTMENT**

**2007-2008
SCHOOL IMPROVEMENT
FRAMEWORK**

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NEW MEXICO PUBLIC EDUCATION DEPARTMENT 2007-2008 SCHOOL IMPROVEMENT FRAMEWORK

Introduction

Accountability for student learning is the key focus of New Mexico's system of school improvement. The Public Education Department's commitment to continuous improvement is evident in the steps taken to refine the 2007-2008 School Improvement Framework to reflect No Child Left Behind (NCLB) requirements. The School Improvement Framework was developed in recognition of our shared contributions and responsibilities to all of New Mexico's children.

The Priority Schools Bureau has reorganized to provide support to schools through collaboration with districts, Regional Quality Centers, Regional Educational Cooperatives and our educational partners. The support provided is based on the Pyramid of Interventions concept. School Districts will provide support and monitoring of School Improvement I (SI-I) and School Improvement II (SI-II) schools as required under No Child Left Behind (NCLB). The Priority Schools Bureau will provide assistance to Corrective Action, Restructuring I and Restructuring II schools using Technical Assistance Teams. These Technical Assistance Teams are composed of a Team Leader (Priority Schools Bureau), one or more Public Education Department professionals, and an educational partner. These Technical Assistance Teams will monitor districts and schools for compliance with the Alternative Governance Plans written for restructuring schools. The goal is to ensure intense focused change based on the data, achievement gaps, and distance from the Annual Measurable Objectives (AMOs) in reading and math.

The commitment of New Mexico's public schools to continuous improvement is manifested in the revised Educational Plan for Student Success (EPSS). The alignment of organizational systems with measurable targeted goals is essential to improved student achievement. The revised EPSS document is the result of a multi-stakeholder group input and dialogue that aligned the document to the continuous improvement processes. Reporting of results on a quarterly/trimester basis ensures that schools are using the short cycle assessment data to inform instructional practices.

The Priority Schools Bureau is targeting limited resources to the support of intensive and focused change in our Restructuring I and Restructuring II Schools. Systemic reform through pilot projects, intensive interventions, data

2007-2008 New Mexico School Improvement Framework

monitoring, short cycle assessments, professional development are the goal of the Priority Schools Bureau in providing assistance to our intensive schools. Using the Plan, Do, Study, Act (PDSA) process, the Priority Schools Bureau will review school improvement efforts quarterly or triennially to assist schools in adjusting the EPSS to meet the needs of students.

The Priority Schools Bureau goal is to “Walk the Talk” for all New Mexico districts and schools. Therefore, Priority Schools Bureau is providing professional development for the Technical Assistance Teams in Cognitive Coaching, Leadership Models, systems improvement (PDSA), and the protocol for working with schools in a consistent manner. The bureau will use the same format as the Educational Plan for Student Success (EPSS) document to monitor the work of the Priority Schools Bureau. In this manner, adjustments to the work of the Priority Schools Bureau can be made on a regular basis in support of districts and schools.

The 2007-2008 School Improvement Framework has been condensed to provide a guide that complies with federal and State requirements. Copies of this document can be accessed online by clicking the Priority Schools Bureau link on the New Mexico Public Education Department website at <http://www.ped.state.nm.us>.

The Priority Schools Bureau staff is available to answer your questions and provide assistance. Please call (505) 827-6462.

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**NEW MEXICO PUBLIC EDUCATION DEPARTMENT
ADEQUATE YEARLY PROGRESS (AYP) DESIGNATIONS AND CRITERIA**

The School Improvement Framework 2007-2008 addresses specific requirements for all designated groups of New Mexico public schools.

SCHOOLS IN NEED OF IMPROVEMENT (SINOI)

DESIGNATION	School Improvement I (SI-I)	School Improvement II (SI-II)	Corrective Action (CA)	Restructuring I (R-I)	Restructuring II (R-II)
DESCRIPTION	Did not meet AYP for two consecutive years in the same subject and/or other indicator(s)	Did not meet AYP for three consecutive years in the same subject and/or other indicator(s)	Did not meet AYP for four consecutive years in the same subject and/or other indicator(s)	Did not meet AYP for five consecutive years in the same subject and/or other indicator(s)	Did not meet AYP for six consecutive years in the same subject and/or other indicator(s)

*NEW MEXICO SCHOOLS IDENTIFIED AS PRIORITY SCHOOLS
(BASED ON THE SCHOOL ACCOUNTABILITY REPORT)*

Group Identification	Description
1. Priority Schools DISTRICT ASSISTANCE	The PED has identified “Priority Schools – District Assistance” as New Mexico Schools In Need Of Improvement (SINOI) that did not make AYP in a subgroup or other indicator and are in a School Improvement Status of School Improvement I (SI-I)-I or School Improvement II (SI-II) (based on the School Accountability Report).
2. Priority Schools INTENSIVE ASSISTANCE	The PED has identified “Priority Schools—Intensive Assistance” as New Mexico Schools In Need Of Improvement (SINOI) that did not meet Adequate Yearly Progress (AYP) in the previous four or more years and are in the Corrective Action, Restructuring I or II status.

NEW MEXICO DISTRICTS IDENTIFIED BY AYP CRITERIA

Group Identification	Description
<p>Priority Districts</p>	<p>The PED identifies “Priority Districts” as those districts that:</p> <ul style="list-style-type: none"> ○ Did not meet AYP for the school year 2006-2007, ○ Currently have a status of SI, SII, or Corrective Action (CA), and ○ Have the highest concentration of CA, Restructuring I (RI) and Restructuring II (RII) schools in SY 2007-2008.

All Public Schools	Description
<p style="text-align: center;">EDUCATIONAL PLAN for STUDENT SUCCESS (EPSS)</p>	<ol style="list-style-type: none"> 1. An Educational Plan for Student Success (EPSS) is required for all public schools and districts, with the exception of districts with fewer than 600 students, who may apply for and will receive approval to combine the district EPSS and all school EPSS into a single document. (Exception would be when one or more of the district schools are in some form of NCLB status. These schools must have a school level EPSS.) Districts with more than 600 students may request this waiver if they can offer compelling reasons for the Secretary of Education’s consideration and all schools in the district are meeting AYP. 2. The EPSS is a strategic plan for continuous improvement consolidating all improvement plans into one document. The EPSS contains an action plan (Plan, Do Study, Act cycle) specifying how the district/school will accomplish the identified goals including interventions, strategies, plans and evaluations for each action. 3. Goals must be: <ol style="list-style-type: none"> a. student centered and supported by strategies, resources, and systems alignment; b. annual and measurable, using baseline assessment data; and c. written to address gaps in student achievement as measured by the New Mexico Standards Based Assessment (NMSBA) and to align with Annual Measurable Objective (AMO) targets. 4. Plans must be submitted to the Priority Schools Bureau by June 14th for the following academic year. <ol style="list-style-type: none"> a. Revisions can be made prior to September 14th of each academic year. The revised EPSS is then resubmitted to the Priority Schools Bureau.

All Public Schools	Description
<p align="center">“ALL KIDS CAN” SCHOOL IMPROVEMENT CONFERENCE</p>	<ol style="list-style-type: none"> 1. June 2008 – “All Kids Can” School Improvement Conference Focus: <i>to be announced</i> 2. The conference will provide, but is not be limited to: <ol style="list-style-type: none"> a. EPSS systems alignment b. Leadership for Educational Reform c. Instructional Leadership for Student Achievement d. Proven Instructional practices e. Understanding and using assessment data for school improvement f. Continuous Classroom Improvement
<p align="center">REGIONAL PROFESSIONAL DEVELOPMENT INSTITUTES FOR EDUCATORS</p>	<ol style="list-style-type: none"> 1. Regional Professional Development Institutes for public school teams of teachers. 2. Instructional interventions are the focus for the 2007-2008 training statewide. 3. Training topics include, but are not limited to: <ul style="list-style-type: none"> • Differentiated classroom instruction, including Sheltered Instruction; • Teacher-made assessments and classroom implementation of best instructional practices; • Instructional interventions that work; and • Continuous Classroom Improvement and Teacher Student Partnerships. 4. Each region’s training will address three (3) instructional levels: elementary, middle, and high school. 5. Training cycles: – 6 days total for the 2007-2008 school year: <ul style="list-style-type: none"> • 2-day sessions; • 3 times per school year; • 3 regional sites.

All Public Schools	Description
<p>PARENT AND COMMUNITY INVOLVEMENT</p>	<ol style="list-style-type: none"> 1. All New Mexico schools are required to have participatory Advisory School Councils that include parents and community members. NM Statutes Annotated (NMSA) 22-5-16; (HB 212, Section 27). 2. An Advisory School Council must be created in every public school to assist the school principal with school-based decision making. 3. The purpose of the Advisory School Council is to address issues of budget, student assessment, data, policy relating to instructional issues and curricula, parent and community involvement, and business partnerships. (NMSA 22-5-16, HB 212). 4. The Council shall give advice, consistent with State and school district rules and policies, on policies relating to instructional issues and curricula and on proposed and actual budgets. 5. The Council shall have membership equitably balanced among school employees, parents, and community members, including the business community. 6. The Council shall be created and elected in accordance with local governing board rule. 7. The Council shall develop and implement creative ways to involve parents in schools. 8. The Council shall coordinate, where appropriate, existing work force development boards or career technical education advisory councils to connect students and academic programs to business. 9. The Council shall serve as champion for students in building support for schools and encouraging greater community participation in public schools. 10. The district administration shall monitor the participation of the Advisory School Council at each school site and be able to provide evidence and schedules of those periodic meetings. 11. Along with the submission of the EPSS, the district shall include documentation of the previously held public meetings for each site including a sign-in sheet of those in attendance, an agenda, and a list of suggestions from parents and the public on how to improve the school.

All Public Schools	Description
<p style="text-align: center;">DISTRICT ADMINISTRATION</p>	<p>To build capacity at the district level, district administrators are expected to provide leadership in the following areas:</p> <ol style="list-style-type: none"> 1. Develop a current District EPSS, indicating district initiatives in support of and resources aligned with student needs for achievement of aligned annual measurable goals based on data. <ol style="list-style-type: none"> a. Develop the District EPSS prior to the development of the School level EPSS to ensure alignment; b. Submit the District EPSS results to PED for review twice a year in January and June (at the end of each semester). c. Provide support for the EPSS process for SI and SII schools; d. Review all EPSS plans prior to submission to the PED. 2. Develop and distribute a District Curriculum Guide that is articulated, aligned to the NM Content Standards and Benchmarks, and disseminated to all teachers of literacy and math. 3. Align budget allocations to meet the needs of student populations that have the greatest gaps in achievement. 4. Use student performance data to inform decisions and policy. 5. Submit a contact person for School Reform who will be the PED District Liaison for such activities. 6. Monitor the participation of the Advisory School Council at each school site and be able to provide evidence and schedule of periodic Advisory School Council meetings. 7. Participate in Regional Leadership Trainings in Reform Initiatives including but not limited to Baldrige systems alignment processes and using data to inform policy and program decisions. 8. Ensure that appropriate school leadership/goal teams participate in the Professional Development Institute for Educators. 9. Monitor school progress toward implementation of professional development concepts, such as student goal setting, intervention strategies for struggling learners, and strategies for implementing NM Content Standards and Benchmarks based instruction.

All Public Schools	Description
<p>SHORT CYCLE ASSESSMENT/DATA ANALYSIS</p>	<ol style="list-style-type: none"> 1. It is the obligation of school personnel and district administrators to research and review available short cycle assessments, and select the most appropriate model for their student population. 2. Refer to the New Mexico Public Education Department website to reference criteria matrix for appropriate short cycle assessments (Archives). 3. Short cycle assessments should be administered at least three times within the school year. 4. Assessment data should inform decisions regarding instructional practices, curriculum, selection of educational programs, and budget allocations. 5. Graph and communicate district and school data on a continuous periodic basis and communicate that information to staff, parents, students and the community.
<p>REGIONAL QUALITY CENTERS (RQCs)</p>	<ol style="list-style-type: none"> 1. A statewide approach and support system for building district, school, and classroom capacity to achieve and sustain high levels of student and system performance. <ol style="list-style-type: none"> a. Centers serve as a model and a blueprint for continuous improvement (Gallup, Albuquerque, Central Consolidated, and Espanola). b. A collaborative approach with the Governor’s Business Executives for Education/Strengthening Quality in Schools (SQS) Initiative/Public Education Department (PED). c. Regional cohesiveness for collaboration and deployment of best instructional practices. d. Support for vertical and horizontal alignment within the organizations and the regional areas. e. Provide opportunities for surrounding districts to participate in the training provided. 2. Multiple year support for professional development and systems alignment for continuous improvement endeavors throughout the surrounding geographic area.
<p>STUDENT ASSISTANCE TEAMS</p>	<ol style="list-style-type: none"> 1. All schools are required to have a formalized Student Assistance Team (SAT) process that facilitates teacher collaboration and action on behalf of students who score less than proficient on state or district assessments (as it applies to SINOI). 2. The SAT is a general education process and the responsibility is found in the state education rules.

All Public Schools	Description
<p>EXTENDED LEARNING TIME</p>	<p>1. District personnel must support, through resources and training, the addition of instructional strategies and intensive interventions for those students who are not proficient in reading and math.</p> <p>2. Resources must be provided to allow schools to increase learning time in reading and math to allow intensive interventions to be provided during the school day beyond the core curriculum for students who are not proficient.</p>
<p>BUDGET REALLOCATION</p>	<p>1. Districts must review the budgets provided to the schools from Title I, Special Education, 21st Century, grants, state allocations, etc., to ensure that the funding is reallocated to meet the needs of students who are not proficient in math and reading. The budgets will be reviewed by Priority Schools Technical Assistance Teams for alignment with the school's/district's EPSS.</p>

NEW MEXICO PED MANDATES FOR SINOI SCHOOLS AND DISTRICTS

Services from Partners, RQCs, RECs, Ed Associates

Coaching (bi monthly) of selected schools and districts,

Structured required Professional Development in areas as Data Analysis, Looking at Student Work, Curriculum Mapping, Content Focused Training, McRel Strategies, etc.

Principal's Academy (including training on Schools Reform, etc)

Regional Focused Teacher and Administrator Training

State External Diagnostic Assessment
District/School Internal Self Assessment
Technical Assistance Plan
Required Modifications to School or District Operations including Curriculum
EPSS with Action Plan to PED
Required Professional Development for Supt, Principal & Teachers
School and District provide data to PED on a quarterly basis

State Charter School
 Alternative or Restructuring

Alternative Governance Plan

PED Oversight
 CA
 R1 & R2

District External Diagnostic Assessment and Technical Assistance Plan (includes improvement process)
Common Curriculum
Required Professional Development for Principal, / Teachers
Provides Choice & Supplementary Services
District provides fall, winter spring data to state

District Oversight
 S1 & S 2

Needs Assessment to include:
Data analysis
Target Groups
District/School Improvement Plan
Common Curriculum
Aligned Professional Development
District Discussion regarding Plan

School Oversight
 AYP 1

Professional Development
 Instructional Support
 Priority Schools
 Special Education
 Bilingual Education
 Nutritional Services

Core Educational Expectations
 Standards Based Curriculum (curriculum mapping & Pacing Guide)
 Aligned Short Cycle Performance Assessments
 Common Curriculum
 Common Behavioral Expectations
 Effective Student Assistance Teams

Indian Education
 Rural Education
 Early Childhood Assessment/
 Evaluation
 Charter Schools
 Title I

ALL NEW MEXICO PUBLIC SCHOOLS

Meeting Adequate Yearly Progress	Other Academic Indicators
<p>SINOI NOT MEETING AYP IN OTHER INDICATORS</p>	<p>1. The reporting process for districts with SINOI includes status reporting of “<i>other academic indicators</i>” and the identification of goals and strategies as remedies.</p> <p>2. <i>The NM Consolidated State Application Accountability Workbook, August 2005 defines other academic indicators as:</i></p> <ul style="list-style-type: none"> ○ 95% participation in the assessments for all groups and sub-groups; ○ 92% attendance in elementary and middle schools; and ○ 90% graduation rate in high schools.

CORRECTIVE ACTION: PED, DISTRICT AND SCHOOL MANDATES AND RESPONSIBILITIES

Public Education Dept.	District	School
<p>Provide a Consumer Guide on Short Cycle Assessments on the PED website.</p>	<p>Purchase a Short Cycle Assessment for district wide use.</p>	<p>Administer Short Cycle Assessments 3-4 times per year</p>
<p>Ensure compliance with the implementation of a Student Assessment Team (SAT) in Technical Assistance visits.</p>	<p>Monitor the effectiveness of the Student Assessment Team (SAT).</p>	<p>Implement an operative SAT for the purpose of collaborative planning and action on behalf of non-proficient students.</p>
<p>Review and approve district budgets for alignment to district and school EPSS.</p>	<p>Develop a district EPSS plan prior to the development of the budget cycle.</p>	<p>Develop and implement the EPSS by reallocating funds from Title I, ELL, Special Education, 21st Century, Grants, and General Fund.</p>
<p>Monitor for compliance that schools have Level 2 and Level 3 Licensed Teachers at the same average as the district average.</p>	<p>Pursue the hiring of Level 2 and Level 3 Licensed teachers at the same average as the district average.</p>	<p>Interview teachers that are Level 2 and Level 3 in the hiring process to ensure the same average as the district average.</p>

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Public Education Dept.	District	School
Review the District Monitoring Reports submitted by the Superintendent for each School in Corrective Action.	Submit the District Monitoring Reports by the Superintendent for each School in Corrective Action to the PED.	Submit data to the district to ensure accuracy of the Monitoring Reports.
Hire competent consultants to complete intensive technical assistance reviews in Corrective Action Schools prior to the writing of the EPSS for 2008-2009.	Meet with the Corrective Action Consultant and the principal(s) of the Corrective Action Schools prior to the visit. Respond to the Consultant's request for the 3 days necessary to complete the review in the CA schools.	Cooperate fully with the consultant assigned to the school and district by providing the documentation, schedules, access to classrooms for observations, interviews, and meetings with the Leadership Team.
Conduct Technical Assistance Site Visit to evaluate and develop a Technical Assistance Plan.	Superintendent (designee) participates in the Technical Assistance Site Visits for the purpose of evaluation and development of a Technical Assistance Plan.	Participate in the development of a Technical Assistance Plan.
Deliver a formal Technical Assistance Plan to the superintendent and principal.	Superintendent (designee) reviews the plan with the principal for timelines and needed support for resources.	Principal reviews the plan with the school leadership team.
Conduct training on the development of an EPSS for district and school staff in regional areas of the state.	Develop the District EPSS based on school data in the areas of Reading, Math, and Parent Involvement. Attend the PED training on development of the EPSS.	Develop a school EPSS aligned to the District EPSS that is focused on school site data. Send a team to the PED training on the EPSS development.
Provide feedback to District EPSS Annual Report.	Submit a first and second semester District Progress Report for all CA schools to the PED.	Provide data to the district on short cycle assessment and quarterly/triennial progress toward goals on EPSS to the district.
Develop and maintain a list serve of all district and school contacts.	Identify the district contact for PED to receive all information from Priority Schools and serve as a contact for School Reform.	Identify a contact at the school to work with PED regarding School Reform.

GENERAL REQUIREMENTS FOR RESTRUCTURING I AND RESTRUCTURING II SCHOOLS

Public Education Dept.	District	School
<p>Monitor to ensure that all schools have a formalized SAT for the purpose of collaborative planning and action on behalf of non-proficient students. The use of the Response to Intervention process will be monitored to ensure student needs are being addressed appropriately.</p>	<p>Provide training and support for formalized SAT using the Response To Intervention (RTI) process.</p>	<p>Principal will ensure a formalized SAT is fully operational using the Response to Intervention process.</p>
<p>Review and approve district budgets for alignment to district and school EPSS.</p>	<p>Develop a district EPSS prior to the development of the budget cycle. Monitor the expenditures of Title I that are used for personnel so that funding is available for professional development, interventions, administrative support, etc.</p>	<p>Develop and implement the EPSS by reallocating funds from Title I, Bilingual, Special Education, 21st Century, Grants, and General Fund.</p>
<p>Monitor for compliance that schools have Level 2 and Level 3 Licensed Teachers at the same average as the district average.</p> <p>Monitor that No First Year Principals are placed at the school unless a special waiver is granted by the Secretary of Education based on extenuating circumstances.</p>	<p>Pursue the hiring of Level 2 and Level 3 Licensed teachers at the same average as the district average.</p> <p>Ensure that only principals with experience in school reform are hired to lead a Restructuring School. Advertise nationally to attract principals with extensive experience and use incentives in order to attract administrative personnel.</p>	<p>Interview teachers that are Level 2 and Level 3 in the hiring process to ensure the same average as the district average.</p> <p>Inform the school interview process that only candidates that meet the qualifications of an experienced administrator will be a part of the interview pool.</p>
<p>Review the hiring of the principals to ensure compliance with the requirements for experienced principals. If the district can document they could not recruit such a principal, the Director of Priority Schools will assemble a team to meet with the hired principal to determine the support needed to be successful in the position.</p>	<p>The District will comply with the recommendations of the PED Committee and fund the requirements submitted. The District needs to set aside funding from Title I, General Fund, Professional Development in anticipation of support that may be needed.</p>	<p>The school will be required to allocate a substantial portion of Title I funding to the EPSS plan for interventions, professional development, and support for the administrator in leading change at a RI or RII school.</p>

2007-2008 New Mexico School Improvement Framework

Public Education Dept.	District	School
<p>The Technical Assistance Teams will work with the Restructuring I and Restructuring II Schools to write the Alternative Governance Plans. The teams will visit the district/schools 3-4 times per year based on the short cycle assessment schedules.</p>	<p>The Superintendent and district leadership team will meet with the Technical Assistance Teams when they visit the schools and allow team members to work with the Technical Assistance Teams during each visit.</p>	<p>Cooperate with the Technical Assistance Teams in conducting observations, interviews, review of data, and developing a plan of action for each quarter or trimester of data using the PDSA cycle.</p>
<p>Review the short cycle assessment data on a quarterly or trimester basis. Schools utilizing the electronic EPSS will submit the update electronically within 2 weeks after testing.</p>	<p>The Superintendent and the District EPSS contact will review the short cycle assessment data and be prepared to meet with the Technical Assistance Teams regarding how they will support the schools in implementing the changes suggested each quarter/trimester.</p>	<p>Leadership Team will review the short cycle assessment data and meet with the district personnel to determine how to revise the plan to make the gains required prior to the visit of the Technical Assistance Teams.</p>
<p>Meet with Superintendent and district leadership team at semester to determine what direction will be taken if the school remains in R2 more than two years after the AGP is written</p>	<p>Superintendent will develop a plan with the unions, local School Board, district staff that will address the options that must be taken if a school remains in RII status more than two years after the AGP is written.</p>	<p>Staff will be informed of the decisions that will impact the school if they remain in Restructuring II for more than two years after the AGP is written</p>

ALTERNATIVE GOVERNANCE CONTINGENCY PLAN (AGCP) R-I
ALTERNATIVE GOVERNANCE PLAN (AGP) R-II

<p>ALTERNATIVE GOVERNANCE CONTINGENCY PLAN (AGCP) for R-I & R-II Schools</p> <p>R-I = plan; R-II = implement</p>	<p>DISTRICT ALTERNATIVE GOVERNANCE CONTINGENCY PLANNING YEAR 2007-2008:</p> <ol style="list-style-type: none">1. The Alternative Governance Contingency Plan (AGCP) must be submitted to the Assistant Secretary of Quality Assurance and Systems Integration for action by the Secretary of Education. The AGP must include budgets, transportation, staffing, designated instructional strategies and intensive interventions, facilities, and parental and community involvement in the planning and execution of the contingency plan.2. The 2007-2008 school year will be a <u>contingency planning year</u> for district administration to articulate the steps to be taken in order to provide educational services to those students impacted in <u>newly identified RI schools</u>.3. The 2007-2008 school year will be the Alternative Governance implementation year for all school and districts <u>previously identified</u> as RI and RII.4. Staffing and facility implications will be considered.5. Parental and community involvement will be integral to the planning and execution of the AGP.
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**RESTRUCTURING I: WRITING THE ALTERNATIVE GOVERNANCE
CONTINGENCY PLAN (AGCP)**

Public Education Dept.	District	School
Provide Technical Assistance in the development of the Alternative Governance Contingency Plan (EPSS addendum) with district and school leadership teams.	Participate in the development of the Alternative Governance Contingency Plan (EPSS addendum) for each RI School.	Develop an Alternative Governance Contingency Plan (EPSS addendum) with PED or RQC as agreed upon with PED.
Develop the budget for School Improvement based on data and research based systemic reform.	Collaborate with the PED and support the school as they implement systemic reform based on the data.	Participate in Coaching for intensive reform with the service provider jointly determined by PED and the district.
<p>Ensure that the district selects one of the four options for restructuring in the Alternative Governance Plan.</p> <ol style="list-style-type: none"> 1. Replace all or most of the staff (which may include the principal) who are relevant to the failure to make AYP; 2. Enter into a contract with another organization (excluding private entities per NMSA 22-2C-7L) with a demonstrated record of effectiveness, to operate the school; 3. Turn over the operation of the school to the state, if the state agrees; 4. Any other restructuring of a school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement and that has substantial promise of enabling the school to make AYP; or 5. Reopen as a State-chartered Charter School (HB34). <p>Ensure compliance with the alternatives for restructuring as provided by NCLB.</p>	<p>Select the option for restructuring that is needed based on the data and the staffing needs in the district.</p> <p>Oversee compliance with the alternatives for restructuring as provided by NCLB.</p>	Participate in the development and implementation of the option selected for restructuring.

<p>Monitor to ensure that education services to students impacted will continue to be provided by the school during the planning year.</p> <p>The Secretary of Education will return the plan with one of the following designations:</p> <ol style="list-style-type: none"> 1. Approved the plan. 2. Approved the plan with revisions. 3. Request to meet with a Priority Schools Technical Assistance Team Leader to write the plan to address the mandates of this process. 	<p>Ensure district participation in the development of the Alternative Governance Contingency Plan to meet one of the four (4) required restructuring mandates.</p> <p>Submit the plan to the Assistant Secretary for Quality Assurance and Systems Integration for review by June 14th of each academic year.</p>	<p>The AGCP must address the following:</p> <ol style="list-style-type: none"> 1. Implementation of a core curriculum aligned to the New Mexico Content Standards. 2. Alignment of the school's budget to address the Alternative Governance Contingency Plan focusing on Title I budget; Special Education budget, general fund budget, 21st Century, grants, and funds allocated by the PED for school improvement. 3. Staffing to address the changes required to implement the AGCP. 4. Interventions for students who are not proficient in reading and math that are provided in addition to the core curriculum. 5. Parental support to achieve the goals specified in the AGP. 6. Participate with a PED Technical Assistance Team in the development of the AGCP . 7. Develop an EPSS
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		<p>goal for reading, math, and parental involvement that is based on the Annual Measurable Objectives. Target goals must be developed for all subgroups that are not meeting the AMOs.</p> <p>8. Involve the parent and school community in the development of the AGCP.</p> <p>9. Submit the AGCP to the District.</p>
<p>Provide a Consumer Guide on Short Cycle Assessments on the PED website (Archives).</p>	<p>Monitor the assessment plan in the district with short cycle assessments. Collect data on a quarterly or triennial basis. Review the data with the schools and assist them in revising the strategies in the AGCP based on the data.</p> <p>Graph and communicate student data to the community</p>	<p>Administer the short cycle assessments and provide time for staff to review the data and make adjustments to instruction.</p> <p>Implement other methods of evaluating student progress, such as rubrics, teacher made tests, scoring guides, etc.</p>
<p>Monitor that all schools have a formalized Student Assessment Team for the purpose of collaborative planning and action on behalf of non-proficient students. The use of the Response to Intervention process will be monitored to ensure student needs are being addressed appropriately.</p>	<p>Provide training and support for SAT Teams using the Response To Intervention process.</p>	<p>Principal will ensure a formalized SAT is fully operational using the Response to Intervention process.</p>
<p>Provide support for districts regarding research based interventions and effective instructional strategies.</p>	<p>Interventions will be provided for students who are not proficient in math and reading. The interventions will</p>	<p>Design a schedule to allow time for in-school interventions in order to provide equity of access to academic support.</p>

	<p>follow the Response to Intervention model that requires stages of intervention to increase in time and intensity. These interventions are in addition to the core curriculum that occurs during the day, extended year, or summer programs.</p>	<p>The plans must specifically address the interventions the school is using; when they are scheduled; who is responsible for the interventions; and the number of students identified for participation. Parents must be informed of the intervention that is required in order to address the students' needs. Parents who refuse the support must inform the principal in writing and the document placed in the student's cumulative file.</p>
<p>The Technical Assistance Teams will work with the Restructuring I and Restructuring II Schools to write the Alternative Governance Contingency Plans. The teams will visit the district/schools 3-4 times per year based on the short cycle assessment schedules.</p>	<p>The Superintendent and district leadership team will meet with the Technical Assistance Teams when they visit the schools and include team members to work with the Technical Assistance Teams for each visit.</p>	<p>Cooperate with the Technical Assistance Teams in conducting observations, interviews, review of data, and developing a plan of action for each quarter or trimester of data using the PDSA cycle.</p>
<p>Provide Technical Assistance in the importance of providing extended learning time during the day using research based math and reading programs.</p>	<p>Provide support in redesigning the schedule to allow for extended learning time as an addition to the core program in reading and math.</p>	<p>Design the schedule to allow for an additional class in reading and math for students who are not proficient.</p>

RESTRUCTURING II: IMPLEMENTING THE ALTERNATIVE GOVERNANCE PLAN

REQUIREMENTS, MONITORING AND SANCTIONS Schools In Need Of Improvement	Description
<p><i>REORGANIZATION OPTIONS FOR SY 2007-2008</i></p>	<ol style="list-style-type: none"> 1. Implementation of the Alternative Governance Plan developed during the previous year and approved by the Secretary of Education. 2. Adequate notification of parents and community of the school AYP designation and the opportunity for school choice or supplemental services if requested. 3. If school remains in this designation more than 2 years, the district must make plans to institute Option 1, 2, 3, or 5. Option 4 will no longer be adequate. 4. Restructuring the entire school or replacing all or most of the staff that are relevant to failure to make AYP. The new alternative governance must result in “breakthrough” achievement gains during the coming year. <p>REORGANIZATION OPTIONS for SY 2007-2008</p> <ol style="list-style-type: none"> 1. Replace all or most of the staff who are relevant to failure to make AYP; 2. Enter into a contract with another organization (excluding private entities per NMSA 22-2C-7 L), with a demonstrated record of effectiveness, to operate the school; 3. Turn over operation of the school to the PED, in accordance with state law and if agreed to by the PED; or 4. Any other major restructuring of a school’s governance arrangement that makes fundamental reforms and has promise of enabling the school to make AYP. 5. Reopen as a State-chartered Charter School (HB34).

INTERVENTIONS

The New Mexico Public Education Department aligned organizational systems within the bureaus to improve and support the success of the schools and the districts. The intent of the School Improvement Framework is to provide direction to schools and districts. It also provides a viable means to meet federal NCLB requirements and New Mexico State laws. The following monitoring initiatives are provided to examine the extent of progress made by schools and districts and to also identify educational challenges and barriers to school improvement.

Educational best practices represented in this document are based in scientific research and current data, and are the basis for the Public Education Department initiatives and mandates.

The following are interventions for all Schools In Need of Improvement to implement to address student achievement. It is the expectation of the Public Education Department that schools and districts comply with all requirements and opportunities provided in this framework.

ALL NEW MEXICO PUBLIC SCHOOLS (SINOI)

Interventions	Research Based Intervention Programs
<p>School Improvement I and II</p>	<ol style="list-style-type: none"> 1. Provide research-based interventions to identified Schools In Need of Improvement (SINOI) 2. Impact elementary, middle, and high schools with innovative research-based curricula for during school, after-school, and summer programs. 3. Optional implementation of one or more of the following: <ol style="list-style-type: none"> a. Research Based Literacy intervention that addresses the needs of K-12 students; b. Modular Based Math intervention programs that address the identified areas of need; c. Accelerated Algebra programs; d. Systemic Reform model; e. Data management systems; and/or f. Intensive professional development in Sheltered Instruction, Effective Instructional Practices, and Continuous Classroom Improvement. 4. An intervention that builds capacity to deliver instruction and provide differentiated instruction. 6. Short cycle assessments will be administered quarterly or triennially in reading and math. 7. In Title I schools, reserve 10% of allocation for focused and embedded professional development aligned to the EPSS. 8. A preventative measure that students' needs are being addressed in the most direct fashion-additional instructional time.
Interventions	Research Based Intervention Programs
<p>Corrective Action Restructuring I Restructuring II</p>	<ol style="list-style-type: none"> 1. Provide research-based interventions to identified Schools In Need Of Improvement (SINOI). 2. Impacts elementary, middle, and high schools with innovative and research-based curricula for during school and summer school programs. 3. Selected districts receive funding on behalf of

<p style="text-align: center;">Corrective Action Restructuring I Restructuring II (cont'd)</p>	<p>SINOI.</p> <p>4. Required implementation of one or more of the following:</p> <ul style="list-style-type: none">a. Research-based literacy interventions that address the needs of K-12 students;b. Modular based math intervention programs that addresses the identified areas of need.;c. Accelerated algebra program;d. Systemic Reform model;e. Data management system;f. Short cycle assessment in reading and math;g. Intensive professional development in Sheltered Instruction, Effective Instructional Practices, and Continuous Classroom Improvement. <p>5. Required additional time beyond the core instruction in reading and math for all students who are not proficient.</p>
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RECOGNITION

The 2007-2008 *School Improvement Framework* identifies the importance of acknowledging and rewarding schools for taking the initiatives necessary to raise student achievement. Realistic targets for student academic gains are a requirement to improve systems quality because it reinforces the motivation to succeed.

REWARDS AND ADVOCACY	Description
<p>RECOGNITION OF SCHOOLS ON THE RISE</p>	<ol style="list-style-type: none"> 1. PED will monitor and evaluate progress of restructuring efforts that make fundamental reforms and have the promise of enabling schools to make Adequate Yearly Progress (AYP). 2. The Priority Schools Bureau performs studies and data reviews to be able to identify and acknowledge the progress of schools meeting AYP requirements for one to two consecutive years. 3. PED resources and technical assistance will target the needs of schools that must significantly raise student performance gains. 4. Invitation to participate in the annual “Schools on the Rise” Day. <ol style="list-style-type: none"> a. Schools that have exited status b. Schools that have moved into delay status

PUBLIC EDUCATION DEPARTMENT WEBSITES

PED website: <http://ped.state.nm.us>

Priority Schools Bureau website:
<http://www.ped.state.nm.us/div/psb>

Sample information available:

- Current information, press releases, school and district recognitions
- Templates
- School Improvement Framework
- Forms, procedures, schedules, recognitions, invitations.




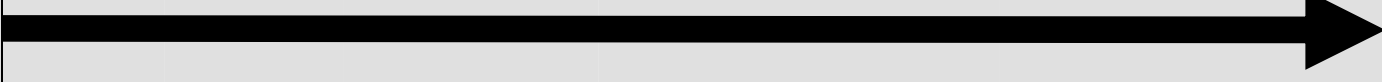

SUMMARY AND TIMELINE OF 2007-2008 EPSS REQUIREMENTS

2007-2008 REPORTING REQUIREMENTS FOR DISTRICTS AND SCHOOLS AND EPSS TIMELINE					
Timeline	Requirements for All Districts	Requirements for SI, SII, and CA schools.	Requirements for Districts with Restructuring Schools		PED Technical Assistance and Feedback
September 14th	Finalized EPSS for districts and schools after receipt of NMSBA data. Submit to Priority Schools Bureau.	Finalized EPSS for districts and schools after receipt of NMSBA data. Submit to Priority Schools Bureau.	Submit the Alternative Governance Contingency Plan or Alternative Governance Plan with signatures by the Superintendent and Board President to the Priority Schools Bureau .		Feedback on final EPSS, AGCP,, and AGP plans for Schools In Need of Improvement to be provided.
October		CA schools receive a visit from a consultant to do a review of school EPSS, interview, observe, and provide feedback.	Technical Assistance Visits Begin Technical Assessment for RI Schools.		Feedback to all schools and districts on EPSS plans that are in CA, RI, or RII status.
November					
December					
January	Begin the budgeting process by reviewing the data at the district and school level to plan appropriately to reallocate funds from federal and state allocations to meet student needs.				
February	Finalize budge based on trend data for NMSBA and short cycle assessments.		Technical Assistance Visits		
March					

2007-2008 New Mexico School Improvement Framework

Timeline	Requirements for All Districts	Requirements for SI, SII, and CA schools.	Requirements for Districts with Restructuring Schools		PED Technical Assistance and Feedback
April		Technical Assistance Visits	Technical Assistance Visits		
May	Work on the draft EPSS plans to submit by June 14 th .				
June 14	Draft EPSS Plans for District and Schools Submitted to Priority Schools Bureau.				
August					<u>Feedback to RI and RII schools on the AGP and EPSS.</u>

SUMMARY OF PED MANDATES FOR SINOI

<p>NM PED Designations</p>	<p>Short Cycle Assessment (3-4 per year)</p>	<p>Operative SAT to act on behalf of non-proficient students</p>	<p>Educational Plan for Student Success (EPSS)</p>	<p>Budget Alignment for PED Requirements</p>	<p>Percentage of employed Level 2 & 3 Teachers to be same as district average.</p>	<p>Submit Required Monitoring Reports to PED on a semester basis.</p>	<p>Attend voluntary Principal Leadership Trainings and Regional Trainings</p>	<p>Participate in Technical Assistance Assessment Process</p>	<p>Submit Required Monitoring Reports to PED on a quarterly or trimester basis.</p>	<p>No First-Year Principals</p>	<p>Attend Mandatory Principal Leadership Trainings and Regional Trainings</p>	<p>Develop Alternative Governance Plan</p>	<p>Implement Alternative Governance Plan</p>
<p><i>School Improvement 1 (SI-1)</i></p>													
<p><i>School Improvement 2 (SI-2)</i></p>													
<p><i>Corrective Action (CA)</i></p>													
<p><i>Restructuring 1 (R-1)</i></p>													
<p><i>Restructuring 2 (R-2)</i></p>													

STANDARDS FOR SCHOOL/DISTRICT EXCELLENCE AND EFFECTIVENESS

DEFINITIONS

1. **Leadership** – As used in this document, the term leadership goes beyond administrators. Leadership is found at all levels of a high functioning system. When this document refers to “leadership” it encompasses everyone who has ownership of the system.
2. **Dynamic and Distributed Leadership** - *Dynamic* Leadership is leadership that communicates a united purpose, is involved, visible in schools and shows interest in instruction. *Distributed* Leadership refers to empowerment at all levels of leadership, including the superintendent, principals, teacher leaders, and other classroom and district level personnel.
3. **Focus on Student Learning** – Decisions at all levels of leadership must be measured by their impact on student learning. Maintaining this focus communicates the importance of high standards for all students (including subgroups) and ensures that professional development is selected based on its probable impact on student achievement.
4. **Sustained Improvement Efforts** – Research on school improvement consistently indicates the need for improvement efforts to be sustained, sometimes over the course of several years. The ability of all levels of leadership to sustain improvement efforts in spite of resource shortages, resistance, and other challenges, is often critical to the success of those efforts. Successful schools see change as a long term, multi-stage process that leads to high standards for all students.
5. **Quality Classroom Instruction** – Quality Classroom Instruction begins with clearly communicated expectations derived from a common vision and understanding of quality teaching. It follows best practices; it is creative; it is differentiated; it is aligned with school and district goals and curricula; and it is aligned with state standards. Most importantly, it results in high student achievement.
6. **Coordinated and Embedded Professional Development Focused on Classroom Instruction** – This is professional development that is focused on classroom instruction and aligned with school improvement initiatives and programs. It is embedded in that it is supported by coaching, encourages and supports professional collaboration, and allows staff to recognize and accept their professional roles in student achievement.
7. **Coordinated and Aligned Curriculum and Assessments** – Curricula that are aligned with state standards, assessments, and policies. Alignment is the match between what is taught, how it is taught, and how it is tested. Curriculum should be centralized and coordinated through a district-wide adoption.

8. **High Expectations for Teachers and Students** – In an effective school or district, teachers are accountable for instructional excellence. In addition to high quality classroom instruction, instructional excellence includes communicating high expectations to all students, monitoring the work of all students and providing timely and useful feedback to all students on their work.
9. **Involvement of Family and Community** – Involvement of Family and Community includes activities, projects and programs that focus on student achievement and empower parents, family members, and the business community to be a part of the educational community.
10. **Professional Culture and Collaborative Relationships** – An effective professional culture embodies commitment, collegiality, mutual respect, and stability. Peer support, collaboration, trust, shared responsibility, and continuous learning for adults are evident components. The focus of collaboration is to create positive change for students.
11. **Effective Use of Data** – Effective use of data includes selecting, collecting, disaggregating, analyzing, using and communicating data. Successful schools and districts use data to monitor results, make instructional decisions, allocate resources and hold personnel accountable for student learning.
12. **Strategic Allocation of Resources** – Resource allocation must support the improvement efforts of the school and district. Resources include time, personnel, funding, materials and facilities. Effective schools and districts ensure that resource allocation is aligned with school and district goals; further, effective schools and districts make efforts to identify and acquire additional resources when needed to support improvement.

OPERATIONAL GUIDELINES

This instrument is intended to help schools at all levels of performance assess the strengths and limitations of their instructional practice and organizational conditions. It serves three primary functions:

- as a blueprint to communicate New Mexico’s standards of excellence and expectations for continuous school improvement;
- as an internal needs assessment tool to be used by the educational community at the local level; and
- as an external needs assessment to be used by the NM PED or its designated representatives to assist in the school improvement process.

The instrument is not designed to be evaluative; instead it is designed to assess the effectiveness of the school in sustained continuous improvement and is intended to inform the school improvement plan, New Mexico’s EPSS. The Standards and Indicators for School Improvement were developed in accordance and alignment with Standards for Excellence 6.30.2.8 NMAC Subsection G which are referenced in the instrument.

The Standards and Indicators for School Improvement are anchored in scientifically based research and evidence-based characteristics that distinguish high performing schools. The indicators are defined within each of the four standards and criteria:

Standard 1: Effective Leadership

- Dynamic and Distributed Leadership
- Focus on Student Learning
- Sustained Improvement Efforts

Standard 2: Quality Teaching and Learning

- Quality Classroom Instruction
- Coordinated and Embedded Professional Development Focused on Classroom Instruction
- Coordinated and Aligned Curriculum and Assessments
- High Expectations for Teachers and Students

Standard 3: Collaborative Relationships

- Family and Community Involvement
- Professional Culture and Collaborative Relationships

Standard 4: Support for System-wide Improvement

- Effective Use of Data
- Strategic Allocation of Resources

RUBRIC: INSTRUCTIONS FOR USE

When a school engages in the process of assessing the strengths and limitations of its instructional program, it is imperative to begin with an open mind, making no assumptions; holding no preconceived notions. Think of the process as evidence based inquiry and not an evaluation or rating. The end product is not a score but the identification of strengths and limitations, based on evidence that should form the foundation of the school improvement plan (EPSS).

In order to use this instrument effectively, there must be an orientation to its design. The document is divided into four sections, one for each of the standards followed by a “process scan” to guide the development of a system of continuous improvement. The four standards describe the “what” of effective schools; the process scan describes the “how”. Each section/standard begins with guiding questions. Time spent reflecting upon; discussing and answering these guiding questions will lead participants to a deeper understanding of the criterion and indicators for each standard and will assist in determining the performance level of the school. Immediately following the guiding questions are the rubrics for each standard. The standard is stated at the top of each page; further clarified by criterion within the standard, as subheadings. To the right of each indicator are the four performance level descriptors with rubric score points that describe the level or degree of implementation of the indicator using the following score points and descriptors:

4 = Exceeds the Standard (Exemplary, advanced, systemic, integrated)

3 = Meets the Standard (Proficient, established, functioning, routine, system-wide)

2 = Partially Meets the Standard (Progressing limited, beginning)

1 = Does not Meet the Standard (Little or no evidence of implementation, not yet, unsatisfactory, unsound)

Using the Rubric

1. For each indicator, read the “meets” level.
2. Under the heading “Data Source/Evidence” list all known data sources that are relevant to that indicator. Describe the evidence that can justify, document and/or support one of the levels: Exceeds, Meets, Partially Meets, Does Not Meet.
3. Refer to the table at the end of each standard section for examples of data sources/evidence that might provide research-supported, concrete, and tangible pictures of activities that would occur if that indicator was being implemented.
4. If there is insufficient evidence to support the “Meets” level, read the descriptions for levels 2 and then 1 to determine which of these the evidence will support. If evidence appears to exceed the description of the “Meets” level, consider the “Exceeds” level.

2007-2008 New Mexico School Improvement Framework

In order to produce valid and reliable results, involve as many members of the school community as possible. There are many ways to accomplish this. This is one example:

1. Begin by having the leadership team carefully read and study the document. This process should require several meetings to reach consensus. Appropriate decisions should be based on data sources and collected evidence.
2. Next, each member of the leadership team leads a similar process with one of the four standards, or a criterion within a standard with a subset of the school staff.
3. The leadership/goal team then reconciles the team's decisions with the small groups' conclusions. Synthesized results are compiled and a final report is completed.
4. The final report is shared with the entire staff, feedback is considered for possible revisions/edits.
5. The final consensus document summarized in the planning template is then used to inform and guide the development and/or revision of the school's improvement plan (EPSS). Standards and indicators determined to be at the lowest performance level (Does not Meet) should be linked to the targeted student achievement goals in the EPSS and reflected in the strategies and activities that address student learning goal.

This is an ongoing and fluid process. The Standards and Indicators can serve as a progress monitoring tool to determine to what degree the school is demonstrating movement on the continuum.

Guiding Discussion Questions

Standards for School/District Excellence and Effectiveness

Standard #1: Effective Leadership

Dynamic and Distributed Leadership

- 1.1 What is the process for developing and communicating the vision, mission, core values, and beliefs about students for the school?
- 1.2 How does the leadership of the site unite the staff in a common purpose?
 - 1.21 How often does the leadership make visits to the classrooms and utilize a “Walk Through” format?

Focus on Student Learning

- 1.3 How does the leadership maintain the focus on learning to high standards for all students?
- 1.4 How does the leadership maintain a focus on subgroups that need special attention?
- 1.5 How does professional development focus on the data, specific subgroups, and provide the greatest impact for the most students?

Sustained Improvement Efforts

- 1.6 How does the leadership view educational improvement? Buy a program? Professional development? Process?
- 1.7 How does the leadership monitor progress and resource use? What does leadership do to provide an effective organizational structure?
- 1.8 How does the leadership implement change? By mandate or by utilizing a change process to seek internalization for staff?
- 1.9 How does the leadership plan for commitment?
- 1.10 Does the leadership model continuous improvement processes? How does leadership support the use of continuous improvement processes in all levels of the system?

Standard 1: EFFECTIVE LEADERSHIP

Criterion: Dynamic and Distributed Leadership

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exemplary, integrated, systemic, sustained over time)	Meets (Functioning, routine, system-wide, established)	Partially Meets (Limited, beginning to implement)	Does Not Meet (Unsatisfactory, unsound, not yet implemented)	
1.1 The school/district has a shared philosophy of commitment, ownership, vision, mission and goals that promote a culture of excellence.	Has a shared vision, mission, and goals focused on student learning, developed with involvement of key stakeholders, aligned to district and state goals and routinely used to guide decisions	Has a shared vision, mission, and goals focused on student learning, developed with significant involvement of key stakeholders, aligned to district and state goals .	Has a shared vision, mission and goals, focused on student learning developed with some stakeholder participation,	Has a vision, mission, and goals developed with some stakeholder participation.	
1.2 Leadership is united in purpose, visible in the school and classroom and focused on instruction.	Member(s) of the leadership team are frequent classroom visitors, providing input and coaching to ensure that teachers plan and modify instruction to meet student needs support.	The principal, designee, or member of the leadership team frequently visits classrooms and provides input and coaching support.	Principal (or designee) visits classrooms frequently and/or offers input about instructional strategies.	Principal visits the classroom frequently but provides limited feedback.	

Standard 1: EFFECTIVE LEADERSHIP
Criterion: Focus on Student Learning

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exceeds, exemplary, integrated, systemic)	Meets (Fully meets, functioning, routine, system-wide)	Partially Meets (Partially meets, limited, beginning)	Does Not Meet (Does not meet, unsatisfactory, unsound)	
1.3 Leadership maintains a focus on all students learning to high standards.	Leadership maintains access, support systems and sufficient resources to focus on <i>all</i> students learning to high standards by providing adequate support systems and sufficient resources	Leadership maintains access, support systems and sufficient resources to focus on <i>all</i> students learning to high standards.	Leadership maintains support systems and resources to focus on students learning to high standards.	Leadership maintains staff resources that focus on student needs.	
1.4 Leadership maintains a focus on subgroups that need specific attention	Leadership ensures a focus on equity in student learning that includes traditionally underserved population (e.g. ELL, special education, racial/ethnic minorities and low SES) with specific plans for implementation at classroom and individual levels.	Leadership ensures a focus on equity in student learning that includes traditionally underserved population (e.g. ELL, special education, racial/ethnic minorities and low socioeconomic status) with specific plans for implementation at classroom level.	Leadership reviews data in an effort to focus on equity in student learning in underserved populations.	Leadership reviews data that has been disaggregated by subgroups.	
1.5 Leadership maintains focus on professional	Leadership provides high quality data based	Leadership provides high quality ongoing PD that is job-embedded	Leadership provides high quality ongoing professional	Leadership provides high quality professional	

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INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exceeds, exemplary, integrated, systemic)	Meets (Fully meets, functioning, routine, system-wide)	Partially Meets (Partially meets, limited, beginning)	Does Not Meet (Does not meet, unsatisfactory, unsound)	
development that will have the greatest impact on student achievement.	professional development that is job embedded, focused on classroom instruction and has a research base that impacts the greatest number of students.	and focused on classroom instruction	development that is job embedded.	development but lacks alignment to data based needs.	

Standard 1: EFFECTIVE LEADERSHIP
Criterion: Sustained Improvement Efforts

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exceeds, exemplary, integrated, systemic)	Meets (Fully meets, functioning, routine, system-wide)	Partially Meets (Partially meets, limited, beginning)	Does Not Meet (Does not meet, unsatisfactory, unsound)	
1.6 Leadership views educational improvement as a long term multi-stage process that must be sustained over time through continuity, continuous focus, and attention to resource allocation.	Sustains systemic efforts by regularly monitoring programs and student achievement and using results in a cycle of continuous improvement.	Implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.	Provides training in continuous improvement but the implementation is not at the classroom level.	Understands the need for a process, but has not provided training or communicated this need to stakeholders.	
1.7 Leadership promotes and sustains continuous school improvement by monitoring progress and resource use and by providing organizational structure.	Sustains a school improvement process with demonstrated gains in student achievement.	Embeds a school improvement process over time that is research based and results driven.	Implements a school improvement process with a research base.	Engages in school improvement activities that differ from year to year.	
1.8 Leadership helps staff to internalize changes needed for educational improvement.	Leadership is knowledgeable about change process and leads staff in achieving educational improvement for all students.	Understands that change is difficult but is a courageous leader that motivates staff change based on data.	Identifies sources of resistance to school improvement and employs strategies that promote motivation for change.	Identifies sources of resistance to school improvement but no action is taken.	
1.9 Leadership demonstrates and seeks commitment rather than compliance.	Articulates a compelling need for improvement engages and motivates all staff.	Articulates a compelling need for improvement engages and motivates all staff regarding their role in school change efforts.	Articulates a compelling need for improvement.	Understands the need for improvement but has not articulated this to stakeholders.	

2007-2008 New Mexico School Improvement Framework

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exemplary, integrated, systemic, sustained over time)	Meets (Functioning, routine, system-wide, established)	Partially Meets (Limited, beginning to implement)	Does Not Meet (Unsatisfactory, unsound, not yet implemented)	
1.10 Continuous improvement processes (Plan-Do-Study-Act) are integral to decision making by all levels of leadership to improve educational programs, student services and support processes.	School/District leadership holds staff accountable for PDSA and utilizes the process in decision making.	Staff has received training in continuous improvement and utilizes the PDSA process to impact student achievement in the classroom.	Staff has received training in continuous improvement but no evidence of classroom use is evident.	Staff has received an overview of continuous improvement but have not embraced the impact of use in school improvement.	

Standard 1 Data Sources/Examples of Evidence
<ul style="list-style-type: none"> • Vision and mission statements • Written policies that reflect vision, mission and goals • Meeting notes of school improvement councils, leadership teams and/or planning committees • Public forums (e.g., newsletters, notices, press releases, parent letters, and community meetings) • Written statements of philosophy, vision, norms, beliefs, values and/or student learning goals that are disseminated and visible including posters, documents, newsletters • District/School improvement plans • Professional development plans • Criteria and data for Adequate Yearly Progress (AYP) • Disaggregated data: race/ethnicity, socioeconomic status, limited English proficiency, disability status, migrant status, and other demographic variable as appropriate • Analyses of student data/data-based needs assessment

Guiding Discussion Questions

Standards for School/District Excellence and Effectiveness

Standard #2: Quality Teaching and Learning

Quality Classroom Instruction

- 2.1 What processes and supports are in place to keep the learning community current on effective instructional practices, interventions, and research based programs?
- 2.2 What evidence is there that shows a shared understanding of teaching and learning across the entire learning community?
- 2.3 What process is in place to monitor the alignment of classroom instruction with curriculum?
- 2.4 Are teachers observed using differentiated instruction?
- 2.5 What measures are used to assess learning in the classroom?
- 2.6 Does every classroom have a process in place to monitor performance of all students?
 - 2.6.1 Does every classroom have a process to provide feedback to all students?
- 2.7 How do teachers demonstrate the use of data to refocus student learning on targets that enable students to meet or exceed standards?

Coordinated and Embedded Professional Development Focused on Classroom Instruction

- 2.8 How does the professional development focus on classroom instruction?
- 2.9 What role does coaching and mentoring play in professional development to ensure support and fidelity of implementation?

Coordinated and Aligned Curriculum and Assessments

- 2.10 What processes provide for an aligned system of curriculum > standards > instructional practice > formative assessments > short cycle assessments > summative assessments > enrichment > review/reteach > and appropriate interventions?
- 2.11 What evidence is there of centralized and coordinated curriculum approaches and decision making?

High Expectations for Teachers and Students

- 2.12 What evidence is there that members of the learning community align their professional priorities, decisions and actions to support school/district learning goals for students?
- 2.13 Does leadership monitor instruction on a regular basis, providing coaching and modeling to improve teaching and learning?
 - 2.13.1 How does leadership plan for monitoring educator performance on a regular basis and providing explicit and timely feedback?
- 2.14 Does leadership have a vision of systemic support for student learning that is communicated and monitored for fidelity?
- 2.15 How are high expectations communicated to students from each segment of the learning community?

Standard 2: QUALITY TEACHING AND LEARNING
Quality Classroom Instruction

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exemplary, integrated, systemic, sustained over time)	Meets (Functioning, routine, system-wide, established)	Partially Meets (Limited, beginning to implement)	Does Not Meet (Unsatisfactory, unsound, not yet implemented)	
2.1 All members of the learning community understand quality instruction and the importance of using research based strategies, interventions and programs.	The principal or leadership team ensures that the instruction and organizational systems are monitored and adjusted to provide research based programs, strategies and interventions that are based on student need.	The principal or leadership team ensures that the instructional and organizational systems are monitored and adjusted to provide research based programs and strategies focused on student need.	The principal and/or leadership team ensures that the instructional and organizational systems are monitored and adjusted to address standards.	The principal and/or leadership team ensures that the organization systems are monitored.	
2.2 All members of the learning community share a common understanding of quality teaching and learning.	The administration holds staff accountable for implementing an effective teaching and learning cycle.	Teachers understand the importance of the PDSA cycle in the teaching/learning cycle.	Teachers provide multiple opportunities for learning and demonstration of proficiency.	Teachers teach in a one-way methodology i.e. lecture.	
2.3 Classroom instruction is aligned to the adopted standards based curriculum.	Classroom instruction is based on pacing guides aligned to short cycle assessments and research based interventions are provided in a focused and intensive manner during the school day.	Classroom instruction is based on a pacing guide aligned to short cycle assessments.	Classroom instruction is based on the New Mexico Content Standards and the textbooks are supplements.	Classroom instruction is textbook based and concepts are taught based on their location in the text.	

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INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exemplary, integrated, systemic, sustained over time)	Meets (Functioning, routine, system-wide, established)	Partially Meets (Limited, beginning to implement)	Does Not Meet (Unsatisfactory, unsound, not yet implemented)	
2.4 Teachers employ differentiated instruction to meet the learning needs of students.	Students who are not proficient receive targeted, intensive, research based interventions during the regular school day.	Differentiation is based on student data using classroom assessments/short cycle assessments and regrouping by skill needs.	Teachers group/regroup students based on skill needs that allow for flexible grouping patterns.	Teachers interpret differentiation to be more or less assignments, appropriate reading materials, and/or center based learning.	
2.5 Multiple measures are used to assess learning.	Students are afforded multiple opportunities on a variety of assessments to demonstrate achievement of the standards. Formative and summative assessments are used on an ongoing basis to assess learning.	Formative, short cycle and summative assessments are used on an ongoing basis to assess learning.	Formative and summative assessments are used to determine grades.	Students are assessed with quizzes, mid-terms, and finals.	
2.6 Teachers monitor the performance of, and provide feedback to, all students.	Teachers provide specific and timely feedback to students on a regular basis to monitor student growth.	Teachers provide specific feedback to students.	Teachers provide feedback to students in a timely manner.	Teachers provide grades or marks as feedback on performance.	

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INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exemplary, integrated, systemic, sustained over time)	Meets (Functioning, routine, system-wide, established)	Partially Meets (Limited, beginning to implement)	Does Not Meet (Unsatisfactory, unsound, not yet implemented)	
2.7 Data are used to refocus student learning on targets that enable them to meet or exceed standards.	Data collection, use and reporting are used at the classroom and individual student levels to modify instruction. A system that provides data in a useable format is in place in the district/school.	Data collection, use and reporting are used at the classroom and individual student levels to modify instruction.	Data collection reports are used at the classroom level to modify instruction.	Data collection consists of NMSBA and classroom assessments.	

Standard 2: QUALITY TEACHING AND LEARNING

Criterion: Coordinated and Embedded Professional Development Focus on Classroom Instruction

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exceeds, exemplary, integrated, systemic)	Meets (Fully meets, functioning, routine, system-wide)	Partially Meets (Partially meets, limited, beginning)	Does Not Meet (Does not meet, unsatisfactory, unsound)	
2.8 Leadership provides high quality, ongoing professional development focused on classroom instruction.	All members of the learning community participate in ongoing standards-based professional development and initiate their own learning in areas that will improve student learning.	All members of the learning community participate in ongoing standards-based professional development that is based on identified student needs.	All members of the learning community participate in standards based professional development.	All members of the learning community participate in professional development that lacks alignment to EPSS plan and does not focus on improved student achievement.	
2.9 Professional development includes coaching and support for instruction.	A system of coaching/mentoring is established to ensure fidelity of implementation of programs, strategies and interventions that support student learning.	A system of mentoring/coaching is established to support the implementation of newly learned skills and knowledge.	A system of mentoring/coaching is established but training in adult coaching is lacking.	A system is in place that allows teachers to attend professional development but it lacks coaching and/or mentoring support for fidelity of implementation.	

Standard 2: QUALITY TEACHING AND LEARNING

Criterion: Coordinated and Aligned Curriculum and Assessments

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exceeds, exemplary, integrated, systemic)	Meets (Fully meets, functioning, routine, system-wide)	Partially Meets (Partially meets, limited, beginning)	Does Not Meet (Does not meet, unsatisfactory, unsound)	
2.10 The curriculum, professional development, and assessments are aligned with New Mexico Standards.	Curriculum, assessment and professional development are aligned with NM standards and benchmarks. The process includes formative assessments and reteach/reassess.	Curriculum, instruction, assessment, interventions and professional development are aligned with NM Standards and Benchmarks.	Curriculum, instruction, and professional development are aligned with NM standards and benchmarks.	Curriculum and instruction is based on the textbooks only.	
2.11 There is a centralized and coordinated process to ensure curricular alignment within the school and district.	District collaborates with teachers to develop and implement a comprehensive and aligned system of curriculum instruction and assessment aligned to state standards including coordinated selection of instructional materials and tools (i.e. technology).	District collaborates with teachers to develop and implement a comprehensive and aligned system of curriculum instruction and assessment aligned to state standards.	Curriculum approaches and decisions are made at the site level.	Curriculum approaches and decisions are made at the classroom level.	

Standard 2: QUALITY TEACHING AND LEARNING
Criterion: High Expectations for Teachers and Students

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exceeds, exemplary, integrated, systemic)	Meets (Fully meets, functioning, routine, system-wide)	Partially Meets (Partially meets, limited, beginning)	Does Not Meet (Does not meet, unsatisfactory, unsound)	
2.12 All members of the learning community demonstrate a sense of personal accountability for their professional role in student success.	All members of the learning community participate in professional development in order to meet identified school achievement goals and accept responsibility for professional growth.	All members of the learning community participate in professional development in order to meet identified school achievement goals and accept responsibility for professional growth.	All members of the learning community participate in professional development in order to meet identified school achievement goals.	All members of the learning community participate in professional development that is self selected based on teacher interest.	
2.13 Leadership holds teachers accountable for their instructional practices.	Leadership incorporates the implementation of school-wide effective instructional practices in the evaluation process.	The school has adopted three of the most effective instructional practices on a school-wide basis and monitors impact on student achievement	Teams/departments/grade levels use effective instructional practices that yield the greatest impact on student achievement.	Teachers have the flexibility to use any instructional practices they choose based on their comfort level.	

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<p>2.14 Leadership holds all members of the learning community accountable for student learning.</p>	<p>Leadership holds members of the learning community accountable for student learning and meets regularly with all members of the learning community to review student data and plans for instructional intervention. An Individual Instructional Plan is required for all students not meeting proficiency.</p>	<p>Leadership holds members of the learning community accountable for student learning and meets regularly with all members of the learning community to review student data and plans for instructional intervention.</p>	<p>Leadership holds members of the learning community accountable for student learning and sometimes meets to review data.</p>	<p>Leadership expects teachers to be responsible for student learning.</p>	
<p>2.15 All members of the learning community communicate high expectations for all students.</p>	<p>Members of the learning community expect excellence from all students by monitoring performance and providing explicit and timely feedback. They have received quality training on providing explicit and timely feedback.</p>	<p>Members of the learning community expect excellence from all students by monitoring performance and providing explicit and timely feedback.</p>	<p>Members of the learning community expect excellence from all students by monitoring performance.</p>	<p>Members of the learning community expect most students to achieve.</p>	

Standard 2 Data Sources/Examples of Evidence

- District Curriculum
- Curriculum frameworks/guides/maps
- Scope and sequence of grade level expectations
- Researched based programs
- Supplemental materials
- Intervention materials
- Written guidelines and/or checklists for textbook adoption/instructional materials selection process
- District, school and classroom assessment plans including state assessments, standardized assessments, diagnostic, short cycle and formative, teacher made tests and rubrics.
- Grade level and cross-grade meeting agendas/notes or departmental or cluster meeting agendas/notes
- Teacher lesson plans
- Records of curriculum planning meetings re: development, alignment, review and revision
- District, school and individual professional development plans, content and/or schedules
- Documentation of workshops, presentations, coaching, mentoring done by school staff; records of participation in professional development activities
- Classroom observations using valid and reliable instruments
- Evaluation tools that include feedback forms, questionnaires, tests of participant knowledge, valid and reliable classroom observation tools, to provide data on implementation and practice, and ongoing assessment of student progress
- Professional growth plans
- Evaluation criteria for teacher performance
- Evaluation criteria for administrator performance
- Evaluation/selection criteria for educational programs, materials, assessments and/or tools, resources (e.g., computers, software, manipulatives)
- Classroom observation tools, schedule and written feedback protocol
- Student achievement data from multiple assessments
- District/school/classroom student assessment plans
- Student intervention plans
- Student accommodation plans
- Teacher action research projects and/or study groups
- IEPs
- Disaggregated data: race/ethnicity, socioeconomic status, limited English proficiency, disability status, migrant status, and other demographic variable as appropriate
- Staff meeting agendas/notes
- Public forums (e.g., newsletters, notices, press releases, parent letters, and community meetings)
- Student interviews, surveys, focus groups and study groups
- Guidelines for early screening, diagnosis, intervention and progress monitoring of at-risk learners
- Guidelines for research based instructional practice
- Parent and/or teacher interviews, surveys, focus groups
- Lists/schedules/attendance of before and after school programs, extended day or school year, and/or summer school programs

Guiding Discussion Questions

Standards for School/District Excellence and Effectiveness

Standard #3: Collaborative Relationships

Involve Family and Community

- 3.1 What evidence shows that leadership develops plans (including steps and timelines) to mobilize community and business support towards increased student achievement?
- 3.2 How does leadership make parents a vital part of the educational team and support them in meaningful service to support the school in increased student achievement?
- 3.3 What evidence is there that shows ongoing, two-way communication that is regular, timely, and focused on increasing student achievement?

Professional Culture and Collaborative Relationships

- 3.4 What evidence shows the use of a systematic process to build respect, collaboration, and shared responsibility?
- 3.5 What evidence shows the use of a systemic process for collaboration to develop and maintain high student expectations and consistency of student work?
 - 3.5.1 How does leadership ensure that members of the learning community have clear understanding of the responsibilities and roles for all in the job of increasing student achievement?
- 3.6 What evidence shows that meaningful collaboration occurs systemically, both vertically and horizontally?
- 3.7 What does the system do to support seamless student transitions?
- 3.8 What criteria does the school/district use to allocate time and money for recognition and celebration?

Standard 3: COLLABORATIVE RELATIONSHIPS

Criterion: Family and Community Involvement

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exceeds, exemplary, integrated, systemic)	Meets (Fully meets, functioning, routine, system-wide)	Partially Meets (Partially meets, limited, beginning)	Does Not Meet (Does not meet, unsatisfactory, unsound)	
3.1 The school/district mobilizes community and business support.	The school/district sees itself as an integral part of the community it serves. It both seeks and responds to opportunities to partner with community groups and businesses to better meet the needs of students	The school/district sees itself as an integral part of an educational community it serves. It both seeks and responds to opportunities to partner with community groups and businesses.	The school/district sees itself as an integral part of a community it serves. It responds to opportunities to partner with groups.	The school district sees itself as a part of a learning community.	
3.2 The school/district empowers parents to be a part of the educational community.	The school/district provides multiple opportunities for parent engagement in a variety of ways and provides GED, language classes, workshops that equip parents to serve as partners.	The school/district seeks parents as partners by providing classes, workshops, etc. to assist them in support of their child's education.	The school/district welcomes parents as partners by helping them support their children's education.	The school holds Back to School Nights and conferences for parents.	
3.3 Leadership actively promotes ongoing, two-way communication among stakeholder groups.	The school leadership team is committed to carrying out two-way communication with stakeholder groups. This involves actively soliciting input from all groups	The school leadership team is committed to carrying out two-way communication with stakeholder groups. This involves actively soliciting input from all groups through a variety of means.	The school leadership team is committed to carrying out two-way communication with stakeholder groups	Leadership provides one-way communication in English.	

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INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exceeds, exemplary, integrated, systemic)	Meets (Fully meets, functioning, routine, system-wide)	Partially Meets (Partially meets, limited, beginning)	Does Not Meet (Does not meet, unsatisfactory, unsound)	
	through a variety of means. Written documents are translated into languages represented among stakeholder groups, and translators are available.				

Standard 3: COLLABORATIVE RELATIONSHIPS

Criterion: Professional Culture and Collaborative Relationships

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exceeds, exemplary, integrated, systemic)	Meets (Fully meets, functioning, routine, system-wide)	Partially Meets (Partially meets, limited, beginning)	Does Not Meet (Does not meet, unsatisfactory, unsound)	
3.4 The school/district demonstrates a culture of mutual respect, collaboration, and shared responsibility.	A culture of mutual respect, collaboration, and shared responsibility exists among the majority of stakeholders. Norms are established and honored as stakeholders work collaboratively and communicate openly to conduct their work.	A culture of mutual respect, collaboration, and shared responsibility exists among the majority of stakeholders.	A culture of mutual respect and collaboration exists among partial stakeholders.	A culture of mutual respect exists in the organization.	
3.5 Leadership expects and supports teacher collaboration to develop and maintain high standards for student achievement.	There is a systematic and systemic process in place for school staff to work collaboratively on student achievement. Staff form learning communities/goal teams that work together to plan and deliver instruction so that all students experience success	There is a systematic process in place for school staff to work collaboratively on student achievement.	There are a variety of processes in place for school staff to work together but it is not institutionalized.	Staff works in isolation.	
3.6 There are formal processes to support both vertical and horizontal collaboration.	The leadership requires and monitors team/department/grade level monthly vertical and within school vertical alignment on a quarterly basis.	The leadership has provided specific times daily and weekly for team, department, and/or grade level collaboration.	Teachers collaborate with department/teams/grade levels and vertical alignment with one grade above and one grade below.	Teachers seek collaboration within their department/team/grade level.	

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INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exceeds, exemplary, integrated, systemic)	Meets (Fully meets, functioning, routine, system-wide)	Partially Meets (Partially meets, limited, beginning)	Does Not Meet (Does not meet, unsatisfactory, unsound)	
3.7 There are processes in place to facilitate student transitions within the school/district.	Transitions are seamless due to a systemic process that links student need to effective instruction and is tracked electronically.	A formal process exists in the school/district that provides for transitions that support the needs of students so that no instructional time is lost.	Transitions are minimal and occur within a school meet at the beginning and the end of the year to discuss student transitions.	Transitions are relegated to the counselors and school visits are scheduled at the end of every year.	
3.8 The school/district systematically supports faculty and staff personal growth by both formal and informal celebrations of progress toward goals, by providing recognition of individuals and work teams that contribute to high performance, and by empowering improvement teams for each school goal.	The school/district recognizes high performing staff and empowers them to lead teams for the improvement of schools that need support. They support their involvement and participation on State-wide teams of Exception Educators that support SINOI Schools.	High performing teachers and principals are utilized as support teams within the district to increase the success of all students.	Staff meetings are used for professional development; celebrations; and sharing of successes.	Pockets of excellence exist but no sharing occurs to institutionalize the high performance.	

Standard 3 Data Sources/Examples of Evidence

- Composition of school improvement teams, strategic planning teams and other committees
- Participation in parent-teacher organizations
- Parent-teacher communication
- Home-school compacts/agreements
- Parent/community attendance at school events
- Support and involvement of the business community in school sponsored events/activities
- Attendance at parent education activities
- Community advisory committee meetings/agendas/schedules/notes
- Schedule of school building use
- Lists/participation of health and human service organizations
- Written statements of philosophy, vision, mission, norms, values and targeted student learning goals
- Grade level and cross grade level meetings/agendas/notes/schedules
- Formal/informal observations of interactions (behavior and language use) between and among administrators, teachers, students, parents and community members

Guiding Discussion Questions

Standards for School/District Excellence and Effectiveness

Standard #4: Support for System-Wide Improvement

Effective Use of Data

- 4.1 What processes does the school/district use to collect, communicate and review data in an ongoing manner? Is the process manual or computerized? Formal or informal?
- 4.1.1 What evidence is there that the school/district uses the data to set district/school/classroom goals?
- 4.2 What evidence is there that the data is disaggregated in a manner that allows for the data to be used in planning for diverse student needs?
- 4.3 What is the process for reviewing the data on a quarterly, monthly or weekly schedule?
- 4.4 How is data used by teachers in the classroom; specialists who have a caseload; supervisors; parents; and students?
- 4.4.1 What evidence exists that provides information that student data drives the professional development of staff to improve student achievement?
- 4.5 How does the school/district plan for scheduled and unscheduled EPSS reviews and updates?
- 4.6 How does the school/district plan for providing disaggregated data to users?
- 4.7 Does the EPSS process include the specific identification of resources available and needed to address identified requirements and performance deficits?
- 4.7.1 Does the EPSS include planning to obtain needed resources?
- 4.8 What evidence is there that shows the budgeting process begins with an analysis of student achievement data in order to prioritize funding, apply for grants, realign resources, etc?
- 4.9 How does the school/district plan for communication of performance data in ways that make sense to stakeholders?
- 4.10 What process is in place to collect, analyze and act upon data regarding stakeholder satisfaction?

Strategic Allocation of Resources

- 4.11 What processes are in place for identifying, obtaining, and allocating resources for quality instruction?
- 4.12 How is the budget differentiated to address the needs of specific identified populations' performance on assessments?
- 4.13 What is the process used by leadership that promotes and sustains continuous improvement of the site by allocating resources based on identified needs (data driven)?
- 4.14 What processes ensure continuous development of the data-use and data-analysis skills of the learning community?
- 4.15 How does the school/district budget time to facilitate focused discussion, analysis and utilization of data?
- 4.16 How does the school/district budget resources to attract and retain highly qualified and effective staff members to high-need schools?

Standard 4: SUPPORT FOR SYSTEM-WIDE IMPROVEMENT

Criterion: Effective Use of Data

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exceeds, exemplary, integrated, systemic)	Meets (Fully meets, functioning, routine, system-wide)	Partially Meets (Partially meets, limited, beginning)	Does Not Meet (Does not meet, unsatisfactory, unsound)	
4.1 Leadership and staff use data to set goals for the district, schools, classrooms and students.	There are systematic processes for collecting, managing, and analyzing data that leadership and staff use to determine areas of strength and limitation and to set goals accordingly. Data is reviewed every 3 weeks with staff.	There are systematic processes for collecting, managing, and analyzing data that leadership and staff use to determine areas of strength and limitation and to set goals accordingly.	Data from the NMSBA is analyzed longitudinally to set goals for the year.	Data from the NMSBA is reviewed in the fall.	
4.2 Leadership and staff use disaggregated data in planning for diverse student needs.	Data are disaggregated by student sub-groups to identify and address gaps in achievement IIPs are developed for students not meeting proficiency.	Data are disaggregated by student sub-groups, classes, and/or individuals. Data are analyzed regularly by leadership	Data are disaggregated for subgroups that do not meet their AMO.	Data are analyzed after the NMSBA results are released.	
4.3 Instructional planning is based on communicating and reviewing data with staff on a regular basis.	Data are analyzed regularly (weekly, monthly, quarterly) by leadership and staff and used to modify curriculum/instructional practices and in planning for improving student achievement.	Data are analyzed regularly (weekly, monthly, quarterly) by leadership and staff.	Data are analyzed in preparation for the creation of the EPSS.	Data are analyzed after the NMSBA results are released.	

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INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exceeds, exemplary, integrated, systemic)	Meets (Fully meets, functioning, routine, system-wide)	Partially Meets (Partially meets, limited, beginning)	Does Not Meet (Does not meet, unsatisfactory, unsound)	
4.4 The EPSS is based on improvement needs identified through data analysis and Continuous Improvement processes (including development and implementation of goal teams), with significant input from all stakeholders.	The EPSS is based on a needs assessment, involves goal teams, quarterly data review, and input from all stakeholders.	The EPSS is based on a needs assessment, involves goal teams, quarterly data review, and input from staff.	The EPSS is developed based on a needs assessment, goal teams, and input from the staff.	The EPSS is seen as a long term plan that is developed by the leadership team and reviewed yearly.	
4.5 The EPSS is regularly reviewed and updated by administration, staff and stakeholders. Reviews and updates are embedded in the school/district schedule and there are also established procedures for additional reviews when needed.	The EPSS plan is reviewed quarterly by the teachers/teams/departments and monitored by administrative staff. Action is taken immediately to intervene with intensive research-based interventions when students are not proficient.	The EPSS plan is reviewed quarterly by the teachers/teams/departments and monitored by administrative staff. Discussions occur quarterly regarding specific students who are not proficient.	The EPSS plan is reviewed quarterly by the teachers/teams/departments and monitored by administrative staff.	The EPSS is reviewed at the beginning and end of school.	

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INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exceeds, exemplary, integrated, systemic)	Meets (Fully meets, functioning, routine, system-wide)	Partially Meets (Partially meets, limited, beginning)	Does Not Meet (Does not meet, unsatisfactory, unsound)	
4.6 There is a process to disaggregate data and provide it to users to monitor equity and guide instructional decisions.	Data (NMSBA Longitudinal data) is provided to each teacher prior to the start of school in an easy to understand format. In addition, short cycle assessments are available within 24 hours for instructional planning.	Data (NMSBA Longitudinal data) is provided to each teacher prior to the start of school in an easy to understand format to make instructional decisions.	The district provides data in a useable format for principals and teachers. Principals ensure that staff understand how to use the data.	Teachers receive NMSBA data in the fall.	
4.7 The EPSS takes into account the needs of stakeholders, clearly and specifically identifies the performance deficits to be addressed, the steps to be taken, the persons responsible, the resources needed and available, short term performance measures, and reporting final performance results to stakeholders.	The EPSS follows the PDSA process and includes target goals for any subgroup not meeting the AMOs set. Revisions are made quarterly based on short cycle assessment data and classroom assessments Results of student performance and EPSS are reported quarterly to all stakeholders.	The EPSS follows the PDSA process and includes target goals for any subgroup not meeting the AMOs set. All areas of the new EPSS are complete and checked on a quarterly basis. Revisions are made quarterly based on short cycle assessment data and classroom assessments.	The EPSS follows the PDSA process and includes target goals for any subgroup not meeting the AMOs set.	The EPSS is developed by a small group; submitted to the district and reviewed in the fall and springs.	

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INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exceeds, exemplary, integrated, systemic)	Meets (Fully meets, functioning, routine, system-wide)	Partially Meets (Partially meets, limited, beginning)	Does Not Meet (Does not meet, unsatisfactory, unsound)	
4.8 Relevant data are generated, collected, analyzed, communicated, and used to guide improvement efforts throughout the systems. Information is reported to all stakeholders.	The system has a process to provide data at the classroom level for NMSBA and short cycle assessments. Data is reported quarterly to all stakeholders.	The system has a process to provide data at the classroom level for NMSBA and short cycle assessments.	Principals are the responsible parties to generate, disaggregate, and disseminate data.	Staff use the NMSBA to guide improvement efforts. Stakeholders are unaware of school status or EPSS.	
4.9 A process is in place to regularly collect and communicate the results of programs, short cycle assessments, and the NMSBA in a format accessible to understandable to stakeholders.	Same as above	Same as above	Same as above	Same as above	

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INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exceeds, exemplary, integrated, systemic)	Meets (Fully meets, functioning, routine, system-wide)	Partially Meets (Partially meets, limited, beginning)	Does Not Meet (Does not meet, unsatisfactory, unsound)	
4.10 Stakeholder participation and satisfaction (including students) is systematically monitored in a variety of ways, and results are analyzed to guide decision making. The school/district takes action in response to stakeholder concerns and issues, and uses Continuous Improvement processes to evaluate the results of the actions taken.	Schools/districts monitor stakeholder needs on a continual basis and has a process in place for continuous improvement.	Schools/districts collect stakeholder input on a regular basis. School/district has a continuous improvement process to address stakeholder concerns and communicates results of actions.	Schools/districts collect stakeholder input on a regular basis.	Schools/districts comply with PED requirement to use the state survey to collect stakeholder satisfaction.	

Standard 4: SUPPORT FOR SYSTEM-WIDE IMPROVEMENT

Criterion: Strategic Allocation of Resources

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exceeds, exemplary, integrated, systemic)	Meets (Fully meets, functioning, routine, system-wide)	Partially Meets (Partially meets, limited, beginning)	Does Not Meet (Does not meet, unsatisfactory, unsound)	
4.11 The school/district provides, allocates, reallocates, and finds resources for quality instruction	Resources (fiscal, human, physical, time) are provided to support quality instruction based upon an analysis of student achievement data. This guides funding priorities, applying for grants, realigning resources, etc. Funds are allocated for changes in performance during the year.	Resources (fiscal, human, physical, time) are provided to support quality instruction based upon an analysis of student achievement data. This guides funding priorities, applying for grants, realigning resources, etc.	Resources (fiscal, human, physical, time) are provided to support quality instruction based upon an analysis of student achievement data.	EPSS Planning occurs after the budget cycle has been completed.	
4.12 The school/district provides additional resources to support low performers.	Resources, Board policy, union contracts are revised/reallocated to assist RI and RII schools in achieving AYP.	Resources are allocated to schools in RI and RII based on the Alternative Governance Plan.	School/district combines resources from all sources and focuses them based on identified needs.	District/schools work to reallocate their resources with additional support.	

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INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exceeds, exemplary, integrated, systemic)	Meets (Fully meets, functioning, routine, system-wide)	Partially Meets (Partially meets, limited, beginning)	Does Not Meet (Does not meet, unsatisfactory, unsound)	
4.13 Leadership promotes and sustains continuous school improvement by allocating resources (e.g. fiscal, human, physical, and time), monitoring progress and resource use and providing organizational structure.	There is a process in place for regularly reviewing how resources are allocated to address school improvement and student learning goals. Resource allocations are revised based on these data. Allocations are made for more than one year for programs or strategies that show growth in student achievement.	There is a process in place for regularly reviewing how resources are allocated to address school improvement and student learning goals. Resource allocations are revised based on these data.	There is a process in place for regularly reviewing how resources are allocated.	Resources are allocated by the building leadership based on prior year's expenditures.	
4.14 Professional development includes training in the use of data	Use of data in instructional planning is a part of the evaluation process for staff.	Professional development and staff meetings are used for data analysis and use in informing instruction.	Teachers are required to attend training and demonstrate an understanding of data in improving student achievement.	Teachers are provided with data.	
4.15 Schedules are arranged to allow staff time to analyze, discuss and utilize data.	Teachers meet daily to discuss student work against proficiency levels with a coach.	Teachers are provided planning time 2 x per week to analyze and discuss data with a coach.	Teachers are provided planning time 1 x per week to analyze and discuss data with a coach.	Teachers meet during their plan time to discuss data.	

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INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/EVIDENCE
	Exceeds (Exceeds, exemplary, integrated, systemic)	Meets (Fully meets, functioning, routine, system-wide)	Partially Meets (Partially meets, limited, beginning)	Does Not Meet (Does not meet, unsatisfactory, unsound)	
4.16 The district has implemented strategies to attract highly qualified staff to high-need schools.	District provides a stipend for staff who commit to three years in a high needs school.	District provides \$1,000 in professional development to any staff that commit to three years in a high needs school.	District provides opportunities for any highly qualified staff member to move to a high needs school who will make a three year commitment. Staff they are replacing will be moved to another school in a like position.	District does not believe in replacing staff in building before they are mandated to by NCLB and PED.	

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Standard 4 Data Sources/Examples of Evidence

- Student achievement data from multiple assessments
- Criteria and data for Adequate Yearly Progress (AYP)
- Disaggregated data: race/ethnicity, socioeconomic status, limited English proficiency, disability status, migrant status, and other demographic variable as appropriate
- Analyses of student data/data-based needs assessment
- District, school and classroom assessment plans including state assessments, standardized assessments, diagnostic, short cycle and formative, teacher made tests and rubrics to examine student work
- Retention rates
- School improvement plans
- Individual intervention plans
- District/school budgets
- Hiring records
- Instructional schedules
- Grants, donations, partnerships
- Building facilities/maintenance reports
- Leveraging of resources

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