

**New Mexico CLASS
Self Assessment**

2010 - 2011



**Priority Schools Bureau
New Mexico Public Education Department
Jerry Apodaca Building
300 Don Gaspar
Santa Fe, New Mexico
87501**



Collaboration, Leadership, & Accountability for Student Success

New Mexico CLASS District Self Assessment Review

Overview Guidance

The vision of the New Mexico Public Education Department (NMPED) is a world-class educational system that prepares all students to succeed in a diverse and increasingly complex world. Consequently, its mission is to provide leadership and technical assistance to districts across the state to improve performance of all students and close the achievement gap.

Under No Child Left Behind (NCLB), Elementary and Secondary Education Act (ESEA), the NMPED is required to identify for improvement schools and districts that have not made pre-established improvement goals for two consecutive years or more. In addition, the NMPED must offer support to these schools and districts so they can improve.

The 2010 - 2011 School and District Improvement Framework provides technical assistance and outlines responsibilities for schools and districts in status, including the self assessment process. In addition, the Collaboration, Leadership and Accountability for Student Success (CLASS) assessment provide a rubric format that describes characteristics of high-performing schools and districts in the categories of:

- Dynamic and Distributed Leadership
- Quality Teaching and Learning
- Culture and Collaborative Relationships.

The CLASS Assessment is the core of the improvement framework and self assessment process.


Identifying a district for improvement serves as a formal acknowledgement that the district is not meeting the challenge of providing successful avenues for learning for all students. The District Leadership Team (DLT) is responsible for ensuring completion of the ***district self assessment and all improvement processes***. District responsibilities increase significantly if a district in status continues not to meet Adequate Yearly Progress (AYP) benchmarks. The District Table of Responsibilities, as part of the 2010 - 2011 New Mexico School and District Improvement Process outlines specific required district-led activities.

The goal of the district self assessment process is to identify the root cause(s) of achievement gaps and develop new or revised Web Educational Plan for Student Success (Web EPSS) goals/strategies/action steps to address identified challenges and improve student achievement.

Districts shall establish District Leadership Teams to provide leadership, facilitation, support, and technical assistance in the development and monitoring of their Web Web EPSS, completion of the self assessment process, and all district improvement efforts. Roles and responsibilities for District Leadership Teams are delineated in the New Mexico CLASS District Rubrics and Indicators. District Leadership Team members may include district administrators, school site representatives, community participants, etc.

A variety of tools and forms have been developed to support and assist in the implementation of the self assessment process. Using this menu of tools and forms, the DLT in collaboration with school site staff, should customize internal practices and procedures to meet the unique characteristics and needs of the district while maintaining the integrity of the process as outlined in the 2010 - 2011 District Improvement Framework.


The district and school self assessment is a process which is highly dependent on collaboration, cooperation, communication, and advanced planning. To assist districts in successful implementation of this process, Priority Schools Bureau (PSB) staff members are readily available to support and provide technical assistance for the district self assessment and other improvement processes. Our collective goal is for continuous improvement resulting in enhanced academic achievement for all students.

All pages with the  icon in the top right hand corner are to be uploaded into the district filing cabinet on the Web EPSS


All documents associated with the NM School CLASS Self Assessment are located on the New Mexico Public Education Department, Priority Schools website: <http://ped.state.nm.us/div/psb/index.html> and are available in word and web format for Windows 97-2003, and Windows 2007/Vista.

New Mexico CLASS District Self Assessment Tools


District Administration Guides

- District Administrator Reflection Guide
- Curriculum Director Reflection Guide
- Human Resources Director Guide
- Federal Programs Director(s) Reflection Guide*(to include but not limited to Title I, Special Education, Bilingual Education, Indian Education, etc)
-  Data Summary Forms - District Administrator, Curriculum Director, Human Resources Director, and Federal Programs Director(s)


Community Stakeholder Surveys

- Parent Focus Group
- School Board Survey
-  Data Summary Forms - Parent Focus Group and School Board Survey


Site-Based Stakeholder Surveys

- Principal Survey
- Staff Survey
-  Data Summary Forms - Principal Survey and Staff Survey


District Achievement Data Review

- District Achievement Data Review Procedures
- Data Analysis Worksheet
-  Data Summary Forms - District Achievement Data Review

District Rubrics

- Rubric Review Procedures
- Dynamic and Distributed Leadership and Evidence
- Quality Teaching and Learning and Evidence
- Culture and Collaborative Relationships and Evidence
-  Data Summary Forms - Dynamic and Distributed Leadership, Quality Teaching and Learning, and Culture and Collaborative Relationships

Setting Priorities for the Web EPSS

- Setting Priorities for the Web EPSS
- Setting Priorities Flow Chart
-  Summary Forms - Setting Priorities for the Web EPSS

Contact List

-  Contact List

New Mexico Class District Self Assessment Process Chart 2010 - 2011

District Administration Guides

- District Administrator
- Curriculum Director
- Human Resources Director
- Federal Program(s) Director

Community Stakeholder Surveys

- Parent Focus Group
- School Board Survey

Site-Based Stakeholder Surveys

- Principal Survey
- Staff Survey

District Achievement Data Review Procedures

Data Summary

A summary of your data will be completed that identifies strengths and areas for improvement for each section above.

District Rubric Review

The District Leadership Team will review the Data Summary and complete the Rubric Review Process. The Rubric Review process includes:

- Review of each rubric indicator for all three criteria: Dynamic and Distributed Leadership, Quality Teaching and Learning, and Culture and Collaborative Relationships.
- Reference data summary sheets to examine and record evidence per indicator.
- Citing evidence for each indicator (refer to Evidence list provided)
- Consider the Data Summary results (strengths and opportunities for improvement).
- Build consensus among the District Leadership Team and assign a performance level (Does Not Meet, Partially Proficient, Proficient, Exemplary) for each indicator.
- Upon rating each category, record on the Rubric Review Rating Sheet. Identify up to 4 strengths and 4 opportunities for improvement.

Setting Priorities for the Web EPSS

Setting priorities requires the focus to a few areas that are likely to have the greatest positive impact on student achievement. The District Leadership Team will come together to complete this process based on the Rubric Review Ratings. The priorities identified, shall be reflected in the revised Web EPSS.

Contact List

Completion of the contact list identifies the person or people responsible for each part of the NM CLASS School Self Assessment.

Submission Dates

The following Self Assessment documents are due to the NMPED on April 30, 2011

- ✚ Data Summary documents from the District Administration Guides, Community Stakeholder Surveys, Site-Based Stakeholder Surveys, and the District Data Analysis Worksheet.
- ✚ Data Summary Forms – Dynamic and Distributed Leadership, Quality Teaching and Learning, and Culture and Collaborative Relationships, Setting Priorities for the Web EPSS
- ✚ Contact List

Revise the Web EPSS for June 14, 2011 submission

New Mexico District Self Assessment

District Administrator Reflection Guide

Rationale

The District Administrator Reflection Guide provides central office administrators with an opportunity to respond to indicators on the New Mexico CLASS Rubrics. Each district administrator who does not complete a separate self-reflection should complete this reflection; this includes superintendents and deputy/associate superintendents. The tool is an evidence-based inquiry and not an evaluation. Information from district administrators is essential and will be one component to consider in revising the District Web EPSS.

Use of the District Administrator Reflection Guide

The NMPED District Self Assessment Rubrics address three criterion: Dynamic and Distributed Leadership; Quality Teaching and Learning; and Culture and Collaborative Relationships. Each section contains indicators; questions have been developed that correspond to the indicators and solicit administrators' perspectives. Upon answering each question, please provide evidence to support your response and record strengths and opportunities for improvement in the Summary section.

Tools

- District Administrator Reflection Guide
- Data Summary Form for the District Administrator



The final product will be one District Administrator Data Summary Form.

New Mexico District Self Assessment

District Administrator Reflection Guide

1. What is the district vision and mission, and how are the vision and mission used to guide all decisions? (1.1)
2. How has the district aligned its operating procedures and practices to reflect a priority on student achievement? (1.3)
3. What types of needs assessment data does the district collect and how often? How is the data used to inform the Web EPSS? (1.4)
4. What processes does the district use to ensure district-wide continuous improvement? (1.5)
5. What factors are used by the district to assign staff to schools? (1.6)
6. On what basis does the district allocate fiscal resources to schools? (1.7)
7. How are resources allocated to support schools whose students need additional assistance beyond the regular core classroom instruction? What supports are offered to these students and how have barriers to access been removed? What supports are offered to students for enrichment? (1.8)
8. To what extent does the district acquire and monitor federal, state, and competitive grants? What does the district do to determine effectiveness of these grants? How are grants sustained after funding has ended? (1.9)
9. What does the district do to ensure that curriculum and assessments are aligned with the New Mexico Standards and Benchmarks and to ensure that they are clearly articulated within and across each grade level and content area throughout the district? (1.10)
10. What does the district do to ensure that instructional materials are aligned with the New Mexico Standards and Benchmarks? (1.11)
11. What does the district do to support new principals and teachers? (1.12)
12. How does the district ensure that its curriculum is research-based and consistently implemented within each grade level and content area across the district? (2.1)
13. How does the district hold teachers accountable for demonstrating appropriate content knowledge, accurate instruction, and effective instruction? (2.5)

New Mexico District Self Assessment

District Administrator Reflection Guide

14. What does the district do to build and foster collaborative relationships with internal stakeholders, including the school board, administrators, teachers, staff, and students? (3.1)
15. What does the district do to build and foster partnerships with community agencies, organizations, and/or corporate enterprises for the purpose of helping the district reach its goals? (3.2)
16. How does the district promote partnerships with families? (3.3)
17. How does the district promote safety, cultural responsiveness, and orderly environments in schools? (3.4)
18. How does the district support and monitor an equitable code of conduct that promotes social skills, conflict management and prevention programs? (3.5)
19. How does the district celebrate student and teacher achievement? (3.6)

New Mexico CLASS District Self Assessment Review

Data Summary Form - District Administrator



District: _____ **Date of Completion:** _____

Please indicate strengths and opportunities for improvement based on the District Administrator Reflection Guide evidence. The indicator is the number in parentheses after the question, e.g., *What is the district vision and mission, and how are the vision and mission used to guide all decisions?* (1.1) (2.7)

Indicator #	Strengths (maximum of 4)

Indicator #	Opportunities for Improvement (maximum of 4)

New Mexico CLASS District Self Assessment Review

Curriculum Director Reflection Guide

Rationale

This Reflection Guide should be completed by the administrator(s) in the central office who has/have responsibility for curriculum. The tool is an evidence-based inquiry and not an evaluation. Information from district administrators is essential and will be one component to consider in revising the District Web Educational Plan for Student Success.

Use of the District Administrator Reflection Guide

The NMPED District Self Assessment Rubrics address three criterion: Dynamic and Distributed Leadership, Quality Teaching and Learning, and Culture and Collaborative Relationships. Each section contains indicators; questions have been developed that correspond to the indicators and solicit administrators' perspectives. Upon answering each question, please provide evidence to support your response and record strengths and opportunities for improvement in the summary section.

Tools

- Curriculum Director Reflection Guide
- Data Summary Form for the Curriculum Director



The final product will be one Curriculum Director Data Summary Form.

New Mexico CLASS District Self Assessment Review

Curriculum Director Reflection Guide

1. What SMART (specific, measurable, attainable, realistic, and time-bound) goals has the district established? What data, research, or other information was used to establish Web EPSS goals? (1.2)
2. Who helps principals or others to establish SMART goals and the Web EPSS? What does the district do to monitor the school Web EPSS and determine their effectiveness? (1.2)
3. Please describe the ways in which the district aligns and implements its operating procedures and practices to promote student learning and achievement of district goals. In what ways has the district made student achievement a priority? (1.3)
4. Describe the comprehensive needs assessment that the district conducts. What is the primary focus of the needs assessment? How are the data analyzed and used? How are results communicated to staff? To what extent are the Web EPSS goals designed to meet needs based on research and evaluated for effectiveness? (1.4)
5. How are resources allocated to support schools whose students need additional assistance beyond the regular core classroom instruction? What supports are offered to these students and how have barriers to access been removed? What supports are offered to students for enrichment? (1.8)
6. What does the district do to acquire and monitor federal, state, and competitive grants? What is done to sustain the activities of these grants after the funding ends? (1.9)
7. What does the district do to ensure that its curriculum and assessments are aligned with the New Mexico Standards and Benchmarks and are clearly articulated within and across each grade level and content area throughout the district? (1.10)
8. Has the district identified a specific person or team for the principal to contact for support? To what extent are the policies and procedures proactive? Are they evaluated for effectiveness? Does the District Leadership Team seek suggestions for improvement? (1.12)
9. How does the district ensure that its practices are research-based and consistently implemented within each grade level and content area? (2.1)

New Mexico CLASS District Self Assessment Review

Data Summary Form - Curriculum Director



District: _____ **Date of Completion:** _____

Please indicate strengths and opportunities for improvement based on the Curriculum Director Reflection Guide evidence. The indicator is the number in parentheses after the question, e.g., *How does the district ensure that its practices are research-based and consistently implemented within each grade level and content area? (2.1)*

Indicator #	Strengths (maximum of 4)

Indicator #	Opportunities for Improvement (maximum of 4)

New Mexico CLASS District Self Assessment Review

Human Resources Director Reflection Guide

Rationale

The Human Resources Director Reflection Guide should be completed by the administrator(s) in the central office who has/have responsibility for human resources. It is intended to provide central office administrators with an opportunity to respond to indicators on the New Mexico CLASS Rubrics. The tool is an evidence-based inquiry and not an evaluation. Information from district administrators is essential and will be one component to consider in revising the District Web Educational Plan for Student Success.

Use of the District Administrator Reflection Guide

The NMPED District Self Assessment Rubrics address three criterion: Dynamic and Distributed Leadership, Quality Teaching and Learning, and Culture and Collaborative Relationships. Each section contains indicators; questions have been developed that correspond to the indicators and solicit administrators' perspectives. Upon answering each question, please provide evidence to support your response and record strengths and opportunities for improvement in the summary section.

Tools

- Human Resources Director Reflection Guide
- Data Summary Form for the Human Resources Director



The final product will be one Human Resources Director Data Summary Form.

New Mexico CLASS District Self Assessment Review

Human Resources Director Reflection Guide

1. How does the district ensure the most highly qualified teachers and principals are assigned to the neediest schools? (1.6)
2. What does the district do to ensure retention of staff with strong instructional and leadership skills in underperforming schools? (1.6)
3. What does the district do to build and foster partnerships with community agencies, organizations, and/or corporate enterprises for the purpose of helping the district reach its goals? (1.9) (3.2)
4. How does the district determine the effectiveness of policies and procedures to support the orientation and work of new principals and teachers? What policies and procedures are in place for support of these individuals? (1.12)
5. How does the district celebrate student and teacher achievement? (3.6)

New Mexico CLASS District Self Assessment Review

Data Summary Form - Human Resources Director



School/District: _____ **Date of Completion:** _____

Please indicate strengths and opportunities for improvement based on the Human Resources Director Reflection Guide evidence. The indicator is the number in parentheses after the question, e.g., *What does the district do to build and foster partnerships with community agencies, organizations, and/or corporate enterprises for the purpose of helping the district reach its goals?* (1.9) (3.2)

Indicator #	Strengths (maximum of 4)

Indicator #	Opportunities for Improvement (maximum of 4)

New Mexico CLASS District Self Assessment Review

Federal Programs Director(s) Reflection Guide

Rationale

This Reflection Guide should be completed by the administrator(s) in the central office who has/have responsibility for federally funded programs such as Title 1, Special Education, Bilingual Education, Indian Education, etc. It is intended to provide central office administrators with an opportunity to respond to indicators on the New Mexico CLASS Rubrics. The tool is an evidence-based inquiry and not an evaluation. Information from district administrators is essential and will be one component to consider in revising the District Educational Plan for Student Success (Web EPSS).

Use of the District Administrator Reflection Guide

The NMPED District Self Assessment Rubrics address three criterion: Dynamic and Distributed Leadership, Quality Teaching and Learning, and Culture and Collaborative Relationships. Each section contains indicators; questions have been developed that correspond to the indicators and solicit administrators' perspectives. Upon answering each question, please provide evidence to support your response and record strengths and opportunities for improvement in the summary section.

Tools

- Federal Programs Director(s) Reflection Guide
- Data Summary Form for the Federal Programs Director(s)



The final product will be one Federal Program Director(s) Data Summary Form.

New Mexico CLASS District Self Assessment Review

Federal Programs Director(s) Reflection Guide

1. Please describe the comprehensive needs assessment that the district conducts. What is the primary focus of the needs assessment? How are the data analyzed and used in the Web EPSS? How are results communicated to staff? To what extent are plans to meet needs based on the research and evaluated for effectiveness? (1.4)
2. What does the district do to ensure appropriate assignment and retention of staff with strong instructional and leadership skills in underperforming schools? (1.6)
3. How are resources allocated to support schools whose students need additional assistance beyond the regular core classroom instruction? What supports are offered to these students and how have barriers to access been removed? What supports are offered to students for enrichment? (1.8)
4. To what extent does the district acquire and monitor federal, state, and competitive grants? What does the district do to determine effectiveness of these grants? How are grants sustained after funding has ended? (1.9)
5. What type of reporting system to communicate student progress is in use in the district? How does the district ensure that teachers share a consistent vision for quality student work? (2.7)
6. What types of professional development are offered to support the implementation of the consistent vision and how is consistency checked? (2.7)
7. How does the district promote partnerships with families? (3.3)
8. How does the district ensure that its schools are safe, culturally responsive, and orderly? How does the district handle any issues that emerge about safety, cultural responsiveness, and orderliness in the schools? (3.4)
9. What does the district do to support and monitor for an equitable code of conduct that promotes social skills, conflict management, and prevention programs? (3.5)

New Mexico CLASS District Self Assessment Review

Data Summary Form - Federal Programs Director(s)



District: _____ **Date of Completion:** _____

Please indicate strengths and opportunities for improvement based on the Federal Programs Director(s) Reflection Guide evidence. The indicator is the number in parentheses after the question, e.g., *How does the district promote partnerships with families? (3.3)*

Indicator #	Strengths (maximum of 4)

Indicator #	Opportunities for Improvement (maximum of 4)

New Mexico CLASS District Self Assessment Review

Parent Focus Group

Rationale

This instrument should be administered by a *neutral District Leadership Team member* in focus groups of parents.

In planning the focus groups, consider the following:

- Each focus group should be comprised of 8-10 parents from various schools. ***It is best to recruit more than that since parents often have scheduling conflicts and cannot attend. Recruit a range of parents with different backgrounds and whose children attend different schools;***
- The number of focus groups depends on the size of the district. The purpose is to interview a representative sample of parents in the district;
- Schedule the sessions at a time that is convenient for parents and think about providing supervision for their children while they attend;
- You may want to reimburse them for transportation costs, provide a small incentive, and/or light refreshments; and
- You may need to provide a translator.
- You may need to provide a note taker.

Use of the Parent Focus Group

Begin and end the focus group session on time; 45 minutes should be a sufficient amount of time.

The opening/welcome remarks should:

- Thank parents for taking time to participate;
- Emphasize that this is important for the district to receive parent feedback on district policies and procedures;
- ***Remind them that this is about the district, not their own child's school;***
- Encourage everyone to participate and, when possible, explain, give reasons and examples; and
- Assure parents that, although their responses will be shared with district leadership, they will remain anonymous (i.e. names will not be attached to responses).

Tools

- Parent Focus Group Questions available in English and Spanish.
- Data Summary Form for the Parent Focus Group



The final product will be one Parent Focus Group Data Summary Form.

New Mexico CLASS District Self Assessment Review

Parent Focus Group Questions

1. Do you think your children understand what they are expected to do so that they get good grades? How do all teachers communicate high expectations for student achievement? Do students get to see models of quality student work? (2.7)

Cree que sus hijos entiendan lo que son espera por hacer para que obtienen buenas calificaciones? Cómo todos los profesores se comunican altas expectativas para los logros de los estudiantes? Los estudiantes se puede obtener ver modelos de calidad de estudiante trabajar? (2.7)

2. How often does the district communicate with parents? Is the information presented to parents in a language that is easily understood? Do they use a variety of sources (e.g., newsletters, the Internet, or meetings) to provide information? (3.1)

Con qué frecuencia se comunica el distrito con sus padres? Es la información que se presenta a los padres en un lenguaje que es fácil de comprender? Utilizan una variedad de fuentes (por ejemplo, boletines de noticias, Internet o reuniones) para proporcionar información? (3.1)

3. In what ways does the district provide opportunities for families to be involved in student learning? Are parents involved in any decision-making? (3.3)

De qué manera el distrito ofrece oportunidades para las familias a participar en el aprendizaje de los alumnos? Son los padres involucrados en cualquier toma de decisiones? (3.3)

4. What evidence do you have that the schools in your school district are safe? Are the schools orderly? (3.4)

Qué pruebas tienes que las escuelas en su distrito escolar son seguras? Están las escuelas ordenada? (3.4)

5. What evidence do you have that the schools in your school district are respectful of students' cultural backgrounds? (3.4)

Qué pruebas ¿tienes que las escuelas en su distrito escolar son respetuosas de los orígenes culturales de los alumnos? (3.4)

6. What do the schools in the district do to help students develop social skills and learn to manage conflict? How do you think the code of conduct helps students to learn? (3.5)

Qué hacen las escuelas en el distrito para ayudar a los estudiantes a desarrollar habilidades sociales y aprender a manejar los conflictos? Cómo piensa el código de conducta ayuda a los estudiantes para aprender? (3.5)

New Mexico CLASS District Self Assessment Review

Data Summary Form - Parent Focus Group



District: _____ **Date of Completion:** _____

Please indicate strengths and opportunities for improvement based on the Parent Focus Group Questions evidence. The indicator is the number in parentheses after the question, e.g., *In what ways does the district provide opportunities for families to be involved in student learning? Are parents involved in any decision-making? (3.3)*

Indicator #	Strengths (maximum of 4)

Indicator #	Opportunities for Improvement (maximum of 4)

New Mexico CLASS District Self Assessment Review

School Board Survey

Rationale

This Reflection Guide should be completed independently by individual members of the board of education, in accordance with New Mexico laws that govern open and public meetings of elected boards of education.

It is intended to provide board members with an opportunity to respond to indicators on the New Mexico CLASS Rubrics. The tool is an evidence-based inquiry and not an evaluation.

Information from Board members is essential and will be one component to consider in revising the District Web Web EPSS.

Use of the District Administrator Reflection Guide

The NMPED District Self Assessment Rubrics address three criterion: Dynamic and Distributed Leadership, Quality Teaching and Learning, and Culture and Collaborative Relationships. Each section contains indicators; questions have been developed that correspond to the indicators and solicit Board members' perspectives. Upon answering each question, please provide evidence to support your response and record strengths and opportunities for improvement in the summary section.

Tools

- School Board Survey Reflection Guide
- Data Summary Form for the School Board Survey



The final product will be one School Board Survey Data Summary Form.

New Mexico CLASS District Self Assessment Review

School Board Survey

1. What is the district vision and mission and how are the vision and mission used to guide board decisions? How and how often does the board review and revise the vision and mission? (1.1)
2. What is the board's role in developing and monitoring implementation of the District Web EPSS? How does the board ensure that goals in the District Web EPSS focus on student achievement and that the strategies are research-based? (1.2)
3. What processes does the district use to ensure district-wide continuous improvement? How and how often does the board receive progress reports? (1.5)
4. On what basis does the district allocate fiscal resources to schools? How do the district and board involve stakeholders in the budgeting process? How does the board ensure that the district's programs, initiatives, and activities are cost effective? (1.7)
5. What does the board do to build and foster collaborative relationships with internal stakeholders, including administrators, teachers, staff, and students? (3.1)
6. What does the board do to build and foster partnerships with community agencies, organizations, and/or corporate enterprises for the purpose of helping the district reach its goals? (3.2)
7. How does the board celebrate student and teacher achievement? (3.6)

New Mexico CLASS District Self Assessment Review

Data Summary Form - School Board Survey



District: _____ **Date of Completion:** _____

Please indicate strengths and opportunities for improvement based on the School Board Questions evidence. The indicator is the number in parentheses after the question, e.g., *What does the board do to build and foster collaborative relationships with internal stakeholders, including administrators, teachers, staff, and students? (3.1)*

Indicator #	Strengths (maximum of 4)

Indicator #	Opportunities for Improvement (maximum of 4)

New Mexico CLASS District Self Assessment Review

Principal Survey

Rationale

The Principal Survey is designed to give all site-level administrative staff an opportunity to respond to indicators on the New Mexico CLASS Rubrics. The NMPED CLASS Rubrics for Districts address three criterion: Dynamic and Distributed Leadership, Quality Teaching and Learning, and Culture and Collaborative Relationship. The tool is an evidence based inquiry and not an evaluation. Information from certified staff is essential and will be one component to consider in revising the District Web EPSS.

Use of the Principal Survey

The district may choose how to administer this survey. It can be converted to an on-line survey, or hard copies can be distributed to principals. The district may want to consider administering the survey during a regularly scheduled meeting with principals to ensure adequate response.

Tools

- Principal Survey
- Data Summary Form for the Principal Survey



The final product will be one Principal Survey Data Summary Form.

Large districts with multiple principals may choose to use an electronic format such as Survey Monkey or Zoomerang. Please contact the Priority Schools Bureau for technical assistance: 505. 827.6462

New Mexico CLASS District Self Assessment Review

Principal Survey: Dynamic and Distributed Leadership

pp. 26 - 38

District: _____ **Date of Completion:** _____

Dynamic and Distributed Leadership

1. Please read the indicator and mark the rubric (does not meet, partially proficient, proficient, or exemplary) that best describes your District Leadership Team on the following leadership characteristics.

1.1 The District Leadership Team ensures that the vision and mission focus on student achievement and guide all decisions.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The District Leadership Team either does not have a shared vision and mission, or it has a vision and a mission that do not focus on student achievement. The vision and/or mission are outdated or are formulated with little stakeholder input. The District Leadership Team may post its vision and mission in the district building or on its Web site, but does not make an effort to disseminate them to all stakeholders. Few educators are familiar with the vision or mission. The District Leadership Team rarely uses the vision and mission to guide decisions. 	<ul style="list-style-type: none"> The District Leadership Team has recently updated its vision and mission to ensure that they strongly focus on student achievement. The District Leadership Team has an inclusive process to receive input to vision and mission development. At least some input has been received by internal and external stakeholder groups. The District Leadership Team posts its vision and mission in the district building, schools, or on its Web site, but does not make an effort to disseminate them to all stakeholders. Most educators in the district are relatively familiar with the vision and mission. 	<ul style="list-style-type: none"> The District Leadership Team has established a shared vision and mission focused on school achievement. The vision and mission are reviewed regularly and revised systematically using an inclusive process with the input of multiple internal and external stakeholder groups. The District Leadership Team posts its vision and mission in all schools, the district building, and Web site and disseminates them for all stakeholders in newsletters and other communications. The vision and mission promote clear, high expectations for student achievement. 	<p>The District Leadership Team has met all of the provisions to score “proficient.” In addition:</p> <ul style="list-style-type: none"> The district creates a sense of urgency for meeting the vision and mission in its Web EPSS and district improvement activities. The District Leadership Team ensures that schools’ visions and missions and any initiatives’ vision and mission are aligned with those of the district. <p style="text-align: right;"><i>*Survey continues on next page</i></p>

	<ul style="list-style-type: none"> • The District Leadership Team uses the vision and mission to guide some decisions but does not use them consistently to guide decisions. 	<ul style="list-style-type: none"> • Most educators can generally cite the vision and mission. • The District Leadership Team consistently uses the vision and mission to guide decisions. 	
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1.2 The District Leadership Team develops SMART (specific, measurable, attainable, realistic, and time-bound) goals for Web EPSS and has specified research-based strategies for meeting the SMART goals reflected in the Web EPSS.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
☐	☐	☐	☐
<ul style="list-style-type: none"> • The district Web EPSS has goals that focus on student achievement, but the goals may not be written in SMART goal language. • The District Leadership Team does not ensure that the schools specify SMART goals and current research-based strategies. • The District Leadership Team does not conduct an in-depth analysis of data showing trends and needs. • The District Leadership Team rarely monitors the ongoing implementation of each school’s Web EPSS and rarely provides feedback to the schools on their strategies or implementation. 	<ul style="list-style-type: none"> • The district Web EPSS has goals that focus on student achievement, but the goals may not be written in SMART goal language. • The District Leadership Team Web EPSS has strategies to meet goals that are either based on outdated research or on research that does not reflect what works in districts with similar characteristics. • The District Leadership Team conducts an analysis of data showing needs, but the analysis does not examine trends over time. • The District Leadership Team does not ensure that the schools specify SMART goals and current research-based strategies. • The District Leadership Team occasionally monitors the implementation of each school’s Web EPSS and occasionally provides feedback. 	<ul style="list-style-type: none"> • The district Web EPSS has SMART goals that focus on student achievement. • The district Web EPSS has strategies to meet goals that are based on current research on what works in districts with similar characteristics. • The District Leadership Team ensures that the schools specify SMART goals and current research-based strategies. • The district Web EPSS has SMART goals for each of its subpopulations. • The District Leadership Team ensures that goals are set based on an in-depth analysis of data showing trends and needs. • The District Leadership Team ensures that principals are equipped with the research they need to develop their strategies. 	<p>The District Leadership Team has met all of the provisions to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • The District Leadership Team designates a person at the district level to coach each principal individually. • The District Leadership Team regularly monitors the effectiveness of strategies and fidelity of implementation of each school’s Web EPSS and provides feedback.

1.3 The district leadership team aligns and implements its operating procedures and practices to promote student learning and achievement of district goals.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team has not made school-based needs for increasing student achievement a priority for any district department. The district leadership team does not specifically align its operating procedures and practices to promote student learning and achievement of district goals. The district leadership team's procedures do not include the designation of a specific person or team for the principal to contact to access various supports to help schools increase achievement. 	<ul style="list-style-type: none"> The district leadership team has made school-based needs for increasing student achievement one of many priorities for district departments and/ or has made student achievement the priority of only one or two departments. The district leadership team does not specifically align its operating procedures and practices to promote student learning and achievement of district goals. The district leadership team's procedures do not include the designation of a specific person or team for the principal to contact to access various supports to help schools increase achievement. 	<ul style="list-style-type: none"> The district leadership team has made school-based needs for increasing student achievement the priority for all district offices. The district leadership team specifically aligns and implements its operating procedures and practices to promote student learning and achievement of district goals. The district leadership team's procedures include a specific person or team for the principal to contact to access various supports to help schools increase achievement. 	<p>The district leadership team has met all of the provisions to score "proficient." In addition:</p> <ul style="list-style-type: none"> The district leadership team proactively anticipates the needs of its schools and provides support before a major challenge arises. The district leadership team regularly evaluates its operating procedures and practices to ensure that they are effective. Decisions about changes or retention of policies and practices are made based on evidence. The district leadership team regularly seeks suggestions for improvement.

1.4 The district leadership team conducts an annual comprehensive needs assessment, systematically disaggregates student performance and other needs assessment data, communicates data analysis to school staff, and uses the data to set district Web EPSS goals and priorities.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team reviews test scores and attendance data, but rarely collects other forms of data. • The district leadership team does not disaggregate student performance and other needs assessment data and specifically use the data to plan to meet diverse student needs. • The district leadership team does not communicate district-level analysis information to school staff. • The district leadership team does not ensure that the district data are used in conjunction with school-specific data to set goals within the district Web EPSS. 	<ul style="list-style-type: none"> • The district leadership team conducts a comprehensive needs assessment, but the assessment does not consistently focus on student academic needs. • The district leadership team reviews some data from the needs assessment, both summative and disaggregated, but does not conduct a comprehensive review and does not specifically use the data to plan to meet diverse student needs. • The district leadership team communicates some district-level analysis information to school staff, but the analysis is not comprehensive. • The district leadership team does not ensure that the district data, in conjunction with school-specific data, are used to set goals within the district Web EPSS. 	<ul style="list-style-type: none"> • The district leadership team conducts a comprehensive needs assessment, focused on student academic achievement needs. • The district leadership team systematically uses the data from the needs assessment and from all student assessments, both summative and disaggregated, in planning to meet diverse student needs. • The district leadership team communicates comprehensive district data analysis information to school staff at every school in the district. • The district leadership team ensures that the district data, in conjunction with school-specific data, are used to set goals within the district Web EPSS. 	<p>The district leadership team meets all requirements needed to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • The district leadership team cites specific recent research showing that the plan is likely to meet needs and raise achievement scores for all students. • The district leadership team validates the data and consistently monitors the effectiveness of the plan in raising achievement, closing gaps, and meeting needs.

1.5 The district leadership team utilizes a continuous improvement process.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team examines test scores and other data only once a year and does not link the data to an evaluation of specific educational programs, student services, and support processes. • The district leadership team does not engage all staff at the district in continuous improvement process as established in the Web EPSS. • The district leadership team does not consistently use the tools and methodologies associated with the continuous improvement model. 	<ul style="list-style-type: none"> • The district leadership team conducts an analysis of the district’s progress in achieving the goals of the Web EPSS, and collects at least some data that show the effectiveness of specific educational programs, student services, and/or support processes. • The district leadership team involves most staff at the district in continuous improvement process as established in the Web EPSS. • The district leadership team consistently uses some of the tools and methodologies associated with the continuous improvement model. 	<ul style="list-style-type: none"> • The district leadership team conducts a comprehensive analysis of the district’s progress in achieving the goals of the Web EPSS and examines both aggregated and disaggregated data (by student subpopulation), showing the effectiveness of each of its educational programs, student services, and support processes. The district leadership team uses the analysis to revise the Web EPSS; identify new goals; and retain or replace programs, services, and/or support processes. • The district leadership team consistently uses the tools and methodologies associated with the continuous improvement process. • The district leadership team regularly seeks input and receives feedback from staff to improve programs, reports to the board frequently, recognizes accomplishments, and presents concrete plans to address challenges revealed by the data. 	<p>The district leadership team meets all of the requirements to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • School leaders and community members collaborate with the district leadership team on the analysis of disaggregated data and other indicators of student academic performance to determine the effectiveness of specific educational programs, student services, and support processes for all subpopulations of students. • The district leadership team seeks principal, teacher, student, and parent input in helping to determine how to become more effective.

1.6 The district leadership team ensures appropriate assignment and retention of staff with strong instructional and leadership skills in underperforming schools.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not have policies or practices to guide the distribution of staff to support the needs of students at underperforming schools. • The district leadership team does not have a policy or practice to ensure that principals, teachers, and staff with strong instructional and leadership skills are retained at underperforming schools to ensure sustained student achievement. 	<ul style="list-style-type: none"> • The district leadership team has practices, but not policies, to guide the distribution of staff to support the needs of students at underperforming schools. The practices are not consistently implemented. • The district leadership team has practices, but not policies, that ensure that principals, teachers, and staff with strong instructional and leadership skills are retained at underperforming schools for sufficient amounts of time to ensure sustained student achievement. 	<ul style="list-style-type: none"> • The district leadership team has and implements policies and practices that guide the distribution of staff to support the needs of students at underperforming schools. • The district leadership team has and implements policies and practices to ensure that principals, teachers, and staff with strong instructional skills are retained at underperforming schools for sufficient amounts of time to ensure sustained student achievement. 	<p>The district leadership team has met all of the provisions to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • The district leadership team provides principals, teachers, and staff in chronically underperforming schools with additional targeted, professional development in core subjects. • The district leadership team gives additional technical and human resources to chronically underperforming schools.

1.7 The district leadership team has a transparent budget process and allocates resources based on student achievement needs and cost effectiveness.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not ask for stakeholder input to guide distribution of district resources. • The district leadership team has a budget that is open to review, but the budget process is not transparent. • The district leadership team does not have policies and practices in place that consider the identified academic needs of students as listed in the schools’ Web EPSS when distributing resources. • The district leadership team does not undertake an examination of cost effectiveness of programs, initiatives, and activities. • The district leadership team does not ensure that resources are allocated in a way that maintains effective programs, initiatives, or activities. 	<ul style="list-style-type: none"> • The district leadership team includes stakeholder input from the principals and the board to guide distribution of district resources, but does not seek further input. • The district leadership team has a transparent budget process. • The district leadership team may have practices, but does not have policies that consider the identified academic needs of students as listed in the schools’ Web EPSS when distributing resources. • The district leadership team informally determines cost effectiveness of programs, initiatives, and activities. • The district leadership team does not consistently ensure that resources are allocated in a way that maintains effective programs, initiatives, or activities. 	<ul style="list-style-type: none"> • The district leadership team has a process that includes stakeholder input to guide distribution of district resources. • The district leadership team has a transparent budget process. • The district leadership team has policies and practices that consider the identified academic needs of students as listed in the schools’ Web EPSS when distributing resources. • The district leadership team conducts an analysis of cost effectiveness of programs, initiatives, and activities. • The district leadership team consistently ensures that resources are allocated in a way that maintains effective programs, initiatives, or activities over time. 	<p>The district leadership team has met all of the provisions to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • The district leadership team regularly conducts a review process to determine the cost effectiveness of all programs, initiatives, and activities and their effectiveness on student performance and closing the achievement gap. • The district leadership team aligns and links effective programs, initiatives, and activities.

1.8 The district provides resources to schools to support students who need to receive additional assistance beyond the classroom core instruction to support their academic growth.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does not allocate additional resources to schools with students that have not met proficiency levels to provide instructional assistance beyond the regular classroom instruction. Using their own regular budget, schools typically provide a single type of opportunity for additional assistance, such as tutoring, double blocks, and/or other strategies for extending the number of hours of instruction that students receive in the subjects in which they have not reached proficiency. 	<ul style="list-style-type: none"> The district leadership team allocates additional resources to some schools with students that have not met proficiency levels to provide instructional assistance beyond the regular classroom instruction. Using supplemental funds from the district, schools typically provide a single type of opportunity for additional assistance, such as a before or after school program, tutoring, double blocks, and/or other strategies for extending the number of hours of instruction that students receive in the subjects in which they have not reached proficiency. 	<ul style="list-style-type: none"> The district leadership team has a policy and practice of allocating additional resources to all schools with students that have not met proficiency levels to provide instructional assistance beyond the regular classroom instruction. Using supplemental funds from the district, schools provide multiple opportunities for additional assistance, including before and after school programs, summer schools, tutoring, double blocks, and/or other strategies for extending the number of hours of instruction that students receive in the subjects in which they have not reached proficiency. 	<p>The district leadership team has met all of the provisions to score “proficient.”</p> <p>In addition:</p> <ul style="list-style-type: none"> The district provides transportation for students to attend other schools if there is insufficient ability at some schools to provide additional assistance. The district leadership team also provides schools with funds for enrichment or enhancement programs so proficient or advanced students can get ahead.

1.9 The district leadership team initiates or assists with the acquisition and monitoring of all federal, state, and competitive grants, and other sources of revenue that support increased student achievement.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does not have a process in place to provide guidance to school-based leaders for legally and appropriately using all funding sources received by the school. The district leadership team rarely acquires or assists schools with acquisition of additional revenue through grants and additional sources of revenue to support increased student achievement. Grants received are primarily formula-funded. The district leadership team does not regularly monitor the use of funds for effectiveness in increasing student achievement. 	<ul style="list-style-type: none"> The district leadership team has a process for providing guidance to school-based leaders for legally and appropriately using all funding sources received by the school. The district leadership team occasionally acquires or assists schools with acquisition of additional revenue through grants and additional sources of revenue to support increased student achievement, but does not conduct a systematic review and matching process. The district leadership team does not regularly monitor the use of funds for effectiveness in increasing student achievement. 	<ul style="list-style-type: none"> The district leadership team has a process for providing guidance to school-based leaders for legally and appropriately using all funding sources received by the school. The district leadership team provides a review of the school Web EPSS and matches the school with possible funding opportunities to support the achievement of the goals and implement the strategies in the school Web EPSS. The district leadership team acquires or assists schools with the acquisition of federal, state, and competitive grants. The district leadership team regularly monitors the use of funds for effectiveness in increasing student achievement. 	<p>The district leadership team has met all of the provisions to score “proficient.” In addition:</p> <ul style="list-style-type: none"> The district leadership team reallocates funds as necessary to accelerate progress. The district leadership team finds ways to sustain programs after the initial period of funding has passed.

1.10 The district leadership team ensures that the district curriculum and assessments are aligned with the New Mexico Standards and Benchmarks and are clearly articulated within and across each grade level and content area throughout the district.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does little to ensure that the district and/or each school has translated the New Mexico Standards and Benchmarks into an appropriate scope and sequence in reading/language arts and within each grade level across the district. 	<ul style="list-style-type: none"> The district leadership team ensures that the district and/or each school has translated the New Mexico Standards and Benchmarks into an appropriate scope and sequence at some grade levels in the areas of reading/language arts and mathematics, but the process is not complete or comprehensive. The district leadership team informally ensures that the curriculum is well articulated vertically and horizontally within each school. 	<ul style="list-style-type: none"> The district leadership team ensures that the district and/or each school have translated the New Mexico Standards and Benchmarks into an appropriate scope and sequence for each grade level in the areas of reading/language arts and mathematics. The district leadership team has a formal process in place that ensures that the curriculum is well articulated vertically and horizontally within each school. 	<ul style="list-style-type: none"> The district leadership team meets all requirements needed to score “proficient.” In addition: The district leadership team has translated the New Mexico Standards and Benchmarks into an appropriate scope and sequence for each grade level in the areas of science, social studies, and/or other content areas.

1.11 The district leadership team ensures that instructional materials are aligned with the New Mexico Standards and Benchmarks.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does not have a policy that specifies that schools must utilize materials that are aligned to New Mexico Standards and Benchmarks. The district leadership team does not review materials to ensure alignment. The district leadership team does not collect evidence to show that the instructional materials are being used appropriately. 	<ul style="list-style-type: none"> The district leadership team does not have a policy that specifies that schools must utilize materials that are aligned to New Mexico Standards and Benchmarks. The district leadership team inconsistently reviews materials to ensure alignment. The district leadership team occasionally (less than annually) collects evidence to show that the instructional materials are being used appropriately. 	<ul style="list-style-type: none"> The district leadership team policy clearly specifies that schools must utilize materials that are aligned to New Mexico Standards and Benchmarks. The district leadership team has reviewed materials to ensure alignment. The district leadership team at least annually collects evidence to show that the instructional materials are being used appropriately. 	<ul style="list-style-type: none"> The district leadership team meets all requirements needed to score “proficient.” In addition: The district leadership team has conducted a systematic review to ensure that the instructional materials are based on current research on what works to increase student achievement.

1.12 The district leadership implements a systematic process to support the orientation and work of new principals and teachers.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not have a written policy and procedures that outline the specific support new teachers and principals will receive. • The district leadership team has a cursory orientation for all new teachers and principals. • The district leadership team provides little or no ongoing support. • The district leadership team rarely collects evidence of effectiveness and uses the evidence to improve the support process. 	<ul style="list-style-type: none"> • The district leadership team has a written policy and procedures that outline the specific support new teachers and principals will receive. • The district leadership team provides support for new principals and teachers that include mentorships and specific professional development topics. • The district leadership team provides support in a standardized way rather than based on specific needs of the educator. • The district leadership team occasionally (less than annually) collects evidence of effectiveness and uses the evidence to improve the support process. 	<ul style="list-style-type: none"> • The district leadership team has a written policy and procedures that outline the specific support new teachers and principals will receive. • The district leadership team’s policy and procedures include the following components: mentorships, specific professional development topics, and a mechanism for individualizing support based on employee need. • The district leadership team regularly (at least annually) collects evidence of effectiveness and uses the evidence to improve the support process. 	<ul style="list-style-type: none"> • The district meets all requirements needed to score “proficient.” In addition: • The district leadership team has effective, systematic supports for new teachers and principals, including in-depth orientation, personalized mentoring, and ongoing feedback to recognize both positive outcomes and continuing needs.

New Mexico CLASS District Self Assessment Review

Principal Survey: Quality Teaching and Learning

pp. 39 - 45

District: _____ Date of Completion: _____

Quality Teaching and Learning

1. Please read the indicator and mark the rubric (does not meet, partially proficient, proficient, or exemplary) that best describes your District Leadership Team on the following leadership characteristics.

2.1 The district leadership team ensures that the district curriculum is research-based and consistently implemented within each grade level and content area across the district.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does little to ensure that the district and/or school curriculum in some content areas are consistently implemented within each grade level across the district. 	<ul style="list-style-type: none"> The district leadership team does not have a formal process in place to ensure that the district and/or school curriculum in each content area is consistently implemented within grade levels, but has informal checks through occasional teacher observations or other means or has formal processes in a few, but not all, content areas or grade levels. 	<ul style="list-style-type: none"> The district leadership team has a formal process in place to ensure that the district and/or school curriculum in reading/language arts and mathematics is consistently implemented within each grade level and content area across the district. 	<ul style="list-style-type: none"> The district leadership team meets all requirements needed to score “proficient.” In addition: The district leadership team has promoted fidelity through teacher observations and provision of time for teachers specifically to collaborate to address fidelity issues.

2.2 The district leadership team requires implementation and analysis of common short-cycle assessments that align with the curriculum.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not have a system in place to assure that there are common short-cycle assessments that align with the curriculum. • The district leadership team does not consistently ensure that administrators, teachers, and other instructional staff know how to implement the assessments, interpret the scores, and use the results to guide instruction. • The district leadership team has not established district benchmarks and aggregates student performance data to determine a district profile. 	<ul style="list-style-type: none"> • The district leadership team has a system in place to ensure that there are common short-cycle assessments that align with the curriculum. • The district leadership team does not consistently follow through to ensure that administrators, teachers, and other instructional staff know how to implement the assessments, interpret the scores, and use the results to guide instruction. • The district leadership team has established district benchmarks for some grade levels or spans and aggregates student performance data to determine a district profile. 	<ul style="list-style-type: none"> • The district leadership team has a system in place to ensure that there are common short-cycle assessments that align with the curriculum. • The district leadership team ensures that administrators, teachers, and other instructional staff know how to implement the assessments, interpret the scores, and use the results to guide instruction. • The district leadership team has established district benchmarks for all grade levels and aggregates student performance data to determine a district profile. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • The district leadership team has compared its district data with state and national data to determine how well it is performing relative to averages. • In district professional development, teachers share the specific differentiated approaches that work with subpopulations of students.

2.3 The district leadership team has a policy stating clear expectations for allocation of instructional time in all core subject areas and implements the policy consistently.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team has no specific policies or recommendations to allocate and/or protect instructional time in core subject areas. There is little or no monitoring of the way that instructional time is used. 	<ul style="list-style-type: none"> The district leadership team has a policy that consistently directs schools to allocate a designated amount of time in some core subject areas and/or the associated RtI in mathematics and reading/language arts. The district leadership team recommends that schools limit interruptions to instructional time (e.g., announcements during the day, assemblies, and field trips). The district leadership teams' policies and recommendations are implemented inconsistently and may not be monitored. 	<ul style="list-style-type: none"> The district leadership team has a policy that consistently directs schools to allocate a designated amount of time for each core subject area and the associated RtI in mathematics and reading/language arts. The district leadership team has a policy that limits interruptions to instructional time (e.g., announcements during the day, assemblies, and field trips). The district leadership teams' policies are implemented consistently and monitored. 	<ul style="list-style-type: none"> The district leadership team meets all requirements needed to score "proficient." In addition: The district leadership team works with principals to increase learning time through strategies such as tutoring, double blocks, extended day, and summer programs. The district leadership team works with principals to provide additional learning opportunities for students who are already at the proficient or advanced levels to enhance their learning.

2.4 The district leadership team provides an effective, up-to-date technology infrastructure that is effectively used for planning and delivery of instruction, monitoring progress, and communication.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team has a technology infrastructure that is out-of-date and/or is rarely used as a resource for instructional planning and delivery. • The district technology infrastructure is not readily available and/or is used by a few or no administrators, teachers and other instructional staff to monitor student progress. • The district technology infrastructure is rarely used to communicate information to teachers, students, and parents/guardians. 	<ul style="list-style-type: none"> • The district leadership team has a technology infrastructure that is up-to-date and is sometimes used as a resource for instructional planning and delivery. • The district technology infrastructure is readily available and is used by some administrators, teachers and other instructional staff to monitor student progress. • The district technology infrastructure is sometimes used to communicate information to teachers, students, and parents/guardians. 	<ul style="list-style-type: none"> • The district leadership team has a technology infrastructure that is up-to-date and is consistently used as a resource for instructional planning and delivery. • The district technology infrastructure is readily available and is used by all administrators, teachers and other instructional staff to monitor student progress. • The district technology infrastructure is consistently used to communicate information to teachers, students, and parents/guardians. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • Systems are well-maintained and regularly updated to reflect current technologies. • The systems are also used in two-way communications between stakeholder groups.

2.5 The district leadership team ensures that teachers are held accountable for demonstrating appropriate content knowledge for effective and accurate instruction.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does not have a system in place to ensure that teachers and other instructional staff demonstrate appropriate content knowledge for effective and accurate instruction. Some teachers and other instructional staff demonstrate appropriate and accurate content knowledge in daily instruction. 	<ul style="list-style-type: none"> The district leadership team has a system in place to ensure that teachers and other instructional staff demonstrate appropriate content knowledge for effective and accurate instruction, but does not consistently implement the system and hold all schools accountable. Most teachers and other instructional staff consistently demonstrate appropriate and accurate content knowledge. 	<ul style="list-style-type: none"> The district leadership team has a system in place to ensure that teachers and other instructional staff demonstrate appropriate content knowledge for effective and accurate instruction, and consistently implements the system and holds all schools accountable. All teachers and other instructional staff demonstrate appropriate and accurate content knowledge in daily classroom instruction. 	<ul style="list-style-type: none"> All teachers and other instructional staff meet all requirements needed to score “proficient.” In addition: The school leadership team provides incentives in the form of tuition reimbursement, scholarships, or other rewards for teachers to seek additional content knowledge.

2.6 The district leadership team monitors and holds all personnel accountable for the use of effective instructional strategies to advance learning of all students.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not have a system to monitor the use of effective instructional strategies to advance learning of all students and rarely informally monitors teachers except during their scheduled evaluations. • The district leadership team rarely or never uses strategies such as walkthroughs, consultations with principals, and the use of onsite instructional coaches to help principals or teachers. • The district leadership team rarely or never offers support for those who are found to be less than proficient in their use of effective instructional strategies. 	<ul style="list-style-type: none"> • The district leadership team informally monitors the use of effective instructional strategies to advance learning of all students. • The district leadership team occasionally and inconsistently uses strategies, such as walkthroughs, consultations with principals, and the use of onsite instructional coaches to help principals or teachers. • The district leadership team occasionally or inconsistently offers support for those who are found to be less than proficient in their use of effective instructional strategies. 	<ul style="list-style-type: none"> • The district leadership team has a formal system that requires regular monitoring of the use of effective instructional strategies to advance learning of all students. • The district leadership team consistently uses multiple strategies for monitoring, including walkthroughs, consultations with principals, and the use of onsite instructional coaches to help principals or teachers. • The district leadership team consistently offers support for those who are found to be less than proficient in their use of effective instructional strategies. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • Principals and teachers are provided opportunities to observe teachers using effective strategies. • Principals and teachers are provided with a range of supports such as peer coaching or individualized professional development to help them improve in any area of concern.

2.7 The district leadership team implements a consistent progress reporting system that reflects a shared vision of quality student work.

Does Not Meet	Partially Proficient	Proficient	Exemplary
□	□	□	□
<ul style="list-style-type: none"> • The district leadership team does not have a system in place to identify characteristics of quality student work. • The district leadership team does not provide professional development so that teachers and other instructional staff consistently and effectively score student work for quality using commonly identified characteristics. • The district leadership team does not have a reporting system in place to inform teachers, students, and parents of progress students make toward consistently producing quality work. 	<ul style="list-style-type: none"> • The district leadership team has a system in place to identify characteristics of quality student work, but the characteristics are not consistent from school to school for the same grade level or content area. • The district leadership team does not regularly provide professional development so that teachers and other instructional staff consistently and effectively score student work for quality using the identified characteristics. • The district leadership team has a reporting system in place to inform teachers, students, and parents of progress students make toward consistently producing quality work. 	<ul style="list-style-type: none"> • The district leadership team has a system in place to identify characteristics of quality student work. • The district leadership team provides professional development so that teachers and other instructional staff consistently and effectively score student work for quality using the identified characteristics. • The district leadership team has a reporting system in place to inform teachers, students, and parents of progress students make toward consistently producing quality work. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • The district leadership team provides teachers with anchor or benchmark products or performances to increase consistency across schools. • The district leadership team provides some independent checks to ensure consistency and gives feedback to improve consistency where needed.

New Mexico CLASS District Self Assessment Review

Principal Survey: Culture and Collaborative Relationships

pp. 46 - 51

District: _____ **Date of Completion:** _____

Culture and Collaborative Relationships

2. Please read the indicator and mark the rubric (does not meet, partially proficient, proficient, or exemplary) that best describes your District Leadership Team on the following leadership characteristics.

3.1 The district leadership team builds and fosters collaborative relationships with internal stakeholders, including the school board, administrators, teachers, staff, and students.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team communicates with students, teachers, staff, administrators, and the school board, but communication is often one-way and/or does not occur on a regular basis. The district leadership team rarely solicits input from students, teachers, staff, administrators, and the school board for district decision making. The district leadership team rarely uses outside input for district decision making. 	<ul style="list-style-type: none"> The district leadership team uses a variety of approaches to facilitate communication among students, teachers, staff, administrators, and the school board, but communication does not occur on a regular basis. The district leadership team occasionally solicits input from students, teachers, staff, administrators, and the school board for district decision making. The district leadership team occasionally uses outside input for district decision making. 	<ul style="list-style-type: none"> The district leadership team uses a variety of approaches to facilitate communication among students, teachers, staff, administrators, and the school board on a regular basis. The district leadership team consistently solicits input from the students, teachers, staff, administrators, and the school board for decision making. There is evidence that at least some of the input was used for the decisions. The district leadership team has policies that reflect the importance of communication and solicitation of input from multiple stakeholder groups for decision making. 	<ul style="list-style-type: none"> The district leadership team meets all requirements needed to score “proficient.” In addition: The district leadership team provides multiple opportunities for all internal stakeholders to raise and resolve issues. The district leadership team is viewed by all stakeholder groups as effective in decision making, conflict resolution, and open communication.

3.2 The district leadership team initiates and maintains partnerships with community agencies, organizations, and/or corporate enterprises in achieving its goals.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not provide opportunities for community stakeholders to participate in achieving the district’s goals, outcomes, and improvements. • The district leadership team does not have a process in place, other than through school board meetings, for community stakeholders to influence policy and accountability. • Partners do not provide resources to the district. 	<ul style="list-style-type: none"> • The district leadership team provides occasional opportunities each year for community stakeholders to participate in achieving the district’s goals, outcomes, and improvements. • The district leadership team does not have a process in place, other than through school board meetings, for community stakeholders to influence policy and accountability. • Partnerships provide some fiscal resources to the district. 	<ul style="list-style-type: none"> • The district leadership team provides multiple opportunities each year for community stakeholders to participate in achieving the district’s goals, outcomes, and improvements. • The district leadership team has a process in place for community stakeholders to influence policy and accountability through board meetings and other outreach meetings sponsored by the district. • Partnerships provide multiple types of resources to the district, including funds and personnel resources. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • Partnerships are visible, sustained, and mutually beneficial. • Partners view the district leadership team as responsive and adept at decision making.

3.3 The district leadership team promotes partnerships with families in achieving its goals.

Does Not Meet	Partially Proficient	Proficient	Exemplary
□	□	□	□
<ul style="list-style-type: none"> • The district leadership team does not have parent involvement policies or does not implement the policies it has. • The district leadership team rarely or never provides opportunities for parents/guardians to be engaged in student learning. • The district leadership team rarely or never provides opportunities for parents/guardians to be involved in decision-making processes to enhance student achievement. • The district leadership team provides information to parents/guardians in language that is most easily understood by them and through a variety of sources. 	<ul style="list-style-type: none"> • The district leadership team establishes parental involvement policies, but inconsistently implements them. • The district leadership team provides few opportunities for parents/guardians to be engaged in student learning. • The district leadership team occasionally provides opportunities for parents/guardians to be involved in decision-making processes to enhance student achievement. • The district leadership team provides information to parents/guardians in language that is most easily understood by them but does not provide the information in every language needed or in ways that illiterate parents can understand. • Information is provided typically using one medium (e.g., print, web, or meetings). 	<ul style="list-style-type: none"> • The district leadership team establishes and implements parental involvement policies. • The district leadership team provides multiple opportunities for parents/guardians to be engaged in student learning at a variety of times throughout the school day / year. • The district leadership team provides opportunities for parents/guardians to be involved in decision-making processes to enhance student achievement. • The district leadership team provides information to parents/guardians in language that is most easily understood by them. • Information is provided to parents/guardians through a variety of sources (e.g., print, web, or meetings). 	<p>The district leadership team meets all requirements needed to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • These partnerships are visible, sustained, and mutually beneficial • Parents are active and participating members of a district advisory group.

3.4 The district leadership team maintains facilities that support a safe, culturally responsive, and orderly environment conducive to student learning.

Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not have specific policies or formal practices in place to ensure that all facilities for students and staff are clean, safe, orderly, and well-maintained. Some facilities in the district are not considered safe and orderly environments conducive to student learning. • The district leadership team does not have specific policies or formal practices in place that actively promote district and school environments that are respectful of employees and students’ cultural backgrounds. • The district leadership team does not actively monitor policies and practices. • The district leadership team does not consistently and immediately address issues that emerge. 	<ul style="list-style-type: none"> • The district leadership team does not have specific policies in place to ensure that all facilities for students and staff are clean, safe, orderly, and well-maintained, but maintains clear expectations for these practices to occur. • The district leadership team does not have policies in place that actively promote district and school environments that are respectful of employees and students’ cultural backgrounds, but maintains clear expectations for these practices to occur. • The district leadership team does not actively monitor policies and practices. • The district leadership team consistently and immediately addresses any issues that emerge. 	<ul style="list-style-type: none"> • The district leadership team has policies and practices in place to ensure that all facilities for students and staff are clean, safe, orderly, and well-maintained. • The district leadership team has policies and practices in place that actively promotes district and school environments that are respectful of employees and students’ cultural backgrounds. • The district leadership team actively monitors policies and practices. • The district leadership team consistently and immediately addresses any issues that emerge and proactively anticipates and takes steps to prevent issues from emerging. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • The district leadership team has a proactive plan to update facilities. • Students, along with educators, take responsibility for maintaining a safe and orderly environment. • Principals and teachers are provided with professional development to help them incorporate culturally responsive instruction in their classrooms.

3.5 The district leadership team policy supports and monitors for an equitable code of conduct that actively promotes social skills, conflict management, and prevention programs to create an environment conducive to teaching and learning.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team has established discipline policies and procedures, but they were not collaboratively developed and are not research-based. • The district leadership team does not ensure clear communication of the policies and practices to multiple stakeholder groups including administrators, teachers and other instructional staff, students, and parents/guardians. • The policies and procedures are inconsistently implemented by school staff. 	<ul style="list-style-type: none"> • The district leadership team has established research-based discipline policies and procedures, but they were not collaboratively developed. • The district leadership team clearly communicates the policies and practices to multiple stakeholder groups including administrators, teachers and other instructional staff, students, and parents/guardians. • The policies and procedures are consistently and fairly implemented by most school staff. 	<ul style="list-style-type: none"> • The district leadership team has established research-based discipline policies and procedures that were collaboratively developed. • The district leadership team clearly communicates the discipline policies and procedures to multiple stakeholder groups including administrators, teachers and other instructional staff, students, and parents/guardians. • The policies and procedures are consistently and fairly implemented by all school staff. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • The district leadership team evaluates the effectiveness of the code of discipline and the extent to which it is equitably applied. • The district leadership team provides incentives to schools that maintain a low number of infractions.

3.6 The district leadership team maintains a process to celebrate student and teacher achievement regularly and to provide incentives for making progress toward meeting district goals.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not have a process in place to share effective practices or promising results toward attaining school achievement goals. • The district leadership team does not provide incentives for making progress toward meeting school goals. • The district leadership team does not publicly acknowledge making progress toward meeting goals. 	<ul style="list-style-type: none"> • The district leadership team occasionally celebrates and shares effective practices and promising results toward attaining school achievement goals. • The district leadership team provides some incentives for making progress toward meeting goals, but they are not perceived as being very motivating. • The district leadership team provides some public acknowledgement of making progress toward meeting goals, but this is typically done on an informal basis. 	<ul style="list-style-type: none"> • The district leadership team regularly celebrates and shares effective practices and promising results in reaching school achievement goals. • The district leadership team provides meaningful incentives for making progress toward meeting goals. • The district leadership team provides public acknowledgement of making progress toward meeting goals on a formal basis. 	<p>The district leadership team meets all requirements needed to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • Professional learning communities are established within the school to identify promising practices in areas that remain a problem. • There is a concerted effort to address any gaps that exist and to celebrate making progress for particularly difficult challenges.

New Mexico CLASS District Self Assessment Review

Data Summary Form - Principal Survey



District: _____ **Date of Completion:** _____

Please indicate strengths and opportunities for improvement based on the Principal Survey evidence (pp. 25 – 50). The indicator is the number in parentheses after the question, e.g., *The district leadership team maintains facilities that support a safe, culturally responsive, and orderly environment conducive to student learning (3.4).*

Indicator #	Strengths (maximum of 4)

Indicator #	Opportunities for Improvement (maximum of 4)

New Mexico CLASS District Self Assessment Review Staff Survey

Rationale

The Survey is designed to give licensed staff an opportunity to respond to indicators on the New Mexico CLASS Rubrics. ***Beyond all teachers, the District Leadership Team needs to decide on which additional licensed staff to survey (instructional assistants, librarians, ancillary staff, etc).*** The NMPED CLASS Rubrics for Districts address three criterion: Dynamic and Distributed Leadership, Quality Teaching and Learning, and Culture and Collaborative Relationships. The tool is an evidence based inquiry and not an evaluation. Information from licensed staff is essential and will be one component to consider in revising the District Web EPSS.

Use

The district may choose how to administer this survey. It can be converted to an on-line survey, or hard copies can be distributed to staff. The district may want to consider administering the survey during a regularly scheduled meeting with staff to ensure adequate response.

Tools

- Staff Survey
- Data Summary Form for the Staff Survey



The final product will be one Staff Survey Data Summary Form.

Large districts may choose to use an electronic format such as Survey Monkey or Zoomerang. Please contact the Priority Schools Bureau for technical assistance: 505. 827.6462

New Mexico CLASS District Self Assessment Review

Staff Survey: Dynamic and Distributed Leadership

pp. 54 - 66

District: _____ Date of Completion: _____

In what grade span do you currently teach?

- PreK-2
 3 – 5
 6 – 8
 9 -12
 Other

Dynamic and Distributed Leadership

3. Please read the indicator and mark the rubric (does not meet, partially proficient, proficient, or exemplary) that best describes your District Leadership Team on the following leadership characteristics.

1.1 The District Leadership Team ensures that the vision and mission focus on student achievement and guide all decisions.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The District Leadership Team either does not have a shared vision and mission or it has a vision and a mission that do not focus on student achievement. The vision and/or mission are outdated or are formulated with little stakeholder input. The District Leadership Team may post its vision and mission in the district building or on its Web site, but does not make an effort to disseminate them to all stakeholders. Few educators are familiar with the vision or mission. 	<ul style="list-style-type: none"> The District Leadership Team has recently updated its vision and mission to ensure that they strongly focus on student achievement. The District Leadership Team has an inclusive process to receive input to vision and mission development. At least some input has been received by internal and external stakeholder groups. The District Leadership Team posts its vision and mission in the district building, schools, or on its Web site, but does not make an effort to disseminate them to all stakeholders. 	<ul style="list-style-type: none"> The District Leadership Team has established a shared vision and mission focused on school achievement. The vision and mission are reviewed regularly and revised systematically using an inclusive process with the input of multiple internal and external stakeholder groups. The District Leadership Team posts its vision and mission in all schools, the district building and Web site, and disseminates them for all stakeholders in newsletters and other communications. 	<p>The District Leadership Team has met all of the provisions to score “proficient.” In addition:</p> <ul style="list-style-type: none"> The district creates a sense of urgency for meeting the vision and mission in its Web EPSS and district improvement activities. The District Leadership Team ensures that schools’ visions and missions and any initiatives’ vision and mission are aligned with those of the district. <p><i>*Survey continues on next page</i></p>

<ul style="list-style-type: none"> • The District Leadership Team rarely uses the vision and mission to guide decisions. 	<ul style="list-style-type: none"> • Most educators in the district are relatively familiar with the vision and mission. • The District Leadership Team uses the vision and mission to guide some decisions but does not use them consistently to guide decisions. 	<ul style="list-style-type: none"> • The vision and mission promote clear, high expectations for student achievement. • Most educators can generally cite the vision and mission. • The District Leadership Team consistently uses the vision and mission to guide decisions. 	
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1.2 The District Leadership Team develops SMART (specific, measurable, attainable, realistic, and time-bound) goals for Web EPSS and has specified research-based strategies for meeting the SMART goals reflected in the Web EPSS.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district Web EPSS has goals that focus on student achievement but the goals may not be written in SMART goal language. • The District Leadership Team does not ensure that the schools specify SMART goals and current research-based strategies. • The District Leadership Team does not conduct an in-depth analysis of data showing trends and needs. • The District Leadership Team rarely monitors the ongoing implementation of each school’s Web EPSS and rarely provides feedback to the schools on their strategies or implementation. 	<ul style="list-style-type: none"> • The district Web EPSS has goals that focus on student achievement but the goals may not be written in SMART goal language. • The District Leadership Team Web EPSS has strategies to meet goals that are either based on outdated research or on research that does not reflect what works in districts with similar characteristics. • The District Leadership Team conducts an analysis of data showing needs, but the analysis does not examine trends over time. • The District Leadership Team does not ensure that the schools specify SMART goals and current research-based strategies. • The District Leadership Team occasionally monitors the implementation of each school’s Web EPSS and occasionally provides feedback. 	<ul style="list-style-type: none"> • The district Web EPSS has SMART goals that focus on student achievement. • The district Web EPSS has strategies to meet goals that are based on current research on what works in districts with similar characteristics. • The District Leadership Team ensures that the schools specify SMART goals and current research-based strategies. • The district Web EPSS has SMART goals for each of its subpopulations. • The District Leadership Team ensures that goals are set based on an in-depth analysis of data showing trends and needs. • The District Leadership Team ensures that principals are equipped with the research they need to develop their strategies. 	<p>The District Leadership Team has met all of the provisions to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • The District Leadership Team designates a person at the district level to coach each principal individually. • The District Leadership Team regularly monitors the effectiveness of strategies and fidelity of implementation of each school’s Web EPSS and provides feedback.

1.3 The district leadership team aligns and implements its operating procedures and practices to promote student learning and achievement of district goals.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team has not made school-based needs for increasing student achievement a priority for any district department. • The district leadership team does not specifically align its operating procedures and practices to promote student learning and achievement of district goals. • The district leadership team’s procedures do not include the designation of a specific person or team for the principal to contact to access various supports to help schools increase achievement. 	<ul style="list-style-type: none"> • The district leadership team has made school-based needs for increasing student achievement one of many priorities for district departments and/ or has made student achievement the priority of only one or two departments. • The district leadership team does not specifically align its operating procedures and practices to promote student learning and achievement of district goals. • The district leadership team’s procedures do not include the designation of a specific person or team for the principal to contact to access various supports to help schools increase achievement. 	<ul style="list-style-type: none"> • The district leadership team has made school-based needs for increasing student achievement the priority for all district offices. • The district leadership team specifically aligns and implements its operating procedures and practices to promote student learning and achievement of district goals. • The district leadership team’s procedures include a specific person or team for the principal to contact to access various supports to help schools increase achievement. 	<p>The district leadership team has met all of the provisions to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • The district leadership team proactively anticipates the needs of its schools and provides support before a major challenge arises. • The district leadership team regularly evaluates its operating procedures and practices to ensure that they are effective. Decisions about changes or retention of policies and practices are made based on evidence. • The district leadership team regularly seeks suggestions for improvement.

1.4 The district leadership team conducts an annual comprehensive needs assessment, systematically disaggregates student performance and other needs assessment data, communicates data analysis to school staff, and uses the data to set district Web EPSS goals and priorities.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team reviews test scores and attendance data, but rarely collects other forms of data. • The district leadership team does not disaggregate student performance and other needs assessment data and specifically use the data to plan to meet diverse student needs. • The district leadership team does not communicate district-level analysis information to school staff. • The district leadership team does not ensure that the district data are used in conjunction with school-specific data to set goals within the district Web EPSS. 	<ul style="list-style-type: none"> • The district leadership team conducts a comprehensive needs assessment, but the assessment does not consistently focus on student academic needs. • The district leadership team reviews some data from the needs assessment, both summative and disaggregated, but does not conduct a comprehensive review and does not specifically use the data to plan to meet diverse student needs. • The district leadership team communicates some district-level analysis information to school staff, but the analysis is not comprehensive. • The district leadership team does not ensure that the district data, in conjunction with school-specific data, are used to set goals within the district Web EPSS. 	<ul style="list-style-type: none"> • The district leadership team conducts a comprehensive needs assessment, focused on student academic achievement needs. • The district leadership team systematically uses the data from the needs assessment and from all student assessments, both summative and disaggregated, in planning to meet diverse student needs. • The district leadership team communicates comprehensive district data analysis information to school staff at every school in the district. • The district leadership team ensures that the district data, in conjunction with school-specific data, are used to set goals within the district Web EPSS. 	<p>The district leadership team meets all requirements needed to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • The district leadership team cites specific recent research showing that the plan is likely to meet needs and raise achievement scores for all students. • The district leadership team validates the data and consistently monitors the effectiveness of the plan in raising achievement, closing gaps, and meeting needs.

1.5 The district leadership team utilizes a continuous improvement process.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team examines test scores and other data only once a year and does not link the data to an evaluation of specific educational programs, student services, and support processes. The district leadership team does not engage all staff at the district in continuous improvement process as established in the Web EPSS. The district leadership team does not consistently use the tools and methodologies associated with the continuous improvement model. 	<ul style="list-style-type: none"> The district leadership team conducts an analysis of the district's progress in achieving the goals of the Web EPSS, and collects at least some data that show the effectiveness of specific educational programs, student services, and/or support processes. The district leadership team involves most staff at the district in continuous improvement process as established in the Web EPSS. The district leadership team consistently uses some of the tools and methodologies associated with the continuous improvement model. 	<ul style="list-style-type: none"> The district leadership team conducts a comprehensive analysis of the district's progress in achieving the goals of the Web EPSS and examines both aggregated and disaggregated data (by student subpopulation), showing the effectiveness of each of its educational programs, student services, and support processes. The district leadership team uses the analysis to revise the Web EPSS; identify new goals; and retain or replace programs, services, and/or support processes. The district leadership team consistently uses the tools and methodologies associated with the continuous improvement process. The district leadership team regularly seeks input and receives feedback from staff to improve programs, reports to the board frequently, recognizes accomplishments, and presents concrete plans to address challenges revealed by the data. 	<p>The district leadership team meets all of the requirements to score "proficient." In addition:</p> <ul style="list-style-type: none"> School leaders and community members collaborate with the district leadership team on the analysis of disaggregated data and other indicators of student academic performance to determine the effectiveness of specific educational programs, student services, and support processes for all subpopulations of students. The district leadership team seeks principal, teacher, student, and parent input in helping to determine how to become more effective.

1.6 The district leadership team ensures appropriate assignment and retention of staff with strong instructional and leadership skills in underperforming schools.			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet	Partially Proficient	Proficient	Exemplary
<ul style="list-style-type: none"> • The district leadership team does not have policies or practices to guide the distribution of staff to support the needs of students at underperforming schools. • The district leadership team does not have a policy or practice to ensure that principals, teachers, and staff with strong instructional and leadership skills are retained at underperforming schools to ensure sustained student achievement. 	<ul style="list-style-type: none"> • The district leadership team has practices, but not policies, to guide the distribution of staff to support the needs of students at underperforming schools. The practices are not consistently implemented. • The district leadership team has practices, but not policies, that ensure that principals, teachers, and staff with strong instructional and leadership skills are retained at underperforming schools for sufficient amounts of time to ensure sustained student achievement. 	<ul style="list-style-type: none"> • The district leadership team has and implements policies and practices that guide the distribution of staff to support the needs of students at underperforming schools. • The district leadership team has and implements policies and practices to ensure that principals, teachers, and staff with strong instructional skills are retained at underperforming schools for sufficient amounts of time to ensure sustained student achievement. 	<p>The district leadership team has met all of the provisions to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • The district leadership team provides principals, teachers, and staff in chronically underperforming schools with additional targeted, professional development in core subjects. • The district leadership team gives additional technical and human resources to chronically underperforming schools.

1.7 The district leadership team has a transparent budget process and allocates resources based on student achievement needs and cost effectiveness.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not ask for stakeholder input to guide distribution of district resources. • The district leadership team has a budget that is open to review, but the budget process is not transparent. • The district leadership team does not have policies and practices in place that consider the identified academic needs of students as listed in the schools’ Web EPSS when distributing resources. • The district leadership team does not undertake an examination of cost effectiveness of programs, initiatives, and activities. • The district leadership team does not ensure that resources are allocated in a way that maintains effective programs, initiatives, or activities. 	<ul style="list-style-type: none"> • The district leadership team includes stakeholder input from the principals and the board to guide distribution of district resources, but does not seek further input. • The district leadership team has a transparent budget process. • The district leadership team may have practices, but does not have policies that consider the identified academic needs of students as listed in the schools’ Web EPSS when distributing resources. • The district leadership team informally determines cost effectiveness of programs, initiatives, and activities. • The district leadership team does not consistently ensure that resources are allocated in a way that maintains effective programs, initiatives, or activities. 	<ul style="list-style-type: none"> • The district leadership team has a process that includes stakeholder input to guide distribution of district resources. • The district leadership team has a transparent budget process. • The district leadership team has policies and practices that consider the identified academic needs of students as listed in the schools’ Web EPSS when distributing resources. • The district leadership team conducts an analysis of cost effectiveness of programs, initiatives, and activities. • The district leadership team consistently ensures that resources are allocated in a way that maintains effective programs, initiatives, or activities over time. 	<p>The district leadership team has met all of the provisions to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • The district leadership team regularly conducts a review process to determine the cost effectiveness of all programs, initiatives, and activities and their effectiveness on student performance and closing the achievement gap. • The district leadership team aligns and links effective programs, initiatives, and activities.

1.8 The district provides resources to schools to support students who need to receive additional assistance beyond the classroom core instruction to support their academic growth.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does not allocate additional resources to schools with students that have not met proficiency levels to provide instructional assistance beyond the regular classroom instruction. Using their own regular budget, schools typically provide a single type of opportunity for additional assistance, such as tutoring, double blocks, and/or other strategies for extending the number of hours of instruction that students receive in the subjects in which they have not reached proficiency. 	<ul style="list-style-type: none"> The district leadership team allocates additional resources to some schools with students that have not met proficiency levels to provide instructional assistance beyond the regular classroom instruction. Using supplemental funds from the district, schools typically provide a single type of opportunity for additional assistance, such as a before or after school program, tutoring, double blocks, and/or other strategies for extending the number of hours of instruction that students receive in the subjects in which they have not reached proficiency. 	<ul style="list-style-type: none"> The district leadership team has a policy and practice of allocating additional resources to all schools with students that have not met proficiency levels to provide instructional assistance beyond the regular classroom instruction. Using supplemental funds from the district, schools provide multiple opportunities for additional assistance, including before and after school programs, summer schools, tutoring, double blocks, and/or other strategies for extending the number of hours of instruction that students receive in the subjects in which they have not reached proficiency. 	<p>The district leadership team has met all of the provisions to score “proficient.” In addition:</p> <ul style="list-style-type: none"> The district provides transportation for students to attend other schools if there is insufficient ability at some schools to provide additional assistance. The district leadership team also provides schools with funds for enrichment or enhancement programs so proficient or advanced students can get ahead.

1.9 The district leadership team initiates or assists with the acquisition and monitoring of all federal, state, and competitive grants and other sources of revenue that support increased student achievement.

Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not have a process in place to provide guidance to school-based leaders for legally and appropriately using all funding sources received by the school. • The district leadership team rarely acquires or assists schools with acquisition of additional revenue through grants and additional sources of revenue to support increased student achievement. Grants received are primarily formula-funded. • The district leadership team does not regularly monitor the use of funds for effectiveness in increasing student achievement. 	<ul style="list-style-type: none"> • The district leadership team has a process for providing guidance to school-based leaders for legally and appropriately using all funding sources received by the school. • The district leadership team occasionally acquires or assists schools with acquisition of additional revenue through grants and additional sources of revenue to support increased student achievement, but does not conduct a systematic review and matching process. • The district leadership team does not regularly monitor the use of funds for effectiveness in increasing student achievement. 	<ul style="list-style-type: none"> • The district leadership team has a process for providing guidance to school-based leaders for legally and appropriately using all funding sources received by the school. • The district leadership team provides a review of the school Web EPSS and matches the school with possible funding opportunities to support the achievement of the goals and implement the strategies in the school Web EPSS. • The district leadership team acquires or assists schools with the acquisition of federal, state, and competitive grants. • The district leadership team regularly monitors the use of funds for effectiveness in increasing student achievement. 	<p>The district leadership team has met all of the provisions to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • The district leadership team reallocates funds as necessary to accelerate progress. • The district leadership team finds ways to sustain programs after the initial period of funding has passed.

1.10 The district leadership team ensures that the district curriculum and assessments are aligned with the New Mexico Standards and Benchmarks and are clearly articulated within and across each grade level and content area throughout the district.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does little to ensure that the district and/or each school has translated the New Mexico Standards and Benchmarks into an appropriate scope and sequence in reading/language arts and within each grade level across the district. 	<ul style="list-style-type: none"> The district leadership team ensures that the district and/or each school has translated the New Mexico Standards and Benchmarks into an appropriate scope and sequence at some grade levels in the areas of reading/language arts and mathematics, but the process is not complete or comprehensive. The district leadership team informally ensures that the curriculum is well articulated vertically and horizontally within each school. 	<ul style="list-style-type: none"> The district leadership team ensures that the district and/or each school have translated the New Mexico Standards and Benchmarks into an appropriate scope and sequence for each grade level in the areas of reading/language arts and mathematics. The district leadership team has a formal process in place that ensures that the curriculum is well articulated vertically and horizontally within each school. 	<ul style="list-style-type: none"> The district leadership team meets all requirements needed to score “proficient.” In addition: The district leadership team has translated the New Mexico Standards and Benchmarks into an appropriate scope and sequence for each grade level in the areas of science, social studies, and/or other content areas.

1.11 The district leadership team ensures that instructional materials are aligned with the New Mexico Standards and Benchmarks.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not have a policy that specifies that schools must utilize materials that are aligned to New Mexico Standards and Benchmarks. • The district leadership team does not review materials to ensure alignment. • The district leadership team does not collect evidence to show that the instructional materials are being used appropriately. 	<ul style="list-style-type: none"> • The district leadership team does not have a policy that specifies that schools must utilize materials that are aligned to New Mexico Standards and Benchmarks. • The district leadership team inconsistently reviews materials to ensure alignment. • The district leadership team occasionally (less than annually) collects evidence to show that the instructional materials are being used appropriately. 	<ul style="list-style-type: none"> • The district leadership team policy clearly specifies that schools must utilize materials that are aligned to New Mexico Standards and Benchmarks. • The district leadership team has reviewed materials to ensure alignment. • The district leadership team at least annually collects evidence to show that the instructional materials are being used appropriately. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • The district leadership team has conducted a systematic review to ensure that the instructional materials are based on current research on what works to increase student achievement.

1.12 The district leadership implements a systematic process to support the orientation and work of new principals and teachers.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not have a written policy and procedures that outline the specific support new teachers and principals will receive. • The district leadership team has a cursory orientation for all new teachers and principals. • The district leadership team provides little or no ongoing support. • The district leadership team rarely collects evidence of effectiveness and uses the evidence to improve the support process. 	<ul style="list-style-type: none"> • The district leadership team has a written policy and procedures that outline the specific support new teachers and principals will receive. • The district leadership team provides support for new principals and teachers that include mentorships and specific professional development topics. • The district leadership team provides support in a standardized way rather than based on specific needs of the educator. • The district leadership team occasionally (less than annually) collects evidence of effectiveness and uses the evidence to improve the support process. 	<ul style="list-style-type: none"> • The district leadership team has a written policy and procedures that outline the specific support new teachers and principals will receive. • The district leadership team’s policy and procedures include the following components: mentorships, specific professional development topics, and a mechanism for individualizing support based on employee need. • The district leadership team regularly (at least annually) collects evidence of effectiveness and uses the evidence to improve the support process. 	<ul style="list-style-type: none"> • The district meets all requirements needed to score “proficient.” In addition: • The district leadership team has effective, systematic supports for new teachers and principals, including in-depth orientation, personalized mentoring, and ongoing feedback to recognize both positive outcomes and continuing needs.

New Mexico CLASS District Self Assessment Review

Staff Survey: Quality Teaching and Learning

pp. 67 - 73

District: _____ **Date of Completion:** _____

In what grade span do you currently teach?

- PreK-2
 3 – 5
 6 – 8
 9 -12
 Other

Quality Teaching and Learning

2. Please read the indicator and mark the rubric (does not meet, partially proficient, proficient, or exemplary) please indicate the level of proficiency of your District Leadership Team.

2.1 The district leadership team ensures that the district curriculum is research-based and consistently implemented within each grade level and content area across the district.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does little to ensure that the district and/or school curriculum in some content areas are consistently implemented within each grade level across the district. 	<ul style="list-style-type: none"> The district leadership team does not have a formal process in place to ensure that the district and/or school curriculum in each content area is consistently implemented within grade levels, but has informal checks through occasional teacher observations or other means or has formal processes in a few, but not all content areas or grade levels. 	<ul style="list-style-type: none"> The district leadership team has a formal process in place to ensure that the district and/or school curriculum in reading/language arts and mathematics is consistently implemented within each grade level and content area across the district. 	<ul style="list-style-type: none"> The district leadership team meets all requirements needed to score “proficient.” In addition: The district leadership team has promoted fidelity through teacher observations and provision of time for teachers specifically to collaborate to address fidelity issues.

2.2 The district leadership team requires implementation and analysis of common short-cycle assessments that align with the curriculum.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not have a system in place to ensure that there are common short-cycle assessments that align with the curriculum. • The district leadership team does not consistently ensure that administrators, teachers, and other instructional staff know how to implement the assessments, interpret the scores, and use the results to guide instruction. • The district leadership team has not established district benchmarks and aggregates student performance data to determine a district profile. 	<ul style="list-style-type: none"> • The district leadership team has a system in place to ensure that there are common short-cycle assessments that align with the curriculum. • The district leadership team does not consistently follow through to ensure that administrators, teachers, and other instructional staff know how to implement the assessments, interpret the scores, and use the results to guide instruction. • The district leadership team has established district benchmarks for some grade levels or spans and aggregates student performance data to determine a district profile. 	<ul style="list-style-type: none"> • The district leadership team has a system in place to ensure that there are common short-cycle assessments that align with the curriculum. • The district leadership team ensures that administrators, teachers, and other instructional staff know how to implement the assessments, interpret the scores, and use the results to guide instruction. • The district leadership team has established district benchmarks for all grade levels and aggregates student performance data to determine a district profile. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • The district leadership team has compared its district data with state and national data to determine how well it is performing relative to averages. • In district professional development, teachers share the specific differentiated approaches that work with subpopulations of students.

2.3 The district leadership team has a policy stating clear expectations for allocation of instructional time in all core subject areas and implements the policy consistently.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team has no specific policies or recommendations to allocate and/or protect instructional time in core subject areas. • There is little or no monitoring of the way that instructional time is used. 	<ul style="list-style-type: none"> • The district leadership team has a policy that consistently directs schools to allocate a designated amount of time in some core subject areas and/or the associated RtI in mathematics and reading/language arts. • The district leadership team recommends that schools limit interruptions to instructional time (e.g., announcements during the day, assemblies, and field trips). • The district leadership teams' policies and recommendations are implemented inconsistently and may not be monitored. 	<ul style="list-style-type: none"> • The district leadership team has a policy that consistently directs schools to allocate a designated amount of time for each core subject area and the associated RtI in mathematics and reading/language arts. • The district leadership team has a policy that limits interruptions to instructional time (e.g., announcements during the day, assemblies, and field trips). • The district leadership teams' policies are implemented consistently and monitored. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score "proficient." In addition: • The district leadership team works with principals to increase learning time through strategies such as tutoring, double blocks, extended day, and summer programs. • The district leadership team works with principals to provide additional learning opportunities for students who are already at the proficient or advanced levels to enhance their learning.

2.4 The district leadership team provides an effective, up-to-date technology infrastructure that is effectively used for planning and delivery of instruction, monitoring progress, and communication.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team has a technology infrastructure that is out-of-date and/or is rarely used as a resource for instructional planning and delivery. • The district technology infrastructure is not readily available and/or is used by a few or no administrators, teachers and other instructional staff to monitor student progress. • The district technology infrastructure is rarely used to communicate information to teachers, students, and parents/guardians. 	<ul style="list-style-type: none"> • The district leadership team has a technology infrastructure that is up-to-date and is sometimes used as a resource for instructional planning and delivery. • The district technology infrastructure is readily available and is used by some administrators, teachers, and other instructional staff to monitor student progress. • The district technology infrastructure is sometimes used to communicate information to teachers, students, and parents/guardians. 	<ul style="list-style-type: none"> • The district leadership team has a technology infrastructure that is up-to-date and is consistently used as a resource for instructional planning and delivery. • The district technology infrastructure is readily available and is used by all administrators, teachers, and other instructional staff to monitor student progress. • The district technology infrastructure is consistently used to communicate information to teachers, students, and parents/guardians. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • Systems are well-maintained and regularly updated to reflect current technologies. • The systems are also used in two-way communications between stakeholder groups.

2.5 The district leadership team ensures that teachers are held accountable for demonstrating appropriate content knowledge for effective and accurate instruction.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does not have a system in place to ensure that teachers and other instructional staff demonstrate appropriate content knowledge for effective and accurate instruction. Some teachers and other instructional staff demonstrate appropriate and accurate content knowledge in daily instruction. 	<ul style="list-style-type: none"> The district leadership team has a system in place to ensure that teachers and other instructional staff demonstrate appropriate content knowledge for effective and accurate instruction, but does not consistently implement the system and hold all schools accountable. Most teachers and other instructional staff consistently demonstrate appropriate and accurate content knowledge. 	<ul style="list-style-type: none"> The district leadership team has a system in place to ensure that teachers and other instructional staff demonstrate appropriate content knowledge for effective and accurate instruction, consistently implements the system and holds all schools accountable. All teachers and other instructional staff demonstrate appropriate and accurate content knowledge in daily classroom instruction. 	<ul style="list-style-type: none"> All teachers and other instructional staff meet all requirements needed to score “proficient.” In addition: The school leadership team provides incentives in the form of tuition reimbursement, scholarships, or other rewards for teachers to seek additional content knowledge.

2.6 The district leadership team monitors and holds all personnel accountable for the use of effective instructional strategies to advance learning of all students.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not have a system to monitor the use of effective instructional strategies to advance learning of all students and rarely informally monitors teachers except during their scheduled evaluations. • The district leadership team rarely or never uses strategies such as walkthroughs, consultations with principals, and the use of onsite instructional coaches to help principals or teachers. • The district leadership team rarely or never offers support for those who are found to be less than proficient in their use of effective instructional strategies. 	<ul style="list-style-type: none"> • The district leadership team informally monitors the use of effective instructional strategies to advance learning of all students. • The district leadership team occasionally and inconsistently uses strategies, such as walkthroughs, consultations with principals, and the use of onsite instructional coaches to help principals or teachers. • The district leadership team occasionally or inconsistently offers support for those who are found to be less than proficient in their use of effective instructional strategies. 	<ul style="list-style-type: none"> • The district leadership team has a formal system that requires regular monitoring of the use of effective instructional strategies to advance learning of all students. • The district leadership team consistently uses multiple strategies for monitoring, including walkthroughs, consultations with principals, and the use of onsite instructional coaches to help principals or teachers. • The district leadership team consistently offers support for those who are found to be less than proficient in their use of effective instructional strategies. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • Principals and teachers are provided opportunities to observe teachers using effective strategies. • Principals and teachers are provided with a range of supports such as peer coaching or individualized professional development to help them improve in any area of concern.

2.7 The district leadership team implements a consistent progress reporting system that reflects a shared vision of quality student work.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not have a system in place to identify characteristics of quality student work. • The district leadership team does not provide professional development so that teachers and other instructional staff consistently and effectively score student work for quality using commonly identified characteristics. • The district leadership team does not have a reporting system in place to inform teachers, students, and parents of progress students make toward consistently producing quality work. 	<ul style="list-style-type: none"> • The district leadership team has a system in place to identify characteristics of quality student work, but the characteristics are not consistent from school to school for the same grade level or content area. • The district leadership team does not regularly provide professional development so that teachers and other instructional staff consistently and effectively score student work for quality using the identified characteristics. • The district leadership team has a reporting system in place to inform teachers, students, and parents of progress students make toward consistently producing quality work. 	<ul style="list-style-type: none"> • The district leadership team has a system in place to identify characteristics of quality student work. • The district leadership team provides professional development so that teachers and other instructional staff consistently and effectively score student work for quality using the identified characteristics. • The district leadership team has a reporting system in place to inform teachers, students, and parents of progress students make toward consistently producing quality work. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • The district leadership team provides teachers with anchor or benchmark products or performances to increase consistency across schools. • The district leadership team provides some independent checks to ensure consistency and gives feedback to improve consistency where needed.

New Mexico CLASS District Self Assessment Review

Staff Survey: Culture and Collaborative Relationships

pp. 74 - 79

District: _____ **Date of Completion:** _____

In what grade span do you currently teach?

- PreK-2 3 – 5 6 – 8 9 -12 Other

Culture and Collaborative Relationships

3. Please read the indicator and mark the rubric (does not meet, partially proficient, proficient, or exemplary) please indicate the level of proficiency of your District Leadership Team.

3.1 The district leadership team builds and fosters collaborative relationships with internal stakeholders, including the school board, administrators, teachers, staff, and students.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team communicates with students, teachers, staff, administrators, and the school board, but communication is often one-way and/or does not occur on a regular basis. The district leadership team rarely solicits input from students, teachers, staff, administrators, and the school board for district decision making. The district leadership team rarely uses outside input for district decision making. 	<ul style="list-style-type: none"> The district leadership team uses a variety of approaches to facilitate communication among students, teachers, staff, administrators, and the school board, but communication does not occur on a regular basis. The district leadership team occasionally solicits input from students, teachers, staff, administrators, and the school board for district decision making. The district leadership team occasionally uses outside input for district decision making. 	<ul style="list-style-type: none"> The district leadership team uses a variety of approaches to facilitate communication among students, teachers, staff, administrators, and the school board on a regular basis. The district leadership team consistently solicits input from the students, teachers, staff, administrators, and the school board for decision making. There is evidence that at least some of the input was used for the decisions. The district leadership team has policies that reflect the importance of communication and solicitation of input from multiple stakeholder groups for decision making. 	<ul style="list-style-type: none"> The district leadership team meets all requirements needed to score “proficient.” In addition: The district leadership team provides multiple opportunities for all internal stakeholders to raise and resolve issues. The district leadership team is viewed by all stakeholder groups as effective in decision making, conflict resolution, and open communication.

3.2 The district leadership team initiates and maintains partnerships with community agencies, organizations, and/or corporate enterprises in achieving its goals.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not provide opportunities for community stakeholders to participate in achieving the district’s goals, outcomes, and improvements. • The district leadership team does not have a process in place, other than through school board meetings, for community stakeholders to influence policy and accountability. • Partners do not provide resources to the district. 	<ul style="list-style-type: none"> • The district leadership team provides occasional opportunities each year for community stakeholders to participate in achieving the district’s goals, outcomes, and improvements. • The district leadership team does not have a process in place, other than through school board meetings, for community stakeholders to influence policy and accountability. • Partnerships provide some fiscal resources to the district. 	<ul style="list-style-type: none"> • The district leadership team provides multiple opportunities each year for community stakeholders to participate in achieving the district’s goals, outcomes, and improvements. • The district leadership team has a process in place for community stakeholders to influence policy and accountability through board meetings and other outreach meetings sponsored by the district. • Partnerships provide multiple types of resources to the district, including funds and personnel resources. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • Partnerships are visible, sustained, and mutually beneficial. • Partners view the district leadership team as responsive and adept at decision making.

3.3 The district leadership team promotes partnerships with families in achieving its goals.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not have parent involvement policies or does not implement the policies it has. • The district leadership team rarely or never provides opportunities for parents/guardians to be engaged in student learning. • The district leadership team rarely or never provides opportunities for parents/guardians to be involved in decision-making processes to enhance student achievement. • The district leadership team provides information to parents/guardians in language that is most easily understood by them and through a variety of sources. 	<ul style="list-style-type: none"> • The district leadership team establishes parental involvement policies, but inconsistently implements them. • The district leadership team provides few opportunities for parents/guardians to be engaged in student learning. • The district leadership team occasionally provides opportunities for parents/guardians to be involved in decision-making processes to enhance student achievement. • The district leadership team provides information to parents/guardians in language that is most easily understood by them but does not provide the information in every language needed or in ways that illiterate parents can understand. • Information is provided typically using one medium (e.g., print, web, or meetings). 	<ul style="list-style-type: none"> • The district leadership team establishes and implements parental involvement policies. • The district leadership team provides multiple opportunities for parents/guardians to be engaged in student learning at a variety of times throughout the school day / year. • The district leadership team provides opportunities for parents/guardians to be involved in decision-making processes to enhance student achievement. • The district leadership team provides information to parents/guardians in language that is most easily understood by them. • Information is provided to parents/guardians through a variety of sources (e.g., print, web, or meetings). 	<p>The district leadership team meets all requirements needed to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • These partnerships are visible, sustained, and mutually beneficial • Parents are active and participating members of a district advisory group.

3.4 The district leadership team maintains facilities that support a safe, culturally responsive, and orderly environment conducive to student learning.

Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not have specific policies or formal practices in place to ensure that all facilities for students and staff are clean, safe, orderly, and well-maintained. Some facilities in the district are not considered safe and orderly environments conducive to student learning. • The district leadership team does not have specific policies or formal practices in place that actively promote district and school environments that are respectful of employees and students’ cultural backgrounds. • The district leadership team does not actively monitor policies and practices. • The district leadership team does not consistently and immediately address issues that emerge. 	<ul style="list-style-type: none"> • The district leadership team does not have specific policies in place to ensure that all facilities for students and staff are clean, safe, orderly, and well-maintained, but maintains clear expectations for these practices to occur. • The district leadership team does not have policies in place that actively promote district and school environments that are respectful of employees and students’ cultural backgrounds, but maintains clear expectations for these practices to occur. • The district leadership team does not actively monitor policies and practices. • The district leadership team consistently and immediately addresses any issues that emerge. 	<ul style="list-style-type: none"> • The district leadership team has policies and practices in place to ensure that all facilities for students and staff are clean, safe, orderly, and well-maintained. • The district leadership team has policies and practices in place that actively promotes district and school environments that are respectful of employees and students’ cultural backgrounds. • The district leadership team actively monitors policies and practices. • The district leadership team consistently and immediately addresses any issues that emerge and proactively anticipates and takes steps to prevent issues from emerging. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • The district leadership team has a proactive plan to update facilities. • Students, along with educators, take responsibility for maintaining a safe and orderly environment. • Principals and teachers are provided with professional development to help them incorporate culturally responsive instruction in their classrooms.

3.5 The district leadership team policy supports and monitors for an equitable code of conduct that actively promotes social skills, conflict management, and prevention programs to create an environment conducive to teaching and learning.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team has established discipline policies and procedures, but they were not collaboratively developed and are not research-based. • The district leadership team does not ensure clear communication of the policies and practices to multiple stakeholder groups including administrators, teachers and other instructional staff, students, and parents/guardians. • The policies and procedures are inconsistently implemented by school staff. 	<ul style="list-style-type: none"> • The district leadership team has established research-based discipline policies and procedures, but they were not collaboratively developed. • The district leadership team clearly communicates the policies and practices to multiple stakeholder groups including administrators, teachers and other instructional staff, students, and parents/guardians. • The policies and procedures are consistently and fairly implemented by most school staff. 	<ul style="list-style-type: none"> • The district leadership team has established research-based discipline policies and procedures that were collaboratively developed. • The district leadership team clearly communicates the discipline policies and procedures to multiple stakeholder groups including administrators, teachers and other instructional staff, students, and parents/guardians. • The policies and procedures are consistently and fairly implemented by all school staff. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • The district leadership team evaluates the effectiveness of the code of discipline and the extent to which it is equitably applied. • The district leadership team provides incentives to schools that maintain a low number of infractions.

3.6 The district leadership team maintains a process to celebrate student and teacher achievement regularly and to provide incentives for making progress toward meeting district goals.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not have a process in place to share effective practices or promising results toward attaining school achievement goals. • The district leadership team does not provide incentives for making progress toward meeting school goals. • The district leadership team does not publicly acknowledge making progress toward meeting goals. 	<ul style="list-style-type: none"> • The district leadership team occasionally celebrates and shares effective practices and promising results toward attaining school achievement goals. • The district leadership team provides some incentives for making progress toward meeting goals, but they are not perceived as being very motivating. • The district leadership team provides some public acknowledgement of making progress toward meeting goals, but this is typically done on an informal basis. 	<ul style="list-style-type: none"> • The district leadership team regularly celebrates and shares effective practices and promising results in reaching school achievement goals. • The district leadership team provides meaningful incentives for making progress toward meeting goals. • The district leadership team provides public acknowledgement of making progress toward meeting goals on a formal basis. 	<p>The district leadership team meets all requirements needed to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • Professional learning communities are established within the school to identify promising practices in areas that remain a problem. • There is a concerted effort to address any gaps that exist and to celebrate making progress for particularly difficult challenges.

New Mexico CLASS District Self Assessment Review

Data Summary Form - Staff Survey



District: _____ **Date of Completion:** _____

Please indicate strengths and opportunities for improvement based on the Staff Survey evidence (pp. 53 – 78). The indicator is the number in parentheses after the question, e.g., *The District Leadership Team develops SMART (specific, measurable, attainable, realistic, and time-bound) goals for Web EPSS and has specified research-based strategies for meeting the SMART goals reflected in the Web EPSS. (1.2).*

Indicator #	Strengths (maximum of 4)

Indicator #	Opportunities for Improvement (maximum of 4)

New Mexico CLASS District Self Assessment Review

District Achievement Data Review Procedures

Rationale

Districts have included updated student achievement data and analysis in their current 2010 – 2011 Web EPSS. District Leadership Teams should continue to conduct in-depth data analysis to identify possible root causes for achievement gaps.

Use of Tools

Districts are at different levels of experience in collecting and analyzing student achievement data. The Student Achievement Data Review poses numerous guiding questions for District Leadership Teams to consider. Most districts have already collected and analyzed considerable data. Teams should just collect and analyze data in the areas that are appropriate and have not yet been considered.

Tools

- Data Analysis Worksheet
- Data Summary Form District Achievement Data Review



The final product will be one District Achievement Data Review Data Summary Form.

New Mexico CLASS District Self Assessment Review

Data Analysis Worksheet

pp. 82 - 85

Part 1: Data Collection

Collect and thoroughly review current available student achievement data.

- 2010 - 2011 District Web EPSS
- 2010 District Report Card
- Short Cycle Assessment data for the past 2-3 school years
- Formative assessment (curriculum based assessment) past 2-3 years
- NMSBA data for the past 3-5 years
- Other student achievement data if available

Part 2: Current Status

In reviewing the student performance data, please use the following questions to help guide your analysis. The purpose of this worksheet is to assist in determining trends and patterns of student performance and identification of student groups that need to be targeted for assistance.

In which indicators and grade spans did you NOT make AYP?

1. Participation
2. Math
3. Reading
4. Attendance
5. Graduation Rate

Did you make AYP for any indicators by safe harbor or lower bound?

If so, please specify in the table below.

Are there any student groups that were not counted for AYP because there were not enough to meet the *n size* requirement?

Did any of these student groups NOT meet the AYP target?

If so, please specify in the table below.

Student Category	Safe Harbor Math	Lower Bound Math	Less than n size Math	Safe Harbor Reading	Lower Bound Reading	Less than n size Reading
All Students						
Caucasian						
African American						
Hispanic						
Asian						
American Indian						
English Language Learner						
Students with Disabilities						
Economically Disadvantaged						
Grade Span 3-5						
Grade Span 6-8						
Grade Span 9-12						

Part 3: Trends and Patterns

In order to determine targeted student groups, you need to know where students fall within the performance rating scale for the NMSBA. By going to the New Mexico Public Education Department website: www.nmped.state.nm.us you will be able to access the **2009 - 2010 Proficiency School by Grade** data tables located on the Assessment and Accountability Division webpage.

(Option: This resource is available to all districts; however, if schools have access to disaggregated data through their district, they are not required to utilize this data source.)

Directions are as follows:

1. Go to NMPED website: www.nmped.state.nm.us
2. Click on **Certified AYP and Grad Rates** (on right side of page)
3. Under the heading: **NM Resource Links** click on **Assessment and Accountability Division**
4. Click on **Standards Based Assessment Statistics and Data**
5. Click on **2009 - 2010 Proficiency School by Grade**

What is Your Data Telling You?

Student performance data are disaggregated by level of proficiency and by subgroups for math, reading, social studies, and science. This depth of review can assist in determining where students are along the continuum of performance ratings, but also help to pinpoint those students who need to be targeted for assistance.

This webpage also contains the proficiency data for previous years which allow you to review data based on student cohort groups for identifying patterns and trends over time. It can also help you monitor student performance from feeder schools.

EXAMPLE: 2009 - 2010 Reading Data Analysis for 6th grade students

Majority of Students

Student Category	Number Tested	Beginning Steps	Nearing Proficiency	Proficient	Advanced
All Students	323	16.3	40.0	37.01	6.0
Caucasian	96	11.5	36.5	42.7	9.4
African American	2	***	***	****	***
Hispanic	210	17.6	41.8	34.8	4.9
Asian	6	****	***	***	***
American Indian	5	***	****	***	***
Econ. Disadvantaged	210	18.8	44.6	31.7	4.0
Students with Disabilities	69	47.8	37.7	11.6	1.4
English Language Learners	97	16.5	38.7	37.2	7.1
Non ELL	253	16.2	38.7	37.2	7.1
Non Econ. Disadvantaged	113	11.9	31.7	46.8	9.5
Non Students with Disabilities	281	8.5	40.6	43.4	7.1
Female	155	11.4	41.7	40.0	6.3
Male	168	21.1	38.3	34.3	5.7

Rows highlighted in gray are not included on AYP Report Cards, but provide additional information regarding student performance.

Part 4: Guiding Questions

The following are a series of guiding questions to assist in analyzing student achievement data. The intent of these questions and those generated by the group is to have a rich dialogue around how students are performing and why some students are not being successful. Possible causes should be identified, discussed in depth including making decisions about how these barriers are to be addressed through the Web EPSS. *Please consider both math and reading/language arts data when completing these guiding questions.*

1. At which level of performance do you see the majority of each student group? (Math - Reading/Language Arts)
2. Are there any obvious trends or patterns between student groups? (Math - Reading/Language Arts)
3. Are there any obvious trends or patterns between grade levels? (Math - Reading/Language Arts)
4. Which are the lowest performing subgroups of students? (Math - Reading/Language Arts)
5. Are these the same subgroups of students who have struggled in the past?
6. What additional data are collected to measure student performance? How are these data used?
7. What progress has been made in closing the achievement gap for these subgroups?
8. How does your data analysis tie in with your RTI Model?
 - Tier 1: Supplemental above core?
 - Tier 2: Intensive Support?
 - Tier 3: Prescriptive Support?
9. If a secondary school, how does the performance of your students compare with that of students at your feeder schools? (Math/Reading/Language?)
10. If analyzing district-wide, do you see K-12 needs in Math and/or Reading/Language Arts?

New Mexico CLASS District Self Assessment Review

Data Summary Form - District Achievement Data Review



District: _____ **Date of Completion:** _____

1. Questions further raised by this data are:

2. What is working?

3. Our opportunities for improvement are:

4. What needs to be done next:

This Data Summary Form should be attached to the Web EPSS filing cabinet.

Rubric Review Summary Rating Form:

Rubric Review Procedures

Rationale

Using a rubric format, the NMPED describes characteristics of districts at various levels of performance in the following criterion:

- Dynamic and Distributed Leadership
- Quality Teaching and Learning
- Culture and Collaborative Relationships

Each category contains indicators that more fully describe each characteristic. For each indicator, four levels of performance are described: “Does Not Meet,” “Partially Proficient,” “Proficient,” and “Exemplary.” The rubrics illustrate what should be occurring in high performing districts and show the incremental steps that need to be taken in order to reach exemplary demonstration of these characteristics. As the foundation of the work, the rubrics communicate to stakeholders what the improvement initiative is designed to accomplish.

Use of the Rubric Review

The District Leadership Team will review all Data Summary Forms and complete the Rubric Review Process.

- District Administrator Data Summary Form
- Curriculum Director Data Summary Form
- Human Resources Director Data Summary Form
- Federal Program(s) Director Data Summary Form
- Parent Focus Group Data Summary Form
- School board Survey Data Summary Form
- Principal Survey Data Summary Form
- Staff Survey Data Summary Form
- District Achievement Data Review Data Summary Form

The Rubric Review process includes:

- Review of each rubric indicator for all three criterion: Dynamic and Distributed Leadership, Quality Teaching and Learning, and Culture and Collaborative Relationships.
- The members of the district responsible for evidence should be identified in the column “*persons responsible for evidence*” using the appropriate codes:
 - District Administrator DA
 - Curriculum Director CD
 - Human Resources Director HR
 - Federal Programs Director FP
 - Parent P
 - School Board SB
 - Principal PR
 - Staff ST
- Citing evidence for each indicator (refer to evidence list provided on last page of each criterion document).

- Consider the Data Summary Forms results (strengths and opportunities for improvement).
- Build consensus among the District Leadership Team and assign a performance level (Does Not Meet, Partially Proficient, Proficient, Exemplary) for each indicator.
- Identify up to 4 strengths and 4 opportunities for improvement.

Rubric Review Summary Rating Form: Dynamic and Distributed Leadership

Dynamic and Distributed Leadership Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the district. Upon using the rubrics to arrive at a response, examples of evidence should be examined and noted for each indicator. The District Leadership Team will identify and summarize areas of strength and opportunities for improvement.

Definition of Indicators Rubric

E	Exemplary	(Exceeds, advanced, systemic, integrated)
P	Proficient	(Meets, proficient, established, functioning, routine, system wide)
PP	Partially Proficient	(Progressing, limited, beginning)
DNM	Does not Meet	(Little or no evidence of implementation, not yet)

Person/s Responsible for Evidence

Codes

District Administrator	DA
Curriculum Director	CD
Human Resources Director	HR
Federal Programs Director(s)	FP
Parent	P
School Board	SB
Principal	PR
Staff	ST

Tools

- All Data Summary Forms
- Rubric Review Summary Rating Form: Dynamic and Distributed Leadership and Evidence



The final product will be one Dynamic and Distributed Leadership Data Summary Form.

Rubric Review Summary Rating Form: Dynamic and Distributed Leadership

pp. 90 – 102

District: _____

Date of Completion: _____

Dynamic and Distributed Leadership

Please read the indicator and mark the rubric (does not meet, partially proficient, proficient, or exemplary) that best describes your District Leadership Team on the following leadership characteristics.

1.1 The District Leadership Team ensures that the vision and mission focus on student achievement and guide all decisions.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The District Leadership Team either does not have a shared vision and mission or it has a vision and a mission that do not focus on student achievement. The vision and/or mission are outdated or are formulated with little stakeholder input. The District Leadership Team may post its vision and mission in the district building or on its Web site, but does not make an effort to disseminate them to all stakeholders. Few educators are familiar with the vision or mission. The District Leadership Team rarely uses the vision and mission to guide decisions. 	<ul style="list-style-type: none"> The District Leadership Team has recently updated its vision and mission to ensure that they strongly focus on student achievement. The District Leadership Team has an inclusive process to receive input to vision and mission development. At least some input has been received by internal and external stakeholder groups. The District Leadership Team posts its vision and mission in the district building, schools, or on its Web site, but does not make an effort to disseminate them to all stakeholders. Most educators in the district are relatively familiar with the vision and mission. 	<ul style="list-style-type: none"> The District Leadership Team has established a shared vision and mission focused on school achievement. The vision and mission are reviewed regularly and revised systematically using an inclusive process with the input of multiple internal and external stakeholder groups. The District Leadership Team posts its vision and mission in all schools, the district building and Web site, and disseminates them for all stakeholders in newsletters and other communications. The vision and mission promote clear, high expectations for student achievement. Most educators can generally cite 	<p>The District Leadership Team has met all of the provisions to score “proficient.” In addition:</p> <ul style="list-style-type: none"> The district creates a sense of urgency for meeting the vision and mission in its Web EPSS and district improvement activities. The District Leadership Team ensures that schools’ visions and missions and any initiatives’ vision and mission are aligned with those of the district.

	<ul style="list-style-type: none"> The District Leadership Team uses the vision and mission to guide some decisions but does not use them consistently to guide decisions. 	<p>the vision and mission.</p> <ul style="list-style-type: none"> The District Leadership Team consistently uses the vision and mission to guide decisions. 	
<p>Persons Responsible for Evidence:</p>		<p>Evidence/Tool:</p>	

1.2 The District Leadership Team develops SMART (specific, measurable, attainable, realistic, and time-bound) goals for Web EPSS and has specified research-based strategies for meeting the SMART goals reflected in the Web EPSS.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district Web EPSS has goals that focus on student achievement but the goals may not be written in SMART goal language. • The District Leadership Team does not ensure that the schools specify SMART goals and current research-based strategies. • The District Leadership Team does not conduct an in-depth analysis of data showing trends and needs. • The District Leadership Team rarely monitors the ongoing implementation of each school’s Web EPSS and rarely provides feedback to the schools on their strategies or implementation. 	<ul style="list-style-type: none"> • The district Web EPSS has goals that focus on student achievement but the goals may not be written in SMART goal language. • The District Leadership Team Web EPSS has strategies to meet goals that are either based on outdated research or on research that does not reflect what works in districts with similar characteristics. • The District Leadership Team conducts an analysis of data showing needs, but the analysis does not examine trends over time. • The District Leadership Team does not ensure that the schools specify SMART goals and current research-based strategies. • The District Leadership Team occasionally monitors the implementation of each school’s Web EPSS and occasionally provides feedback. 	<ul style="list-style-type: none"> • The district Web EPSS has SMART goals that focus on student achievement. • The district Web EPSS has strategies to meet goals that are based on current research on what works in districts with similar characteristics. • The District Leadership Team ensures that the schools specify SMART goals and current research-based strategies. • The district Web EPSS has SMART goals for each of its subpopulations. • The District Leadership Team ensures that goals are set based on an in-depth analysis of data showing trends and needs. • The District Leadership Team ensures that principals are equipped with the research they need to develop their strategies. 	<p>The District Leadership Team has met all of the provisions to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • The District Leadership Team designates a person at the district level to coach each principal individually. • The District Leadership Team regularly monitors the effectiveness of strategies and fidelity of implementation of each school’s Web EPSS and provides feedback.
Persons Responsible for Evidence:		Evidence/Tool:	

1.3 The district leadership team aligns and implements its operating procedures and practices to promote student learning and achievement of district goals.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team has not made school-based needs for increasing student achievement a priority for any district department. The district leadership team does not specifically align its operating procedures and practices to promote student learning and achievement of district goals. The district leadership team's procedures do not include the designation of a specific person or team for the principal to contact to access various supports to help schools increase achievement. 	<ul style="list-style-type: none"> The district leadership team has made school-based needs for increasing student achievement one of many priorities for district departments and/ or has made student achievement the priority of only one or two departments. The district leadership team does not specifically align its operating procedures and practices to promote student learning and achievement of district goals. The district leadership team's procedures do not include the designation of a specific person or team for the principal to contact to access various supports to help schools increase achievement. 	<ul style="list-style-type: none"> The district leadership team has made school-based needs for increasing student achievement the priority for all district offices. The district leadership team specifically aligns and implements its operating procedures and practices to promote student learning and achievement of district goals. The district leadership team's procedures include a specific person or team for the principal to contact to access various supports to help schools increase achievement. 	<p>The district leadership team has met all of the provisions to score "proficient." In addition:</p> <ul style="list-style-type: none"> The district leadership team proactively anticipates the needs of its schools and provides support before a major challenge arises. The district leadership team regularly evaluates its operating procedures and practices to ensure that they are effective. Decisions about changes or retention of policies and practices are made based on evidence. The district leadership team regularly seeks suggestions for improvement.
Persons Responsible for Evidence:		Evidence/Tool:	

1.4 The district leadership team conducts an annual comprehensive needs assessment, systematically disaggregates student performance and other needs assessment data, communicates data analysis to school staff, and uses the data to set district Web EPSS goals and priorities.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team reviews test scores and attendance data, but rarely collects other forms of data. • The district leadership team does not disaggregate student performance and other needs assessment data and specifically use the data to plan to meet diverse student needs. • The district leadership team does not communicate district-level analysis information to school staff. • The district leadership team does not ensure that the district data are used in conjunction with school-specific data to set goals within the district Web EPSS. 	<ul style="list-style-type: none"> • The district leadership team conducts a comprehensive needs assessment, but the assessment does not consistently focus on student academic needs. • The district leadership team reviews some data from the needs assessment, both summative and disaggregated, but does not conduct a comprehensive review and does not specifically use the data to plan to meet diverse student needs. • The district leadership team communicates some district-level analysis information to school staff, but the analysis is not comprehensive. • The district leadership team does not ensure that the district data, in conjunction with school-specific data, are used to set goals within the district Web EPSS. 	<ul style="list-style-type: none"> • The district leadership team conducts a comprehensive needs assessment, focused on student academic achievement needs. • The district leadership team systematically uses the data from the needs assessment and from all student assessments, both summative and disaggregated, in planning to meet diverse student needs. • The district leadership team communicates comprehensive district data analysis information to school staff at every school in the district. • The district leadership team ensures that the district data, in conjunction with school-specific data, are used to set goals within the district Web EPSS. 	<p>The district leadership team meets all requirements needed to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • The district leadership team cites specific recent research showing that the plan is likely to meet needs and raise achievement scores for all students. • The district leadership team validates the data and consistently monitors the effectiveness of the plan in raising achievement, closing gaps, and meeting needs.
Persons Responsible for Evidence:		Evidence/Tool:	

1.5 The district leadership team utilizes a continuous improvement process.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team examines test scores and other data only once a year and does not link the data to an evaluation of specific educational programs, student services, and support processes. The district leadership team does not engage all staff at the district in continuous improvement process as established in the Web EPSS. The district leadership team does not consistently use the tools and methodologies associated with the continuous improvement model. 	<ul style="list-style-type: none"> The district leadership team conducts an analysis of the district’s progress in achieving the goals of the Web EPSS, and collects at least some data that show the effectiveness of specific educational programs, student services, and/or support processes. The district leadership team involves most staff at the district in continuous improvement process as established in the Web EPSS. The district leadership team consistently uses some of the tools and methodologies associated with the continuous improvement model. 	<ul style="list-style-type: none"> The district leadership team conducts a comprehensive analysis of the district’s progress in achieving the goals of the Web EPSS and examines both aggregated and disaggregated data (by student subpopulation), showing the effectiveness of each of its educational programs, student services, and support processes. The district leadership team uses the analysis to revise the Web EPSS; identify new goals; and retain or replace programs, services, and/or support processes. The district leadership team consistently uses the tools and methodologies associated with the continuous improvement process. The district leadership team regularly seeks input and receives feedback from staff to improve programs, reports to the Board frequently, recognizes accomplishments, and presents concrete plans to address challenges revealed by the data. 	<p>The district leadership team meets all of the requirements to score “proficient.” In addition:</p> <ul style="list-style-type: none"> School leaders and community members collaborate with the district leadership team on the analysis of disaggregated data and other indicators of student academic performance to determine the effectiveness of specific educational programs, student services, and support processes for all subpopulations of students. The district leadership team seeks principal, teacher, student, and parent input in helping to determine how to become more effective.
Persons Responsible for Evidence:		Evidence/Tool:	

1.6 The district leadership team ensures appropriate assignment and retention of staff with strong instructional and leadership skills in underperforming schools.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does not have policies or practices to guide the distribution of staff to support the needs of students at underperforming schools. The district leadership team does not have a policy or practice to ensure that principals, teachers, and staff with strong instructional and leadership skills are retained at underperforming schools to ensure sustained student achievement. 	<ul style="list-style-type: none"> The district leadership team has practices, but not policies, to guide the distribution of staff to support the needs of students at underperforming schools. The practices are not consistently implemented. The district leadership team has practices, but not policies, that ensure that principals, teachers, and staff with strong instructional and leadership skills are retained at underperforming schools for sufficient amounts of time to ensure sustained student achievement. 	<ul style="list-style-type: none"> The district leadership team has and implements policies and practices that guide the distribution of staff to support the needs of students at underperforming schools. The district leadership team has and implements policies and practices to ensure that principals, teachers, and staff with strong instructional skills are retained at underperforming schools for sufficient amounts of time to ensure sustained student achievement. 	<p>The district leadership team has met all of the provisions to score “proficient.” In addition:</p> <ul style="list-style-type: none"> The district leadership team provides principals, teachers, and staff in chronically underperforming schools with additional targeted, professional development in core subjects. The district leadership team gives additional technical and human resources to chronically underperforming schools.
Persons Responsible for Evidence:		Evidence/Tool:	

1.7 The district leadership team has a transparent budget process and allocates resources based on student achievement needs and cost effectiveness.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not ask for stakeholder input to guide distribution of district resources. • The district leadership team has a budget that is open to review, but the budget process is not transparent. • The district leadership team does not have policies and practices in place that consider the identified academic needs of students as listed in the schools’ Web EPSS when distributing resources. • The district leadership team does not undertake an examination of cost effectiveness of programs, initiatives, and activities. • The district leadership team does not ensure that resources are allocated in a way that maintains effective programs, initiatives, or activities. 	<ul style="list-style-type: none"> • The district leadership team includes stakeholder input from the principals and the board to guide distribution of district resources, but does not seek further input. • The district leadership team has a transparent budget process. • The district leadership team may have practices, but does not have policies that consider the identified academic needs of students as listed in the schools’ Web EPSS when distributing resources. • The district leadership team informally determines cost effectiveness of programs, initiatives, and activities. • The district leadership team does not consistently ensure that resources are allocated in a way that maintains effective programs, initiatives, or activities. 	<ul style="list-style-type: none"> • The district leadership team has a process that includes stakeholder input to guide distribution of district resources. • The district leadership team has a transparent budget process. • The district leadership team has policies and practices that consider the identified academic needs of students as listed in the schools’ Web EPSS when distributing resources. • The district leadership team conducts an analysis of cost effectiveness of programs, initiatives, and activities. • The district leadership team consistently ensures that resources are allocated in a way that maintains effective programs, initiatives, or activities over time. 	<p>The district leadership team has met all of the provisions to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • The district leadership team regularly conducts a review process to determine the cost effectiveness of all programs, initiatives, and activities and their effectiveness on student performance and closing the achievement gap. • The district leadership team aligns and links effective programs, initiatives, and activities.
Persons Responsible for Evidence:		Evidence/Tool:	

1.8 The district provides resources to schools to support students who need to receive additional assistance beyond the classroom core instruction to support their academic growth.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does not allocate additional resources to schools with students that have not met proficiency levels to provide instructional assistance beyond the regular classroom instruction. Using their own regular budget, schools typically provide a single type of opportunity for additional assistance, such as tutoring, double blocks, and/or other strategies for extending the number of hours of instruction that students receive in the subjects in which they have not reached proficiency. 	<ul style="list-style-type: none"> The district leadership team allocates additional resources to some schools with students that have not met proficiency levels to provide instructional assistance beyond the regular classroom instruction. Using supplemental funds from the district, schools typically provide a single type of opportunity for additional assistance, such as a before or after school program, tutoring, double blocks, and/or other strategies for extending the number of hours of instruction that students receive in the subjects in which they have not reached proficiency. 	<ul style="list-style-type: none"> The district leadership team has a policy and practice of allocating additional resources to all schools with students that have not met proficiency levels to provide instructional assistance beyond the regular classroom instruction. Using supplemental funds from the district, schools provide multiple opportunities for additional assistance, including before and after school programs, summer schools, tutoring, double blocks, and/or other strategies for extending the number of hours of instruction that students receive in the subjects in which they have not reached proficiency. 	<p>The district leadership team has met all of the provisions to score “proficient.” In addition:</p> <ul style="list-style-type: none"> The district provides transportation for students to attend other schools if there is insufficient ability at some schools to provide additional assistance. The district leadership team also provides schools with funds for enrichment or enhancement programs so proficient or advanced students can get ahead.
Persons Responsible for Evidence:		Evidence/Tool:	

1.9 The district leadership team initiates or assists with the acquisition and monitoring of all federal, state, and competitive grants and other sources of revenue that support increased student achievement.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does not have a process in place to provide guidance to school-based leaders for legally and appropriately using all funding sources received by the school. The district leadership team rarely acquires or assists schools with acquisition of additional revenue through grants and additional sources of revenue to support increased student achievement. Grants received are primarily formula-funded. The district leadership team does not regularly monitor the use of funds for effectiveness in increasing student achievement. 	<ul style="list-style-type: none"> The district leadership team has a process for providing guidance to school-based leaders for legally and appropriately using all funding sources received by the school. The district leadership team occasionally acquires or assists schools with acquisition of additional revenue through grants and additional sources of revenue to support increased student achievement, but does not conduct a systematic review and matching process. The district leadership team does not regularly monitor the use of funds for effectiveness in increasing student achievement. 	<ul style="list-style-type: none"> The district leadership team has a process for providing guidance to school-based leaders for legally and appropriately using all funding sources received by the school. The district leadership team provides a review of the school Web EPSS and matches the school with possible funding opportunities to support the achievement of the goals and implement the strategies in the school Web EPSS. The district leadership team acquires or assists schools with the acquisition of federal, state, and competitive grants. The district leadership team regularly monitors the use of funds for effectiveness in increasing student achievement. 	<p>The district leadership team has met all of the provisions to score “proficient.” In addition:</p> <ul style="list-style-type: none"> The district leadership team reallocates funds as necessary to accelerate progress. The district leadership team finds ways to sustain programs after the initial period of funding has passed.
Persons Responsible for Evidence:		Evidence/Tool:	

1.10 The district leadership team ensures that the district curriculum and assessments are aligned with the New Mexico Standards and Benchmarks and are clearly articulated within and across each grade level and content area throughout the district.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does little to ensure that the district and/or each school has translated the New Mexico Standards and Benchmarks into an appropriate scope and sequence in reading/language arts and within each grade level across the district. 	<ul style="list-style-type: none"> The district leadership team ensures that the district and/or each school has translated the New Mexico Standards and Benchmarks into an appropriate scope and sequence at some grade levels in the areas of reading/language arts and mathematics, but the process is not complete or comprehensive. The district leadership team informally ensures that the curriculum is well articulated vertically and horizontally within each school. 	<ul style="list-style-type: none"> The district leadership team ensures that the district and/or each school have translated the New Mexico Standards and Benchmarks into an appropriate scope and sequence for each grade level in the areas of reading/language arts and mathematics. The district leadership team has a formal process in place that ensures that the curriculum is well articulated vertically and horizontally within each school. 	<ul style="list-style-type: none"> The district leadership team meets all requirements needed to score “proficient.” In addition: The district leadership team has translated the New Mexico Standards and Benchmarks into an appropriate scope and sequence for each grade level in the areas of science, social studies, and/or other content areas.
Persons Responsible for Evidence:		Evidence/Tool:	

1.11 The district leadership team ensures that instructional materials are aligned with the New Mexico Standards and Benchmarks.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does not have a policy that specifies that schools must utilize materials that are aligned to New Mexico Standards and Benchmarks. The district leadership team does not review materials to ensure alignment. The district leadership team does not collect evidence to show that the instructional materials are being used appropriately. 	<ul style="list-style-type: none"> The district leadership team does not have a policy that specifies that schools must utilize materials that are aligned to New Mexico Standards and Benchmarks. The district leadership team inconsistently reviews materials to ensure alignment. The district leadership team occasionally (less than annually) collects evidence to show that the instructional materials are being used appropriately. 	<ul style="list-style-type: none"> The district leadership team policy clearly specifies that schools must utilize materials that are aligned to New Mexico Standards and Benchmarks. The district leadership team has reviewed materials to ensure alignment. The district leadership team at least annually collects evidence to show that the instructional materials are being used appropriately. 	<ul style="list-style-type: none"> The district leadership team meets all requirements needed to score “proficient.” In addition: The district leadership team has conducted a systematic review to ensure that the instructional materials are based on current research on what works to increase student achievement.
Persons Responsible for Evidence:		Evidence/Tool:	

1.12 The district leadership implements a systematic process to support the orientation and work of new principals and teachers.

Does Not Meet	Partially Proficient	Proficient	Exemplary
□	□	□	□
<ul style="list-style-type: none"> • The district leadership team does not have a written policy and procedures that outline the specific support new teachers and principals will receive. • The district leadership team has a cursory orientation for all new teachers and principals. • The district leadership team provides little or no ongoing support. • The district leadership team rarely collects evidence of effectiveness and uses the evidence to improve the support process. 	<ul style="list-style-type: none"> • The district leadership team has a written policy and procedures that outline the specific support new teachers and principals will receive. • The district leadership team provides support for new principals and teachers that include mentorships and specific professional development topics. • The district leadership team provides support in a standardized way rather than based on specific needs of the educator. • The district leadership team occasionally (less than annually) collects evidence of effectiveness and uses the evidence to improve the support process. 	<ul style="list-style-type: none"> • The district leadership team has a written policy and procedures that outline the specific support new teachers and principals will receive. • The district leadership team’s policy and procedures include the following components: mentorships, specific professional development topics, and a mechanism for individualizing support based on employee need. • The district leadership team regularly (at least annually) collects evidence of effectiveness and uses the evidence to improve the support process. 	<ul style="list-style-type: none"> • The district meets all requirements needed to score “proficient.” In addition: • The district leadership team has effective, systematic supports for new teachers and principals, including in-depth orientation, personalized mentoring, and ongoing feedback to recognize both positive outcomes and continuing needs.
Persons Responsible for Evidence:		Evidence/Tool:	

Examples of Evidence Criterion #1: Dynamic and Distributed Leadership

This is a list of artifacts that a district or school may provide as evidence to substantiate ratings on the needs assessment rubric. It is not intended to be exhaustive or restrictive; schools and districts may provide other evidence that does not appear on this list.

District Level

- Vision and Mission Statements that reflect a focus on student achievement and commitment to a continuous improvement model.
- Written policies that operationalize the district vision, mission, and goals in their implementation.
- District Leadership Team Liaison (central office) that provides support and assistance to SINOI.
- Meeting notes/agendas of District Leadership Team meetings, school improvement committees, planning councils, focused on addressing academic needs and student progress within a continuous improvement model.
- Public forums (district newsletters, notices, press releases, letters to parents, community meeting notices) for communication with students, parents, families and the community.
- Written statements of philosophy, vision, norms, beliefs, values, non-negotiables that reflect high expectations for all students and commitment to a continuous improvement model.
- Comprehensive System for District Professional Development Plans to support administrators, teachers, support staff, and ancillary staff.
- Data showing the number and percentage of highly qualified teachers across the district; within each SINOI.
- Evidence of a systematic process of orientation and support for new principals and mentoring of new teachers such as: materials/agendas for orientation training, policy specifying requirements of mentors and mentoring assignments.
- Disaggregated student achievement data by ethnicity/race, socioeconomic status, disability status, Limited English Proficiency, migrant status, and other demographic variables as appropriate.
- Disaggregation of student achievement data from multiple assessments, such as Short Cycle Assessments, curriculum based measures, diagnostics embedded in intervention programs, and NMSBA data being used for determining fiscal priorities, staffing needs, school schedules and calendars, professional development needs and curriculum needs.
- Grant applications and awards that support increased student achievement, are research based, and have measurable goals that generate effectiveness data.
- Budget shows alignment of resource allocation with identified student needs in terms of staffing, curriculum, supplemental supports, and professional development, etc.
- Curriculum is aligned with the New Mexico Content Standards and Benchmarks as evidenced by instructional materials, teacher lesson plans, SCA data analysis.

- Curriculum is clearly articulated within and across grade levels and content areas throughout the district as evidenced by curriculum pacing guides, teacher lesson plans.
- Educational Plan for Student Success (WEB EPSS) designed to increase student achievement.
- Analyses of student data/needs assessment used to determine areas of strength and opportunities for improvement within the district.
- Graduation, retention rates, discipline data, and attendance rates across the district.

Data Summary Form: Dynamic and Distributed Leadership



District: _____ **Date of Completion:** _____

Please indicate strengths and opportunities for improvement based on the Dynamic and Distributed Leadership evidence. The indicator is the number in parentheses after the question, e.g., *The District Leadership Team ensures that the vision and mission focus on student achievement and guide all decisions.(1.1)*

Indicator #	Strengths (maximum of 4)

Indicator #	Opportunities for Improvement (maximum of 4)

Rubric Review Summary Rating Form: Quality Teaching and Learning

Quality Teaching and learning Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the district. Upon using the rubrics to arrive at a response, examples of evidence should be examined and noted for each indicator. The District Leadership Team will identify and summarize areas of strength and opportunities for improvement.

Definition of Indicators Rubric

E	Exemplary	(Exceeds, advanced, systemic, integrated)
P	Proficient	(Meets, proficient, established, functioning, routine, system wide)
PP	Partially Proficient	(Progressing, limited, beginning)
DNM	Does not Meet	(Little or no evidence of implementation, not yet)

Person/s Responsible for Evidence

Codes

District Administrator	DA
Curriculum Director	CD
Human Resources Director	HR
Federal Programs Director(s)	FP
Parent	P
School Board	SB
Principal	PR
Staff	ST

Tools

- All Data Summary Forms
- Rubric Review Summary Rating Form: Quality Teaching and Learning and Evidence



The final product will be one Quality Teaching and Learning Data Summary Form.

Rubric Review Summary Rating Form: Quality Teaching and Learning

pp. 107 - 113

District: _____ Date of Completion: _____

Quality Teaching and Learning

Please read the indicator and mark the rubric (does not meet, partially proficient, proficient, or exemplary) please indicate the level of proficiency of your District Leadership Team.

2.1 The district leadership team ensures that the district curriculum is research-based and consistently implemented within each grade level and content area across the district.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does little to ensure that the district and/or school curriculum in some content areas are consistently implemented within each grade level across the district. 	<ul style="list-style-type: none"> The district leadership team does not have a formal process in place to ensure that the district and/or school curriculum in each content area is consistently implemented within grade levels, but has informal checks through occasional teacher observations or other means or has formal processes in a few, but not all content areas or grade levels. 	<ul style="list-style-type: none"> The district leadership team has a formal process in place to ensure that the district and/or school curriculum in reading/language arts and mathematics is consistently implemented within each grade level and content area across the district. 	<ul style="list-style-type: none"> The district leadership team meets all requirements needed to score “proficient.” In addition: The district leadership team has promoted fidelity through teacher observations and provision of time for teachers specifically to collaborate to address fidelity issues.
Persons Responsible for Evidence:		Evidence/Tool:	

2.2 The district leadership team requires implementation and analysis of common short-cycle assessments that align with the curriculum.

Does Not Meet	Partially Proficient	Proficient	Exemplary
□	□	□	□
<ul style="list-style-type: none"> • The district leadership team does not have a system in place to assure that there are common short-cycle assessments that align with the curriculum. • The district leadership team does not consistently ensure that administrators, teachers, and other instructional staff know how to implement the assessments, interpret the scores, and use the results to guide instruction. • The district leadership team has not established district benchmarks and aggregates student performance data to determine a district profile. 	<ul style="list-style-type: none"> • The district leadership team has a system in place to assure that there are common short-cycle assessments that align with the curriculum. • The district leadership team does not consistently follow through to ensure that administrators, teachers, and other instructional staff know how to implement the assessments, interpret the scores, and use the results to guide instruction. • The district leadership team has established district benchmarks for some grade levels or spans and aggregates student performance data to determine a district profile. 	<ul style="list-style-type: none"> • The district leadership team has a system in place to assure that there are common short-cycle assessments that align with the curriculum. • The district leadership team ensures that administrators, teachers, and other instructional staff know how to implement the assessments, interpret the scores, and use the results to guide instruction. • The district leadership team has established district benchmarks for all grade levels and aggregates student performance data to determine a district profile. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • The district leadership team has compared its district data with state and national data to determine how well it is performing relative to averages. • In district professional development, teachers share the specific differentiated approaches that work with subpopulations of students.

Persons Responsible for Evidence:

Evidence/Tool:

2.3 The district leadership team has a policy stating clear expectations for allocation of instructional time in all core subject areas and implements the policy consistently.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team has no specific policies or recommendations to allocate and/or protect instructional time in core subject areas. There is little or no monitoring of the way that instructional time is used. 	<ul style="list-style-type: none"> The district leadership team has a policy that consistently directs schools to allocate a designated amount of time in some core subject areas and/or the associated RtI in mathematics and reading/language arts. The district leadership team recommends that schools limit interruptions to instructional time (e.g., announcements during the day, assemblies, and field trips). The district leadership teams' policies and recommendations are implemented inconsistently and may not be monitored. 	<ul style="list-style-type: none"> The district leadership team has a policy that consistently directs schools to allocate a designated amount of time for each core subject area and the associated RtI in mathematics and reading/language arts. The district leadership team has a policy that limits interruptions to instructional time (e.g., announcements during the day, assemblies, and field trips). The district leadership teams' policies are implemented consistently and monitored. 	<ul style="list-style-type: none"> The district leadership team meets all requirements needed to score "proficient." In addition: The district leadership team works with principals to increase learning time through strategies such as tutoring, double blocks, extended day, and summer programs. The district leadership team works with principals to provide additional learning opportunities for students who are already at the proficient or advanced levels to enhance their learning.
Persons Responsible for Evidence:		Evidence/Tool:	

2.4 The district leadership team provides an effective, up-to-date technology infrastructure that is effectively used for planning and delivery of instruction, monitoring progress, and communication.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team has a technology infrastructure that is out-of-date and/or is rarely used as a resource for instructional planning and delivery. • The district technology infrastructure is not readily available and/or is used by a few or no administrators, teachers and other instructional staff to monitor student progress. • The district technology infrastructure is rarely used to communicate information to teachers, students, and parents/guardians. 	<ul style="list-style-type: none"> • The district leadership team has a technology infrastructure that is up-to-date and is sometimes used as a resource for instructional planning and delivery. • The district technology infrastructure is readily available and is used by some administrators, teachers and other instructional staff to monitor student progress. • The district technology infrastructure is sometimes used to communicate information to teachers, students, and parents/guardians. 	<ul style="list-style-type: none"> • The district leadership team has a technology infrastructure that is up-to-date and is consistently used as a resource for instructional planning and delivery. • The district technology infrastructure is readily available and is used by all administrators, teachers and other instructional staff to monitor student progress. • The district technology infrastructure is consistently used to communicate information to teachers, students, and parents/guardians. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • Systems are well-maintained and regularly updated to reflect current technologies. • The systems are also used in two-way communications between stakeholder groups.
Persons Responsible for Evidence:		Evidence/Tool:	

2.5 The district leadership team ensures that teachers are held accountable for demonstrating appropriate content knowledge for effective and accurate instruction.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does not have a system in place to ensure that teachers and other instructional staff demonstrate appropriate content knowledge for effective and accurate instruction. Some teachers and other instructional staff demonstrate appropriate and accurate content knowledge in daily instruction. 	<ul style="list-style-type: none"> The district leadership team has a system in place to ensure that teachers and other instructional staff demonstrate appropriate content knowledge for effective and accurate instruction, but does not consistently implement the system and hold all schools accountable. Most teachers and other instructional staff consistently demonstrate appropriate and accurate content knowledge. 	<ul style="list-style-type: none"> The district leadership team has a system in place to ensure that teachers and other instructional staff demonstrate appropriate content knowledge for effective and accurate instruction, and consistently implements the system and holds all schools accountable. All teachers and other instructional staff demonstrate appropriate and accurate content knowledge in daily classroom instruction. 	<ul style="list-style-type: none"> All teachers and other instructional staff meet all requirements needed to score “proficient.” In addition: The school leadership team provides incentives in the form of tuition reimbursement, scholarships, or other rewards for teachers to seek additional content knowledge.
Persons Responsible for Evidence:		Evidence/Tool:	

2.6 The district leadership team monitors and holds all personnel accountable for the use of effective instructional strategies to advance learning of all students.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does not have a system to monitor the use of effective instructional strategies to advance learning of all students and rarely informally monitors teachers except during their scheduled evaluations. The district leadership team rarely or never uses strategies such as walkthroughs, consultations with principals, and the use of onsite instructional coaches to help principals or teachers. The district leadership team rarely or never offers support for those who are found to be less than proficient in their use of effective instructional strategies. 	<ul style="list-style-type: none"> The district leadership team informally monitors the use of effective instructional strategies to advance learning of all students. The district leadership team occasionally and inconsistently uses strategies, such as walkthroughs, consultations with principals, and the use of onsite instructional coaches to help principals or teachers. The district leadership team occasionally or inconsistently offers support for those who are found to be less than proficient in their use of effective instructional strategies. 	<ul style="list-style-type: none"> The district leadership team has a formal system that requires regular monitoring of the use of effective instructional strategies to advance learning of all students. The district leadership team consistently uses multiple strategies for monitoring, including walkthroughs, consultations with principals, and the use of onsite instructional coaches to help principals or teachers. The district leadership team consistently offers support for those who are found to be less than proficient in their use of effective instructional strategies. 	<ul style="list-style-type: none"> The district leadership team meets all requirements needed to score “proficient.” In addition: Principals and teachers are provided opportunities to observe teachers using effective strategies. Principals and teachers are provided with a range of supports such as peer coaching or individualized professional development to help them improve in any area of concern.
Persons Responsible for Evidence:		Evidence/Tool:	

2.7 The district leadership team implements a consistent progress reporting system that reflects a shared vision of quality student work.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does not have a system in place to identify characteristics of quality student work. The district leadership team does not provide professional development so that teachers and other instructional staff consistently and effectively score student work for quality using commonly identified characteristics. The district leadership team does not have a reporting system in place to inform teachers, students, and parents of progress students make toward consistently producing quality work. 	<ul style="list-style-type: none"> The district leadership team has a system in place to identify characteristics of quality student work, but the characteristics are not consistent from school to school for the same grade level or content area. The district leadership team does not regularly provide professional development so that teachers and other instructional staff consistently and effectively score student work for quality using the identified characteristics. The district leadership team has a reporting system in place to inform teachers, students, and parents of progress students make toward consistently producing quality work. 	<ul style="list-style-type: none"> The district leadership team has a system in place to identify characteristics of quality student work. The district leadership team provides professional development so that teachers and other instructional staff consistently and effectively score student work for quality using the identified characteristics. The district leadership team has a reporting system in place to inform teachers, students, and parents of progress students make toward consistently producing quality work. 	<ul style="list-style-type: none"> The district leadership team meets all requirements needed to score “proficient.” In addition: The district leadership team provides teachers with anchor or benchmark products or performances to increase consistency across schools. The district leadership team provides some independent checks to ensure consistency and gives feedback to improve consistency where needed.
Persons Responsible for Evidence:		Evidence/Tool:	

Examples of Evidence Criterion #2: Quality Teaching and Learning

This is a list of artifacts that a district or school may provide as evidence to substantiate ratings on the needs assessment rubric. It is not intended to be exhaustive or restrictive; schools and districts may provide other evidence that does not appear on this list.

District Level

- District curriculum is aligned with NM Content Standards and Benchmarks for all content areas in all grade levels.
- Curriculum frameworks: pacing guides, Curriculum maps.
- Scope and sequence of grade level expectations.
- Research-based programs being implemented to address the needs of students.
- Supplemental curriculum materials being used to provide “above core” classroom instruction.
- Intervention programs/materials to address needs of struggling students.
- Written guidelines/checklists for textbooks for all content areas and all grade levels.
- 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 grade level agendas/notes.
- Teacher lesson plans that reflect NM Content Standards and Benchmarks, best practices, strategies and interventions to meet the needs of students.
- Curriculum planning meetings: agendas, notes, summary of discussion and action plans.
- Comprehensive System of Professional Development for district and schools: content and/or schedules.
- Professional Development for staff reflecting key WEB EPSS Strategies.
- Documentation of workshops, presentations, coaching or mentoring done by school staff; record of staff participation in professional development activities.
- Classroom Observation Protocols using valid, reliable instruments and includes provision of feedback.
- Classroom Observation Procedures: Including schedule of observations, protocol tools, and written feedback to teachers.
- Evaluation tools: feedback forms, questionnaires, tests of participant knowledge, valid and reliable observation tools, to provide data regarding implementation and practices, and ongoing assessment of student achievement progress.
- Professional Development Plans or Professional Growth Plans for staff.
- Evaluation criteria for teacher performance.

Data Summary Form: Quality Teaching and Learning



District: _____ **Date of Completion:** _____

Please indicate strengths and opportunities for improvement based on the Quality Teaching and Learning evidence. The indicator is the number in parentheses after the question, e.g., *The district leadership team implements a consistent progress reporting system that reflects a shared vision of quality student work (2.7)*

Indicator #	Strengths (maximum of 4)

Indicator #	Opportunities for Improvement (maximum of 4)

Rubric Review Summary Rating Form: Culture and Collaborative Relationships

Culture and Collaborative Relationships Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the district. Upon using the rubrics to arrive at a response, examples of evidence should be examined and noted for each indicator. The District Leadership Team will identify and summarize areas of strength and opportunities for improvement.

Definition of Indicators Rubric

E	Exemplary	(Exceeds, advanced, systemic, integrated)
P	Proficient	(Meets, proficient, established, functioning, routine, system wide)
PP	Partially Proficient	(Progressing, limited, beginning)
DNM	Does not Meet	(Little or no evidence of implementation, not yet)

Person/s Responsible for Evidence

Codes

District Administrator	DA
Curriculum Director	CD
Human Resources Director	HR
Federal Programs Director(s)	FP
Parent	P
School Board	SB
Principal	PR
Staff	ST

Tools

- All Data Summary Forms
- Rubric Review Summary Rating Form: Culture and Collaborative Relationships and Evidence



The final product will be one Culture and Collaboration Data Summary Form.

Rubric Review Summary Rating Form: Culture and Collaborative Relationships

pp. 117 - 122

District: _____ Date of Completion: _____

Culture and Collaborative Relationships

Please read the indicator and mark the rubric (does not meet, partially proficient, proficient, or exemplary) please indicate the level of proficiency of your District Leadership Team.

3.1 The district leadership team builds and fosters collaborative relationships with internal stakeholders, including the School Board, administrators, teachers, staff, and students.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <input type="checkbox"/> The district leadership team communicates with students, teachers, staff, administrators, and the School Board, but communication is often one-way and/or does not occur on a regular basis. <input type="checkbox"/> The district leadership team rarely solicits input from students, teachers, staff, administrators, and the School Board for district decision making. <input type="checkbox"/> The district leadership team rarely uses outside input for district decision making. 	<ul style="list-style-type: none"> <input type="checkbox"/> The district leadership team uses a variety of approaches to facilitate communication among students, teachers, staff, administrators, and the School Board, but communication does not occur on a regular basis. <input type="checkbox"/> The district leadership team occasionally solicits input from students, teachers, staff, administrators, and the School Board for district decision making. <input type="checkbox"/> The district leadership team occasionally uses outside input for district decision making. 	<ul style="list-style-type: none"> <input type="checkbox"/> The district leadership team uses a variety of approaches to facilitate communication among students, teachers, staff, administrators, and the School Board on a regular basis. <input type="checkbox"/> The district leadership team consistently solicits input from the students, teachers, staff, administrators, and the School Board for decision making. There is evidence that at least some of the input was used for the decisions. <input type="checkbox"/> The district leadership team has policies that reflect the importance of communication and solicitation of input from multiple stakeholder groups for decision making. 	<p>The district leadership team meets all requirements needed to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • The district leadership team provides multiple opportunities for all internal stakeholders to raise and resolve issues. • The district leadership team is viewed by all stakeholder groups as effective in decision making, conflict resolution, and open communication.
Persons Responsible for Evidence:		Evidence/Tool:	

3.2 The district leadership team initiates and maintains partnerships with community agencies, organizations, and/or corporate enterprises in achieving its goals.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not provide opportunities for community stakeholders to participate in achieving the district’s goals, outcomes, and improvements. • The district leadership team does not have a process in place, other than through School Board meetings, for community stakeholders to influence policy and accountability. • Partners do not provide resources to the district. 	<ul style="list-style-type: none"> • The district leadership team provides occasional opportunities each year for community stakeholders to participate in achieving the district’s goals, outcomes, and improvements. • The district leadership team does not have a process in place, other than through School Board meetings, for community stakeholders to influence policy and accountability. • Partnerships provide some fiscal resources to the district. 	<ul style="list-style-type: none"> • The district leadership team provides multiple opportunities each year for community stakeholders to participate in achieving the district’s goals, outcomes, and improvements. • The district leadership team has a process in place for community stakeholders to influence policy and accountability through board meetings and other outreach meetings sponsored by the district. • Partnerships provide multiple types of resources to the district, including funds and personnel resources. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • Partnerships are visible, sustained, and mutually beneficial. • Partners view the district leadership team as responsive and adept at decision making.
Persons Responsible for Evidence:		Evidence/Tool:	

3.3 The district leadership team promotes partnerships with families in achieving its goals.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team does not have parent involvement policies or does not implement the policies it has. • The district leadership team rarely or never provides opportunities for parents/guardians to be engaged in student learning. • The district leadership team rarely or never provides opportunities for parents/guardians to be involved in decision-making processes to enhance student achievement. • The district leadership team provides information to parents/guardians in language that is most easily understood by them and through a variety of sources. 	<ul style="list-style-type: none"> • The district leadership team establishes parental involvement policies, but inconsistently implements them. • The district leadership team provides few opportunities for parents/guardians to be engaged in student learning. • The district leadership team occasionally provides opportunities for parents/guardians to be involved in decision-making processes to enhance student achievement. • The district leadership team provides information to parents/guardians in language that is most easily understood by them but does not provide the information in every language needed or in ways that illiterate parents can understand. • Information is provided typically using one medium (e.g., print, web, or meetings). 	<ul style="list-style-type: none"> • The district leadership team establishes and implements parental involvement policies. • The district leadership team provides multiple opportunities for parents/guardians to be engaged in student learning at a variety of times throughout the school day / year. • The district leadership team provides opportunities for parents/guardians to be involved in decision-making processes to enhance student achievement. • The district leadership team provides information to parents/guardians in language that is most easily understood by them. • Information is provided to parents/guardians through a variety of sources (e.g., print, web, or meetings). 	<p>The district leadership team meets all requirements needed to score “proficient.” In addition:</p> <ul style="list-style-type: none"> • These partnerships are visible, sustained, and mutually beneficial • Parents are active and participating members of a district advisory group.
Persons Responsible for Evidence:		Evidence/Tool:	

3.4 The district leadership team maintains facilities that support a safe, culturally responsive, and orderly environment conducive to student learning.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does not have specific policies or formal practices in place to ensure that all facilities for students and staff are clean, safe, orderly, and well-maintained. Some facilities in the district are not considered safe and orderly environments conducive to student learning. The district leadership team does not have specific policies or formal practices in place that actively promote district and school environments that are respectful of employees and students' cultural backgrounds. The district leadership team does not actively monitor policies and practices. The district leadership team does not consistently and immediately address issues that emerge. 	<ul style="list-style-type: none"> The district leadership team does not have specific policies in place to ensure that all facilities for students and staff are clean, safe, orderly, and well-maintained, but maintains clear expectations for these practices to occur. The district leadership team does not have policies in place that actively promote district and school environments that are respectful of employees and students' cultural backgrounds, but maintains clear expectations for these practices to occur. The district leadership team does not actively monitor policies and practices. The district leadership team consistently and immediately addresses any issues that emerge. 	<ul style="list-style-type: none"> The district leadership team has policies and practices in place to ensure that all facilities for students and staff are clean, safe, orderly, and well-maintained. The district leadership team has policies and practices in place that actively promotes district and school environments that are respectful of employees and students' cultural backgrounds. The district leadership team actively monitors policies and practices. The district leadership team consistently and immediately addresses any issues that emerge and proactively anticipates and takes steps to prevent issues from emerging. 	<ul style="list-style-type: none"> The district leadership team meets all requirements needed to score "proficient." In addition: The district leadership team has a proactive plan to update facilities. Students, along with educators, take responsibility for maintaining a safe and orderly environment. Principals and teachers are provided with professional development to help them incorporate culturally responsive instruction in their classrooms.
Persons Responsible for Evidence:		Evidence/Tool:	

3.5 The district leadership team policy supports and monitors for an equitable code of conduct that actively promotes social skills, conflict management, and prevention programs to create an environment conducive to teaching and learning.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • The district leadership team has established discipline policies and procedures, but they were not collaboratively developed and are not research-based. • The district leadership team does not ensure clear communication of the policies and practices to multiple stakeholder groups including administrators, teachers and other instructional staff, students, and parents/guardians. • The policies and procedures are inconsistently implemented by school staff. 	<ul style="list-style-type: none"> • The district leadership team has established research-based discipline policies and procedures, but they were not collaboratively developed. • The district leadership team clearly communicates the policies and practices to multiple stakeholder groups including administrators, teachers and other instructional staff, students, and parents/guardians. • The policies and procedures are consistently and fairly implemented by most school staff. 	<ul style="list-style-type: none"> • The district leadership team has established research-based discipline policies and procedures that were collaboratively developed. • The district leadership team clearly communicates the discipline policies and procedures to multiple stakeholder groups including administrators, teachers and other instructional staff, students, and parents/guardians. • The policies and procedures are consistently and fairly implemented by all school staff. 	<ul style="list-style-type: none"> • The district leadership team meets all requirements needed to score “proficient.” In addition: • The district leadership team evaluates the effectiveness of the code of discipline and the extent to which it is equitably applied. • The district leadership team provides incentives to schools that maintain a low number of infractions.
Persons Responsible for Evidence:		Evidence/Tool:	

3.6 The district leadership team maintains a process to celebrate student and teacher achievement regularly and to provide incentives for making progress toward meeting district goals.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The district leadership team does not have a process in place to share effective practices or promising results toward attaining school achievement goals. The district leadership team does not provide incentives for making progress toward meeting school goals. The district leadership team does not publicly acknowledge making progress toward meeting goals. 	<ul style="list-style-type: none"> The district leadership team occasionally celebrates and shares effective practices and promising results toward attaining school achievement goals. The district leadership team provides some incentives for making progress toward meeting goals, but they are not perceived as being very motivating. The district leadership team provides some public acknowledgement of making progress toward meeting goals, but this is typically done on an informal basis. 	<ul style="list-style-type: none"> The district leadership team regularly celebrates and shares effective practices and promising results in reaching school achievement goals. The district leadership team provides meaningful incentives for making progress toward meeting goals. The district leadership team provides public acknowledgement of making progress toward meeting goals on a formal basis. 	<p>The district leadership team meets all requirements needed to score “proficient.” In addition:</p> <ul style="list-style-type: none"> Professional learning communities are established within the school to identify promising practices in areas that remain a problem. There is a concerted effort to address any gaps that exist and to celebrate making progress for particularly difficult challenges.
Persons Responsible for Evidence:		Evidence/Tool:	

Examples of Evidence Criterion #3: Culture and Collaborative Relationships

This is a list of artifacts that a district may provide as evidence to substantiate ratings on the needs assessment rubric. It is not intended to be exhaustive or restrictive; schools and districts may provide other evidence that does not appear on this list.

District Level

- District Leadership Team includes involvement and representation from all departments: Curriculum and Instruction, Federal Programs, School Health, Fiscal, as well as representatives from the community such as parents, business and/or community leaders.
- Partnerships with community agencies/corporations/organizations and the communities that are sustainable, mutually beneficial, and assist the district and schools by providing support through: business sponsorships, incentives and rewards for staff and students, school fundraisers, science fair, and career fair.
 - Internships for students.
- Evidence that the district Vision and Mission and Goals were created with meaningful involvement and participation of both internal and external stakeholders.
- District School Safety Policy and Procedures such as: fire drills, lock down, evacuations plans, building use by organizations and the community, and 911 calls.
- District policy and procedures related to student discipline that is: research-based, developed collaboratively and, communicated to multiple stakeholder groups.
- District policy and procedures related to code of conduct for staff and students that actively promotes environments that are respectful of cultural backgrounds.
- District-wide incentives that focus on celebrating best practices by teachers and increasing student achievement towards meeting goals.
- Attendance records at school events such as: sports, arts (band, orchestra, and drama), academic (science fair, spelling bee), parent-teacher conferences, open house, and parent nights.
- Information is provided to parents, families, and the community in language that is most easily understood, in every language needed, and in formats that illiterate parents can understand.

Data Summary Form: Culture and Collaborative Relationships



District: _____ **Date of Completion:** _____

Please indicate strengths and opportunities for improvement based on the Culture and Collaborative Relationships evidence. The indicator is the number in parentheses after the question, e.g., *The District Leadership Team builds and fosters collaborative relationships with internal stakeholders, including the school board, administrators, teachers, staff, and students. (3.1)*

Indicator #	Strengths (maximum of 4)

Indicator #	Opportunities for Improvement (maximum of 4)

New Mexico CLASS District Self Assessment Review

Setting Priorities for the Web EPSS

Identifying priorities requires narrowing the focus to a few areas that are likely to have the greatest positive impact on student achievement. “Improvement processes where there is likely to be a long list of complex needs, and resources may be redirected as a result, it is important to identify priorities in a manner that can withstand challenges.”

The District Leadership Team will prioritize strengths and opportunities for improvement identified in the Rubric Review Rating Forms. The following is a *suggested process*. Districts may have another process they use to arrive at priorities.

The first step in the prioritization process is to have individual team members identify priorities independently:

- Post identified recommendations around the meeting room on chart paper.
- Give each District Leadership Team Member three colored dots.
- Ask each District Leadership Team Member to answer this question silently: “Which of these opportunities for improvement will have the greatest positive impact on student achievement?”
- Have District Leadership Team Members place their three dots next to the recommendations they think will have the greatest positive impact.
- Tally the dots.
- Announce the top five priority recommendations that individual team members have identified.

Independent rankings of this kind minimize the tendency toward “group think” and appropriately value the knowledge and expertise of individual District Leadership Team Members.

Narrowing the five highest priority needs/action steps to three requires teamwork. Sork¹ has identified importance and feasibility criteria for prioritizing needs. The criteria have been slightly reworded to fit the district context, as follows:

Importance Criteria

- How many individuals does this need affect?
- If we took this step, to what extent would it contribute to the district goals?
- Does the need require immediate attention or will it resolve itself over time?
- How large is the difference between the current conditions and the desired results?
- To what extent would taking this step have a positive impact in other areas?

¹ Sork, Thomas J. *Identifying Community Needs and Determining Priorities*. Instructional materials prepared under contract to the British Columbia Ministry of Education to supplement sections of the publication *CE Programmer's Manual*. Materials used in a Ministry-sponsored professional development institute held May 10-14, 1982.

Feasibility Criteria

- To what degree can this step contribute to reducing or eliminating the need it is supposed to address?
- To what extent is the district willing/able to commit to this change?

The second step in the prioritization process is to have District Leadership Team work to apply criteria of importance and feasibility:

- Review and post the criteria for importance and feasibility.
- Assess the top five recommendations on importance and feasibility criterion.
- Ask all members of the District Leadership Team to evaluate each suggested strategy on a 1 (low) to 5 (high) scale for importance and a 1-5 scale for feasibility.
- Have the groups tally and discuss.
- Have each group post and present its top three priorities with rationale.
- Tally and summarize the areas of consensus.
- Complete Setting Priorities Summary Sheet.

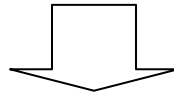
Priorities shall be reflected in the revised District Web EPSS. To assist with the NM CLASS validation process, we ask that you identify in your Web EPSS your NM CLASS priorities, for example:

- Monitor Student Progress (CLASS Priority)
- Classroom Walkthroughs (CLASS Priority)

New Mexico CLASS District Self Assessment Review

Setting Priorities for the Web EPSS Flow Chart

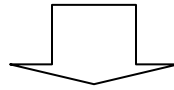
The District Leadership Team will prioritize strengths and opportunities for improvement identified in the Rubric Review Rating Sheet. Data Summary evidence can also be considered at this point.



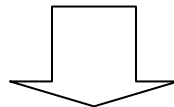
Individual team members identify priorities independently by:

Post identified recommendations around the meeting room on chart paper.

- Give each District Leadership Team member three colored dots.
- Ask each District Leadership Team member to answer this question silently: “Which of these strategies will have the greatest positive impact on student achievement?”
- Have District Leadership Team members place their three dots next to the recommendations they think will have the greatest positive impact.
- Tally the dots.
- Announce the top five priority recommendations that District Leadership Team members have identified.

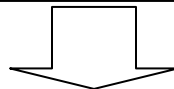


CONSIDER IMPORTANCE CRITERIA AND FEASIBILITY CRITERIA (See Setting Priorities Procedures)



The prioritization process is for the District Leadership Team to work in applying criteria of importance and feasibility:

- Review and post the criteria for importance and feasibility.
- Assess the top five recommendations on importance and feasibility criteria.
- Ask all members of the leadership team to evaluate each suggested strategy on a 1 (low) to 5 (high) scale for importance and a 1-5 scale for feasibility.
- Have the groups tally and discuss.
- Have each group post and present its top three priorities with rationale.
- Tally and summarize the areas of consensus.
- Complete Setting Priorities Summary Forms.



REVISE Web EPSS

- Complete Summary Forms – Setting Priorities for the Web EPSS
- Revise Web EPSS

New Mexico CLASS District Self Assessment Review

Summary Forms - Setting Priorities for the Web EPSS



District: _____ **Date of Completion:** _____

Priority 1

Math

Reading

Strategy:

Title:

Description:

Action Step:

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:

New Mexico CLASS District Self Assessment Review

Summary Forms - Setting Priorities for the Web EPSS



District: _____ **Date of Completion:** _____

Priority 2

Math

Reading

Strategy:

Title:
Description:

Action Step:

Title:	
Description:	
Begin Date:	End Date:
Timeline Notes:	
Estimated Funding Needed:	
Person(s) Responsible:	

New Mexico CLASS District Self Assessment Review

Summary Forms - Setting Priorities for the Web EPSS



District: _____ **Date of Completion:** _____

Priority 3

Math

Reading

Strategy:

Title:
Description:

Action Step:

Title:	
Description:	
Begin Date:	End Date:
Timeline Notes:	
Estimated Funding Needed:	
Person(s) Responsible:	

New Mexico CLASS District Self Assessment Review

Summary Forms - Setting Priorities for the Web EPSS



District: _____ **Date of Completion:** _____

Priority 4

Math

Reading

Strategy:

Title:

Description:

Action Step:

Title:

Description:

Begin Date:

End Date:

Timeline Notes:


Estimated Funding Needed:

Person(s) Responsible:

New Mexico CLASS District Self Assessment

Next Steps

Below is a summary of District Self Assessment process and timelines:

- All completed District Self Assessment documents identified by the  icon, need to be submitted to PSB by **April 30, 2011** at the following email address: PED.PSB@state.nm.us and need to be placed in the school filing cabinet within the Web EPSS.



Data Summary Forms

- District Administrator Data Summary Form
- Curriculum Director Data Summary Form
- Human Resource Director Data Summary Form
- Federal Programs Director Data Summary Form
- Parent Focus Group Data Summary Form
- School Board Survey Data Summary Form
- Principal Survey Data Summary Form
- Staff Survey Data Summary Form
- District Achievement Data Review Data Summary Form
- Dynamic and Distributed Leadership Data Summary Form
- Quality Teaching and Learning Data Summary Form
- Culture and Collaborative Relationships Data Summary Form
- Setting Priorities for the Web EPSS
 - ❖ *Revised Web EPSS will be reviewed by the Regional Support Specialist assigned to work with your district. Timely reviews of the Web EPSS will take place throughout the 2010-2011 school year.*



Contact List

Thank you for standing with us for New Mexico's children ... together we CAN do more with CLASS!



New Mexico CLASS District Self Assessment | Priority Schools Bureau | New Mexico Public Education Department

