

New Mexico CLASS Self Assessment

2010 - 2011



**Priority Schools Bureau
New Mexico Public Education Department
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Santa Fe, New Mexico
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Collaboration, Leadership, & Accountability for Student Success

New Mexico CLASS School 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, 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 school for improvement serves as a formal acknowledgement that the school is not meeting the challenge of providing successful avenues for learning for all students. The District Leadership Team (DLT) in conjunction with the School Leadership Team (SLT) are responsible for ensuring completion of the *school self assessment* and all improvement processes.

District responsibilities increase significantly if a school in status continues not to meet Adequate Yearly Progress (AYP) benchmarks. The School Table of Responsibilities, as part of 2010 - 2011 New Mexico School and District Improvement Process outlines specific required district-led activities.

The goal of the school 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 (DLT) to provide leadership, facilitation, support, and technical assistance for schools in the development and monitoring of their Web EPSS, completion of the self assessment process, and all school improvement efforts. Roles and responsibilities for district leadership teams are delineated in the New Mexico CLASS District Rubrics and Indicators.

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 the SLT, should customize internal practices and procedures to meet the unique characteristics and needs of the school while maintaining the integrity of the process as outlined in the 2010 - 11 School and District Improvement Framework.


The school self assessment is a process which is highly dependent on collaboration, cooperation, communication, and advanced planning. To assist schools and districts in successful implementation of this process, Priority Schools Bureau (PSB) staff members are readily available to support and provide technical assistance for the school 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 school 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 School Self Assessment Tools


Principal Guide

- Principal Reflection Guide
-  Data Summary Form - Principal Reflection


Community Stakeholder Surveys

- Staff, Student, and Parent Survey Procedures
- Staff Survey
- Student Survey (Elementary & Secondary)
- Parent Survey
-  Data Summary Forms – Staff Survey, Student Survey, and Parent Survey


Classroom Observation

- Classroom Observation Guide
-  Data Summary Form - Classroom Observation


School Achievement Data Review

- School Achievement Data Review Procedures
- School Achievement Data Analysis Worksheet
-  Data Summary Form – School Achievement Data Review

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

Contact List

-  Contact List

New Mexico Class School Self Assessment Process Chart 2010 - 2011

Principal Guide

- *Principal Reflection Guide*

Stakeholder Surveys


- *Staff Survey*
- *Student Survey (Elementary & Secondary)*
- *Parent Survey*

Classroom Observation

- *Classroom Observation Guide*

School 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.

School Rubric Review

The School 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 School 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 focusing on a few areas that are likely to have the greatest positive impact on student achievement. The School 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.

Submission

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

-  Data Summary documents from the Principal Guide, Community Stakeholder Surveys, Classroom Observation, and the School 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.

Revise the WebEPSS for June 14, 2011 submission

New Mexico School Self Assessment

Principal Reflection Guide

Rationale

The Principal Self Assessment Reflection provides the school principal with an opportunity to answer questions that correspond to each indicator on the New Mexico CLASS Rubrics. The principal will complete this reflection for each criterion: Dynamic and Distributed Leadership, Quality Teaching and Learning, and Culture and Collaborative Relationships. This is an evidence based inquiry and not an evaluation. The information from the principal is essential and will be one component in revising the Web EPSS.

Use of the Principal Reflection Guide

The NMPED School 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 thoroughly answering each question, please provide evidence to support your response. Finally, record strengths and opportunities for improvement on the Data Summary form.

The Data Summary Form will be reviewed by the School Leadership Team to identify priorities.

Tools

- Principal Reflection Guide
- Data Summary Form - Principal



The final product will be one Principal Data Summary Form.

New Mexico School Self Assessment

Principal Reflection Guide

1. What is your school's mission and vision and how and when were they formulated? (1.1)
2. How did you determine the goals and which strategies to use for your improvement plan? (1.2)
3. How are priorities for student academic achievement established and stressed throughout the year? (1.3)
4. What types of analyses of the school's progress in achieving Web EPSS goals are conducted and who was involved in the analysis? (1.4)
5. How are disaggregated data used to set goals and meet diverse student needs? (1.4)
6. What specific resources and structures do you provide to engage all staff in continuous improvement processes? (1.5)
7. What processes do you use to engage teachers and other instructional staff in vertical and horizontal articulation? (1.6)
8. What types of federal, state, and local grants do you have or pursue and how are they monitored? (1.7)
9. How are fiscal and human resources allocated within the school to students who need additional assistance? (1.8)
10. On what basis do you select strategies, interventions, and/or programs to meet student needs? (2.1)
11. To what extent do the teachers in your school effectively employ a continuous improvement process in their classrooms with their students? (2.2)
12. How do teachers and other instructional staff use data from short-cycle and other formative assessments and from summative assessments to refocus or modify instruction at the classroom and individual levels? (2.3)
13. How well do teachers and other instructional staff implement the district policy for allocating and protecting instructional time in all core subject areas? (2.4)
14. What evidence do you have that teachers and other instructional staff have appropriate content knowledge for effective and accurate instruction? (2.5)

New Mexico School Self Assessment

Principal Reflection Guide

16. How often is feedback provided and what types of feedback do teachers give to students? How do students use the feedback? (2.7)
17. What types of opportunities are students generally given to demonstrate their proficiency; and how do teachers allow for adjustment of instruction in terms of levels of difficulty, strategy for instruction, and/or time allotted to complete tasks? (2.8)
18. What does the school do to ensure that all teachers and other instructional staff implement curriculum and classroom assessments that are aligned with the New Mexico Content Standards? (2.9)
19. How do adults in the school prevent and control behavior problems in class? (2.10)
20. What activities are in place to promote and implement a culture of respect, trust, and positive communications among and between educators and children in your school? (3.1)
21. What types of partnerships have been established with local community businesses and organizations, and how are they related to promoting student achievement? (3.2)
22. What activities are in place to engage families as partners in their children's education? (3.3)
23. What specific steps are taken to ensure that the school provides a safe, culturally respectful, and orderly environment conducive to student learning? (3.4)

New Mexico School Self Assessment

Data Summary Form - Principal Reflection



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

Please indicate strengths and opportunities for improvement based on the Principal Reflection Guide evidence. The indicator is the number in parentheses after the question, e.g., *How are priorities for student academic achievement established and stressed throughout the year? (1.3)*

Indicator #	Strengths (maximum of 4)

Indicator #	Opportunities for Improvement (maximum of 4)

New Mexico CLASS School Self Assessment

Staff, Parent, and Student Survey Procedures

Rationale

The Staff, Parent, and Student Self Assessment Surveys will provide these stakeholder groups an opportunity to answer questions that correspond to some of the indicators on the New Mexico CLASS Rubrics. This is an evidence based inquiry and not an evaluation. Information from these stakeholders is essential for revising the Web EPSS.

Use of the Staff Survey

Beyond all teachers, the SLT needs to decide which additional staff they choose to survey (*instructional assistants, librarians, ancillary staff, etc.*)

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



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

Use of the Parent Survey

The Parent Survey is available in both English/Spanish. The SLT should develop a strategy to solicit as high a percentage of parent completion of surveys as possible considering all relevant factors. Surveying a representative population of all parents is critical.

The school may choose how to administer this survey. It can be converted to an on-line survey or hard copies may be distributed to parents.*



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

Use of the Student Survey

There are separate elementary and secondary Student Surveys available in both English/Spanish. The SLT should develop a strategy to survey a significant percentage of students considering grade/maturity level, logistics, and impact on instructional time.

The school may choose how to administer this survey. It can be converted to an on-line survey or hard copies may be distributed to students.*



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

Tools

- Staff Survey
- Parent Survey
- Student Survey



Data Summary Forms for the Staff, Parent, and Students

**Schools 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 School Self Assessment

Staff Survey

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School/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

Please read the indicator and mark the rubric (does not meet, partially proficient, proficient, and exemplary) indicate the level of proficiency of your school leadership team.

a. Institutes an inclusive process to develop a shared vision and mission that promotes high expectations for student achievement. (1.1) (1.3)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Develops Web EPSS goals that are specific, measurable, attainable, realistic, and time-bound. (1.2)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Specifies research-based strategies for meeting Web EPSS goals. (1.2)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Analyzes data to establish priorities and consistently stresses student achievement throughout the year. (1.4)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Uses disaggregated data to set goals for classrooms and planning to meet diverse student needs. (1.4)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Engages all staff in continuous improvement processes by providing organizational structure, allocating resources, and monitoring progress. (1.5)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Establishes processes for teachers to collaborate with other teachers in the same grade level and adjacent grade levels. (1.6)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Acquires additional federal, state, and competitive grants to support student achievement. (1.7)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Allocates appropriate levels of resources to help students who need additional assistance beyond regular classroom core instruction to increase academic growth. (1.8)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Provides job-embedded professional development to support teachers and other instructional staff to help all students improve. Improved career aspirations. (1.9)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

New Mexico CLASS School Self Assessment

Staff Survey

Quality Teaching and Learning

Please read the indicator and mark the rubric (does not meet, partially proficient, proficient, or exemplary) that best describes your school.

a. Implements research-based strategies, interventions, and programs that ensure quality teaching and meet student academic needs. (2.1)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Effectively employs a continuous improvement process in the classroom with students. (2.2)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Uses data derived from short-cycle and other formative assessments and from summative assessments to modify instruction at the classroom or individual level to help all students meet high standards. (2.3)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Consistently implements the district policy for allocating and protecting instructional time in all core subjects. (2.4)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Demonstrates appropriate content knowledge for effective and accurate instruction. (2.5)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Employs effective teaching strategies including differentiated instruction to meet the learning needs of all students. (2.6)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g. Provides specific and timely feedback to students on an ongoing basis and ensure that students use the feedback to improve their performance. (2.7)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Offers students multiple opportunities to demonstrate proficiency. (2.8)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Implements curriculum and classroom assessments aligned with the New Mexico content standards. (2.9)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Maintains positive, respectful classroom climates and use effective classroom management strategies consistent with school policy. (2.10)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Maintains a culture of respect where relationships, trust, communication, and collaboration are valued within the entire school community. (2.10) (3.4)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Ensures that the school is a safe and orderly environment conducive to learning. (2.10) (3.4)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Ensures that the school has a culturally respectful environment. (2.10) (3.4)			
Does Not Meet	Partially Proficient	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

New Mexico CLASS School Self Assessment

Data Summary Form - Staff Survey



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

Please indicate strengths and opportunities for improvement based on the Staff Survey evidence. The indicator is the number in parentheses after the question, *e.g.*, *Allocates appropriate levels of resources to help students who need additional assistance beyond regular classroom core instruction to increase academic growth (1.8)*

Indicator #	Strengths (maximum of 4)

Indicator #	Opportunities for Improvement (maximum of 4)

New Mexico CLASS School Self Assessment

Elementary Student Survey

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School/District: _____ Date of Completion: _____

What grade are you in?
 Qué grado está en?

K 1 2 3 4 5 6

Please read the indicator and mark the rubric (Poor, Fair, Great! Or Don't Know) that best describes your School.
 Por favor lea el indicador y marcar la rúbrica (Poor, feria, gran! O Don't Know) que mejor describa su escuela.

a. Let students set goals for our classroom. (1.4)			
a. Deje que los estudiantes establecer metas para nuestra aula. (1.4)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Is good at teaching and help me learn. (2.1)			
b. Es bueno en la enseñanza y ayudarme a aprender. (2.1)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Stresses the importance of achievement and learning. (2.2)			
c. Destaca la importancia del logro y el aprendizaje. (2.2)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Is good at not interrupting our class with announcements. (2.4)			
d. Es buena para no interrumpir nuestra clase con anuncios. (2.4)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. Allows us to use many different ways to show what we have learned. (2.6)			
e. Nos permite utilizar formas diferentes para mostrar lo que hemos aprendido. (2.6)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Talks to us about the ways in which we learn best. (2.7)			
f. Habla con nosotros sobre las maneras en que aprendemos mejor. (2.7)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provides specific feedback to me soon after I turn my work in to them and help me to improve my work. (2.7)			
g. Proporciona comentarios específicos para mí pronto después de que gire a mi trabajo la que se les y me ayude a mejorar mi trabajo. (2.7)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Helps all students to learn, including those who don't speak English and those who have trouble learning. (2.6)			
h. Ayuda a todos los estudiantes a aprender, incluyendo aquellos que no hablan a inglés y aquellos que tienen aprendizaje de problemas. (2.6) (2.6)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Reteaches things to us when we do not do well on our tests. (2.7)			
i. Reteaches las cosas a nosotros cuando no lo hacemos bien en nuestras pruebas. (2.7)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Ensures that all the students in our class are pretty well behaved. (2.10)			
j. Se asegura de que todos los alumnos de nuestra clase se ha comportado bastante bien. (2.10)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Has a positive, respectful relationship with students. (2.10) (3.4)			
k. Tiene una relación positiva, respetuosa con los estudiantes. (2.10) (3.4)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

l. Treats all of the students in the school well, no matter what their background is. (2.10) (3.4)			
l. Trata a todos los estudiantes en el pozo de la escuela, independientemente de sus antecedentes. (2.10) (3.4)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Ensures that the school is a safe and orderly place that promotes learning. (3.4)			
m. Asegura que la escuela sea un lugar seguro y ordenado que promueve el aprendizaje. (3.4)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Secondary Student Survey

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

What grade are you in?

Qué grado se encuentran en?

- 6 7 8 9 10 11 12

Please read the indicator and mark the rubric (Poor, Fair, Great!, and Don't Know) rating of your school (the whole school, not just your class):

Por favor lea el indicador y marcar la rúbrica (pobres, feria, gran! y Don't Know) rating de su escuela (toda la escuela, no sólo de su clase):

a. Helps students set classroom goals for learning. (1.4)			
b. Ayuda a los estudiantes a establecer metas de aula para el aprendizaje. (1.4)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Helps all students learn and do well on tests. (2.1)			
b. Ayuda a todos los estudiantes a aprender y hacer bien en las pruebas. (2.1)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Stresses the importance of achievement and learning. (2.2)			
c. Destaca la importancia del logro y el aprendizaje. (2.2)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Focuses on learning and not interrupting classes with announcements. (2.4)			
d. Se centra en el aprendizaje y no interrumpir las clases con anuncios. (2.4)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Allows students to use many different ways (e.g., written, verbal, artwork) to demonstrate learning. (2.6)			
e. Permite a los estudiantes a utilizar de muchas maneras diferentes (por ejemplo, por escrito, verbal, ilustración) para demostrar el aprendizaje. (2.6)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Helps all students to learn, including those who don't speak English and those who have trouble learning. (2.6)			
f. Ayuda a todos los estudiantes a aprender, incluyendo aquellos que no hablan a inglés y aquellos que tienen aprendizaje de problemas. (2.6)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provides specific and useful feedback to students soon after work is turned in. (2.7)			
g. Proporciona retroalimentación específica y útil a los alumnos poco después de que se activa la labor. (2.7)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Reteaches things to students who do not do well on tests. (2.7)			
h. Reteaches las cosas a los estudiantes que no hacemos bien en las pruebas. (2.7)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Talks to students about the ways in which we learn best and then use those ways more often. (2.7)			
i. Conversaciones a los estudiantes acerca de las maneras en las que aprender mejor y, a continuación, utilice las formas más a menudo. (2.7)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

j. Ensures that students follow disciplinary rules. (2.10)			
j. Asegura que los estudiantes sigan las reglas disciplinarias. (2.10)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Treats all of the students in the school well, no matter what their background is. (2.10) (3.4)			
k. Trata a todos los estudiantes en el pozo de la escuela, independientemente de sus antecedentes. (2.10) (3.4)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Has a positive, respectful relationship with students. (2.10) (3.4)			
l. Tiene una relación positiva, respetuosa con los estudiantes. (2.10) (3.4)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Ensures that the school is a safe and orderly place that promotes learning. (3.4)			
1. Asegura que la escuela sea un lugar seguro y ordenado que promueve el aprendizaje. (3.4)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

New Mexico CLASS School Self Assessment

Data Summary Form – Elementary and Secondary Student Survey



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

Please indicate strengths and opportunities for improvement based on the Student Survey evidence. The indicator is the number in parentheses after the question, e.g., *Talk to students about the ways in which we learn best and then use those ways more often. (2.7)*

Indicator #	Strengths (maximum of 4)

Indicator #	Opportunities for Improvement (maximum of 4)

New Mexico CLASS School Self Assessment

Parent Survey

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

How many children do you have at this school?

- 1 2 3 or more

Cuántos niños tiene en esta escuela?

- 1 2 3 or more

What are the grade levels of your children

Cuáles son los niveles de grado de tus hijos

- K 1 2 3 4 5 6 7 8 9 10 11 12

Please read the indicator and mark the rubric (Poor, Fair, Great!, and Don't Know) rating administrators, teachers, and other staff at this school:

Lea el indicador y marcar la rúbrica (pobres, Feria, gran! y Don't Know) clasificación de los administradores, profesores y otros miembros del personal de esta escuela:

a. Are good at meeting the learning needs of my children. (2.1)			
a. Son buenos para satisfacer las necesidades de aprendizaje de mis hijos. (2.1)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide specific and timely feedback to my children and help them to use the feedback to improve. (2.7)			
b. Proporcionar información específica y oportuna a mis hijos y ayudarles a utilizar la retroalimentación para mejorar. (2.7)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Offer students many different ways to show what they have learned. (2.6)			
c. Ofrecer a los estudiantes muchas formas diferentes para mostrar lo que han aprendido. (2.6)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Have positive, respectful relationships with children. (2.10) (3.4)			
d. Tienen relaciones positivas y respetuosas con los niños. (2.10) (3.4)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Have positive, respectful relationships with parents. (3.1)			
e. Tienen relaciones positivas y respetuosas con los padres. (3.1)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Communicate often and well with parents. (3.3)			
f. Comunicar a menudo y bien con los padres. (3.3)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Ensure that the school is a safe and orderly place that promotes learning. (3.4)			
g. Asegúrese de que la escuela es un lugar seguro y ordenado que promueve el aprendizaje. (3.4)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Ensure that the school has a culturally respectful environment. (3.4)			
h. Asegúrese de que la escuela tiene un entorno culturalmente respetuoso. (3.4)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Provide appropriate professional development for teachers. (1.9)			
i. Proporciona el adecuado desarrollo profesional para maestros. (1.9)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

j. Stress the importance of student achievement. (2.2) (3.2)			
j. Subrayar la importancia de los logros de los estudiantes. (2.2) (3.2)			
Poor	Fair	Great!	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

New Mexico CLASS School Self Assessment

Data Summary Form - Parent Survey



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

Please indicate strengths and opportunities for improvement based on the Parent Survey evidence. The indicator is the number in parentheses after the question, e.g., *Have positive, respectful relationships with students. (2.10) (3.4)*

Indicator #	Strengths (maximum of 4)

Indicator #	Opportunities for Improvement (maximum of 4)

New Mexico CLASS School Self Assessment

Classroom Observation Guide

Rationale

Classroom observation data are critical for analyzing implementation of Web EPSS strategies and activities in the classroom. The elements of teaching and learning instruction are identified in the Quality Teaching and Learning category of the NM CLASS School Rubrics.

Use of Classroom Observation

The District Leadership Team in collaboration with the School Leadership Team **should decide which classroom observation tool is most appropriate for collecting information** for the Quality Teaching and Learning criterion.

Some districts/schools may choose to utilize tools already being implemented in the district, while others may choose to identify a new or different tool for implementation. A list of observation tools commonly used in the Southwest are available on the PSB website.

It is recommended that for the content area(s) (reading/language arts, math) in which the school did not meet AYP, at least 75% of classrooms should be observed. Other considerations include: consistency and fidelity of tool implementation, who will conduct the observations, inter-rater reliability, length of time for classroom observations, etc.

Completed classroom observation forms should be reviewed, data aggregated, and analyzed to identify strengths and opportunities for improvement. These results should be recorded on the Data Summary Form.

Tools



Data Summary Form – Classroom Observation

New Mexico CLASS School Self Assessment

Data Summary Form - Classroom Observation



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

Please indicate strengths and opportunities for improvement based on the Classroom Observation evidence, (see Quality Teaching and Learning Criterion).

Indicator #	Strengths (maximum of 4)

Indicator #	Opportunities for Improvement (maximum of 4)

New Mexico CLASS School Self Assessment

School Achievement Data Review Procedures

Rationale

Schools have included updated student achievement data and analysis in their current 2009-2010 Web EPSS. School leadership teams should continue to conduct in-depth data analysis to identify possible root causes for achievement gaps.

Use of Tools

Schools are at different levels of experience in collecting and analyzing student achievement data. The School Achievement Data Review poses numerous guiding questions for SLT to consider. Most schools 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 – School Achievement Data Review

New Mexico CLASS School Self Assessment

School Achievement Data Analysis Worksheet

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Part 1: Data Collection

Collect and thoroughly review current available student achievement data.

- 2010 - 2011 School Web EPSS
- 2010 School 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caucasian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economically Disadvantaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade Span 3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade Span 6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade Span 9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 **2010 - 2011 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, 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 is 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, and 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?)

New Mexico CLASS School Self Assessment Summary Form – School Achievement Data Review



School/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 schools 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 schools 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 SLT what the improvement initiative is designed to accomplish.

Use of the Rubric Review

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

- Data Summary Form - Principal Reflection
- Data Summary Form - Staff Survey
- Data Summary Form - Student Survey (Elementary and Secondary)
- Data Summary Form - Parent Survey
- Data Summary Form - Classroom Observation
- Data Summary Form - School Achievement Data Review

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 school responsible for evidence should be identified in the column “*persons responsible for evidence*” using the appropriate codes:
 - Principal PR
 - Staff ST
 - Parent P
 - Student S
- 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 School 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 school. Upon using the rubrics to arrive at a response, examples of evidence should be examined and noted for each indicator. The School 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

- Principal PR
- Staff ST
- Parent P
- Student S

Tools

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



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

Rubric Review Summary Rating Form: Dynamic and Distributed Leadership

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School/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 School Leadership Team on the following leadership characteristics.

1.1 The school leadership team institutes an inclusive process to develop a shared vision and mission that promote high expectations for 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 school leadership team either does not have a shared vision and a 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 without very much stakeholder input. Few educators are familiar with the mission or vision. The school leadership team rarely uses the vision and mission to guide decisions. 	<ul style="list-style-type: none"> The school leadership team has recently updated its vision and mission to ensure that they strongly focus on student achievement. An inclusive process is in place and at least some input has been received by internal and external stakeholder groups to develop the vision and mission. Most educators in the school are familiar with the vision and mission. The school 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 school leadership team has established a shared vision and mission using an inclusive process with the input of multiple internal and external stakeholder groups. The vision and mission promote clear, high expectations for student achievement for students and educators. Most educators can generally cite the vision and mission. The vision and mission are aligned with those of the district and are consistently used by the school leadership team to make decisions. 	<ul style="list-style-type: none"> The school leadership team has met all of the provisions to score “proficient.” In addition: <ul style="list-style-type: none"> The vision and mission are widely communicated and used as a filter for all school improvement activities. The school leadership team establishes a regular feedback loop to ensure that the vision and mission are revised as needed and appropriately modified to maintain momentum toward accomplishment of the vision, mission, and goals.
Persons Responsible for Evidence:		Evidence/Tool:	

1.2 The school leadership team develops SMART (specific, measurable, attainable, realistic, and time-bound) goals for the 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 school leadership team sets goals for the Web EPSS, but the goals may not be expressed as SMART goals or may be unrealistically high or not rigorous enough. • The school leadership team sets school goals that are not based on an analysis of needs and research-based strategies for meeting needs. • The school leadership team does not consistently support implementation of strategies to meet goals. • The school leadership team does not consistently monitor implementation of strategies for effectiveness. 	<ul style="list-style-type: none"> • The school leadership team sets goals for student achievement in the Web EPSS, written as SMART goals. • The school leadership team sets school goals based on an analysis of needs, but may not take into account research-based strategies for meeting needs. • The school leadership team occasionally supports implementation of strategies to meet goals. • The school leadership team does not consistently monitor implementation of strategies for effectiveness. 	<ul style="list-style-type: none"> • The school leadership team sets appropriate SMART goals in the Web EPSS for student achievement. • The school leadership team sets school goals based on an analysis of needs and an analysis of research-based strategies for meeting needs. • The school leadership team consistently supports implementation of strategies to meet goals. • The school leadership team consistently monitors implementation of strategies for effectiveness. 	<ul style="list-style-type: none"> • The school leadership team meets all requirements needed to score “proficient.” In addition: <ul style="list-style-type: none"> • The school leadership team sets SMART goals for other areas such as school climate and parent involvement. • The school leadership team creates a sense of urgency, responsibility, and efficacy among stakeholder groups for meeting expectations for student achievement and increases expectations as appropriate.
Persons Responsible for Evidence:		Evidence/Tool:	

1.3 The school leadership team implements procedures and practices to promote 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 school leadership team does not thoroughly review student performance data. • The school leadership team does not stress student achievement priorities in visible ways. • The school leadership team provides little or no support to teachers and staff targeted specifically to improve student achievement. 	<ul style="list-style-type: none"> • The school leadership team reviews student performance data but does not use the results of its analysis to focus on improving student academic performance or does not prioritize student achievement above other efforts. • The school leadership team stresses student achievement in visible ways, but not consistently throughout the year. • The school leadership team provides some support to help teachers and staff improve student achievement, but the support is not consistent or may include professional development with little or no follow through. 	<ul style="list-style-type: none"> • The school leadership team regularly and thoroughly analyzes student performance data to inform and establish priorities for student academic achievement. • The school leadership team frequently and consistently stresses student achievement priorities throughout the year. • The school leadership team provides consistent support to help teachers and staff improve student achievement, including targeted professional development and individualized feedback. 	<ul style="list-style-type: none"> • The school leadership team has met all of the provisions to score “proficient.” In addition: <ul style="list-style-type: none"> • School leadership team members provide recognition to students, teachers, and staff who have been successful in improving achievement. • Multiple supportive strategies are provided to help teachers and staff. • When student achievement has not been sufficient, there are collaborative sessions among administrators, school leadership team, teachers, and staff to discuss why and to devise multiple strategies.
Persons Responsible for Evidence:		Evidence/Tool:	

1.4 The school leadership team ensures that teachers and other instructional staff use disaggregated data in an ongoing process of setting goals for classrooms and planning to meet diverse student needs.			
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 school leadership team does not ensure that teachers and other instructional staff have participated in analyzing disaggregated data to set classroom goals or to plan to meet diverse student needs. 	<ul style="list-style-type: none"> The school leadership team ensures that teachers and other instructional staff use disaggregated data on at least a limited basis to set classroom goals and to plan to meet diverse student needs. 	<ul style="list-style-type: none"> The school leadership team ensures that all teachers and other instructional staff use disaggregated data on a regular basis to set classroom goals and to plan to meet diverse student needs. The school leadership team collaboratively adjusts programs and/or reallocates resources based on ongoing data analysis and progress toward collectively meeting Web EPSS goals. 	<ul style="list-style-type: none"> The school leadership team ensures that all teachers and other instructional staff meet all of the requirements to score “proficient.” In addition: <ul style="list-style-type: none"> Students are involved in classroom goal setting and discussions of instructional strategies that work. Teachers, other instructional staff, and students engage in progress monitoring to ensure goals will be met by all students.
Persons Responsible for Evidence:		Evidence/Tool:	

1.5 The school leadership team engages all staff at the school in continuous improvement processes as established in the Web EPSS by providing organizational structure, allocating resources, and monitoring progress.			
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 school 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 school leadership team does not engage all staff at the school in continuous improvement methodology as established in the Web EPSS. • The school leadership team does not consistently use the tools and methodologies associated with the continuous improvement model. 	<ul style="list-style-type: none"> • The school leadership team conducts an analysis of the school’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 school leadership team involves most staff at the school in continuous improvement methodology as established in the Web EPSS. • The school leadership team consistently uses some of the tools and methodologies associated with the continuous improvement model. 	<ul style="list-style-type: none"> • The school leadership team conducts a comprehensive analysis of the school’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 school leadership team uses the analysis to revise the Web EPSS; identify new goals; and retain or replace programs, services, and/or support processes. • The school leadership team consistently uses the tools and methodologies associated with the continuous improvement model. • The school leadership team regularly seeks input and receives feedback from staff to improve programs, recognizes accomplishments, and presents concrete plans to address challenges revealed by the data. 	<ul style="list-style-type: none"> • The school leadership team meets all of the requirements to score “proficient.” In addition: <ul style="list-style-type: none"> • Teacher leaders, accountability committee, and community members collaborate with the school 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 school leadership team seeks student input in helping to determine how to become more effective.
Persons Responsible for Evidence:		Evidence/Tool:	

1.6 The school leadership team establishes formal processes for teachers and other instructional staff to engage in vertical and horizontal collaboration focused on 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 school 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 school. The school leadership team does not have specific processes for teachers and other instructional staff to use to engage in vertical and horizontal collaboration focused on helping all students to become proficient at each grade level. 	<ul style="list-style-type: none"> The school leadership team ensures that the 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 school leadership team has some processes in place for teachers and other instructional staff to use to engage in vertical and horizontal collaboration focused on helping all students to become proficient at each grade level. 	<ul style="list-style-type: none"> The school leadership team ensures that the school has 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 school leadership team has a formal process in place that ensures that the curriculum is well articulated vertically and horizontally and that teachers collaborate frequently to ensure consistency and focus on helping all students to become proficient at each grade level. 	<ul style="list-style-type: none"> The school leadership team meets all requirements needed to score “proficient.” In addition: <ul style="list-style-type: none"> The school 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:	

1.7 The school 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 school 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 school leadership team does not regularly monitor the use of funds for effectiveness in increasing student achievement. 	<ul style="list-style-type: none"> The school 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 school leadership team occasionally monitors the use of funds for effectiveness in increasing student achievement. 	<ul style="list-style-type: none"> The school 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 school leadership team acquires or assists schools with the acquisition of federal, state, and competitive grants. 	<ul style="list-style-type: none"> The school leadership team has met all of the provisions to score “proficient.” In addition: <ul style="list-style-type: none"> The school leadership team reallocates funds as necessary to accelerate progress. The school leadership team finds ways to sustain programs after the initial period of funding has passed. The school leadership team regularly monitors the use of funds for effectiveness in increasing student achievement.
Persons Responsible for Evidence:		Evidence/Tool:	

1.8 The school leadership team allocates appropriate levels of resources to help students who need additional assistance beyond regular classroom core instruction to increase 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 school leadership team does not allocate additional resources to schools with needs to provide assistance to students beyond the regular classroom core instruction to support their academic growth. 	<ul style="list-style-type: none"> The school leadership team conducts an annual review of needs and allocates some additional resources for the provision of assistance to students beyond the regular core classroom instruction to support their academic learning. The school leadership team typically provides 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 school leadership team has a policy and practice of conducting an annual review of needs and allocating additional resources, both fiscal and human, to provide assistance to students beyond the regular core classroom instruction to support their academic growth. The school leadership team provides 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. The school leadership annually evaluates the effectiveness of its efforts and engages in continuous improvement based on the data collection in the evaluation. 	<ul style="list-style-type: none"> The school leadership team has met all of the provisions to score “proficient.” In addition: <ul style="list-style-type: none"> The school provides transportation for students to help them attend before/after school and summer school opportunities. The school leadership team also provides enhancement opportunities beyond the regular classroom instruction so proficient or advanced students can get ahead. The school leadership team increases learning time through strategies such as tutoring, double blocks, extended day, and summer programs.
Persons Responsible for Evidence:		Evidence/Tool:	

1.9 The school leadership team provides job-embedded professional development to support teachers and other instructional staff in helping all students achieve.			
Does Not Meet	Partially Proficient	Proficient	Exemplary
□	□	□	□
<ul style="list-style-type: none"> • The school leadership team provides professional development to teachers and other instructional staff with no particular regard for its impact on student achievement. • The school leadership team makes few or no efforts to deepen teachers' and other instructional staff's content knowledge or instructional skills. • The school leadership team has policies and procedures for supervision and performance evaluation of teachers and other instructional staff but they are implemented inconsistently. 	<ul style="list-style-type: none"> • The school leadership team provides professional development to teachers and other instructional staff with some regard for its impact on student achievement, though the link is not necessarily to the greatest need. • The school leadership team makes some effort to deepen teachers' and other instructional staff's content knowledge and/or instructional skills, but the effort may come from teachers using their own resources. • The school leadership team uses policies and procedures for supervision and performance evaluation of teachers and other instructional staff on a regular basis, but they are not targeted towards student achievement. 	<ul style="list-style-type: none"> • The school leadership team provides professional development to teachers and other staff that directly addresses the learning needs of all students in the school. • The school leadership team makes a strong effort to deepen all teachers' and other instructional staff's content knowledge and instructional skills. • The school leadership team provides all teachers and other instructional staff with time and/or resources to pursue professional development and apply what they have learned in their classrooms. • The school leadership team uses policies and procedures for supervision and performance evaluation of teachers and other instructional staff on a regular basis to promote and support student achievement. 	<ul style="list-style-type: none"> • The school leadership team meets all of the requirements to score "proficient." In addition: <ul style="list-style-type: none"> • The school leadership team plans professional development to meet the identified needs of incoming students. • The school leadership team conducts evaluations of professional development and consistent monitoring of implementation to ensure that the professional development was effective.
Persons Responsible for Evidence:		Evidence/Tool:	

Examples of Evidence Criterion #1: Dynamic and Distributed Leadership

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; districts may provide other evidence that does not appear on this list.

School Level

- Vision and Mission Statements, including written statements of philosophy, vision, norms, beliefs, values.
- School Educational Plan for Student Success (Web EPSS).
- School Master Schedule: teacher assignments, classes, time allocations for instruction.
- Written policies and procedures for implementation of vision and mission, goals.
- Job descriptions for School Leadership Team members and/or Goal Teams.
- Meeting notes/agendas (School Leadership Team meetings, Goal Teams, School Restructuring Council).
- Public Forums (school newsletters, notices, letters to parents, agendas, etc.).
- School Professional Development Plan /schedule, agendas, materials.
- Orientation/mentoring support provided to new teachers and/or administrators (written policies, agendas, etc.).
- Disaggregated student performance data: NMSBA, SCA, student data folders.
- Analyses of disaggregated students' performance data.
- Grant applications and awards.
- Curriculum documents aligned to New Mexico State Standards and Benchmarks, including lesson plans, etc.
- Reports of attendance and discipline data.
- Reports of number of HQ teachers; endorsements (ELL).
- Reports of licensure levels of teachers.
- School Budget.

Data Summary Form: Dynamic and Distributed Leadership



School/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 school leadership team provides job-embedded professional development to support teachers and other instructional staff in helping all students achieve (1.9)*

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 school. Upon using the rubrics to arrive at a response, examples of evidence should be examined and noted for each indicator. The School 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

- Principal PR
- Staff ST
- Parent P
- Student S

Tools

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



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

Rubric Review Summary Rating Form: Quality Teaching and Learning

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School/District: _____ Date of Completion: _____

Quality Teaching and Learning

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

2.1 All teachers and other instructional staff implement research-based strategies, interventions, and programs that ensure quality teaching and meet student academic needs.			
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"> Teachers and other instructional staff implement strategies, interventions, and programs that have no apparent research base for effectiveness. Textbooks drive the choices to meet student academic needs. Teachers and other instructional staff do not specifically select strategies, interventions, and programs to meet the needs of the particular students in the classroom. 	<ul style="list-style-type: none"> Teachers and other instructional staff are inconsistent in their implementation of strategies, interventions, and programs that have been found in current research to have a strong likelihood of effectiveness in meeting student academic needs. Teachers and other instructional staff specifically select some strategies, interventions, and programs to meet the needs of the particular students in the classroom. 	<ul style="list-style-type: none"> All teachers and other instructional staff consistently implement strategies, interventions, and programs found through current research to have a high likelihood of effectiveness and to be focused on meeting specific student academic needs. All teachers and other instructional staff specifically select strategies, interventions, and programs to meet the needs of the particular students in the classroom, with special attention to linguistic and cultural needs of the students. 	<ul style="list-style-type: none"> All teachers and other instructional staff meet all requirements to score “proficient.” In addition: <ul style="list-style-type: none"> All teachers and other instructional staff regularly monitor progress, both informally and formally, to assess the impact of the research-based strategies, interventions, and programs. All teachers and other instructional staff regularly seek additional information about adapting instructional strategies and materials and implement them appropriately to meet the linguistic and cultural needs of the students.
Persons Responsible for Evidence:		Evidence/Tool:	

2.2 All teachers and other instructional staff effectively employ a continuous improvement process in the classroom with 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"> Few or no teachers and other instructional staff employ a continuous improvement process in planning instruction. Few students track their own data, set individual learning goals, and track progress in data folders. 	<ul style="list-style-type: none"> Most teachers and other instructional staff employ a continuous improvement process in planning instruction. Some students track their own data, set individual learning goals, and track progress in data folders. 	<ul style="list-style-type: none"> All teachers and other instructional staff consistently employ a continuous improvement process in planning instruction. All students track their own data, set individual learning goals, and track progress in data folders. 	<ul style="list-style-type: none"> All teachers and other instructional staff meet all requirements to score “proficient.” In addition: <ul style="list-style-type: none"> Teachers collaboratively plan, at least bimonthly, within grade levels and departments to reach common curricular goals using a continuous improvement process. Collaboration on lesson development, progress monitoring, and summative assessments informs plans for present and future years.
Persons Responsible for Evidence:		Evidence/Tool:	

2.3 All teachers and other instructional staff use data derived from short-cycle and other formative assessments and from summative assessments to refocus or modify instruction at the classroom or individual level to help all students meet high standards.			
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"> • Few or no teachers and other instructional staff analyze the data results from assessments to refocus or modify instruction to ensure all students meet high standards. • Assessments are administered only to record grades for students or to meet school requirements. • Teachers and other instructional staff rarely analyze assessments at the classroom or student level. 	<ul style="list-style-type: none"> • Some teachers and other instructional staff analyze data results from either short-cycle, formative, and/or summative assessments to refocus or modify instruction through the selection of instructional strategies or content emphasis that will ensure all students meet high standards. • Some teachers and other instructional staff analyze assessments both at the classroom level and individual student level to plan instruction. 	<ul style="list-style-type: none"> • All teachers and other instructional staff consistently analyze the data results derived from a variety of assessments (short-cycle, formative, and summative) to refocus or modify instruction through selection of instructional strategies or content emphasis to ensure all students meet high standards. • All teachers and other instructional staff analyze assessments both at the classroom level and individual student level to plan instruction. 	<ul style="list-style-type: none"> • All teachers and other instructional staff meet all requirements to score “proficient.” In addition: <ul style="list-style-type: none"> • Teachers and other instructional staff frequently and collaboratively choose or design common classroom assessments aligned to New Mexico Content Standards. • Teachers and other instructional staff collectively analyze the data derived from these assessments monthly, offering each other suggestions for improving instruction and student learning, particularly for those students who are not proficient.
Persons Responsible for Evidence:		Evidence/Tool:	

2.4 All teachers and other instructional staff consistently implement the district policy for allocating and protecting instructional time in all core subject areas.			
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"> Teachers and other instructional staff do not consistently implement the district policy for allocating and/or protecting instructional time in core subject areas. The school leadership team engages in little or no monitoring of the way that instructional time is used. 	<ul style="list-style-type: none"> Teachers and other instructional staff consistently allocate a designated amount of time in some core subject areas and/or the associated RtI in mathematics and reading/language arts. Teachers and other instructional staff make efforts to limit interruptions to instructional time (e.g., announcements during the day, assemblies, and field trips) but the efforts are not consistently enforced. The school leadership team does not consistently monitor the use of instructional time in all core subject areas. 	<ul style="list-style-type: none"> All teachers and other instructional staff consistently allocate a designated amount of time for each core subject area and the associated RtI in mathematics and reading/language arts. All teachers and other instructional staff make strong consistent efforts to limit interruptions to instructional time (e.g., announcements during the day, assemblies, and field trips). The school leadership team consistently monitors the use of instructional time in all core subject areas. 	<ul style="list-style-type: none"> All teachers and other instructional staff meet all requirements needed to score “proficient.” In addition: <ul style="list-style-type: none"> The school leadership team ensures that district policies protecting instructional time are monitored and immediately addresses any problems that arise.
Persons Responsible for Evidence:		Evidence/Tool:	

2.5 All teachers and other instructional staff demonstrate 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"> Some teachers and other instructional staff demonstrate appropriate content knowledge for effective and accurate instruction. 	<ul style="list-style-type: none"> Most teachers and other instructional staff consistently demonstrate appropriate content knowledge for effective and accurate instruction. 	<ul style="list-style-type: none"> All teachers and other instructional staff demonstrate strong 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: <ul style="list-style-type: none"> 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 All teachers and other instructional staff provide specific and timely feedback to students on an ongoing basis and students use the feedback to improve their performance.			
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"> Teachers and other instructional staff rarely provide specific feedback to students on their performances. Feedback provided to students may not be specific or timely and is rarely used by students to improve their performance. 	<ul style="list-style-type: none"> Teachers and other instructional staff occasionally provide feedback to students to help them improve their performances. Feedback provided to students is specific and timely and is sometimes used by students to improve their performance. 	<ul style="list-style-type: none"> All teachers and other instructional staff provide feedback to all students on an ongoing basis. Feedback is timely, specific, and constructive in helping students improve their performances. Students regularly use the feedback to improve their performance through the PDSA cycle. 	<ul style="list-style-type: none"> All teachers and other instructional staff meet all requirements to score “proficient.” In addition: <ul style="list-style-type: none"> Teachers monitor the effectiveness of the feedback supplied to students to ensure that it is constructive and empowering, and make adjustments to the feedback as needed. Student peers also provide feedback to support each other in improving their performance.
Persons Responsible for Evidence:		Evidence/Tool:	

2.7 All teachers and other instructional staff provide specific and timely feedback to students on an ongoing basis and students use the feedback to improve their performance.			
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"> Teachers and other instructional staff rarely provide specific feedback to students on their performances. Feedback provided to students may not be specific or timely and is rarely used by students to improve their performance. 	<ul style="list-style-type: none"> Teachers and other instructional staff occasionally provide feedback to students to help them improve their performances. Feedback provided to students is specific and timely and is sometimes used by students to improve their performance. 	<ul style="list-style-type: none"> All teachers and other instructional staff provide feedback to all students on an ongoing basis. Feedback is timely, specific, and constructive in helping students improve their performances. Students regularly use the feedback to improve their performance through the PDSA cycle. 	<ul style="list-style-type: none"> All teachers and other instructional staff meet all requirements to score “proficient.” In addition: <ul style="list-style-type: none"> Teachers monitor the effectiveness of the feedback supplied to students to ensure that it is constructive and empowering, and make adjustments to the feedback as needed. Student peers also provide feedback to support each other in improving their performance.
Persons Responsible for Evidence:		Evidence/Tool:	

2.8 All teachers and other instructional staff offer students multiple opportunities for demonstrating proficiency.			
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"> Teachers and other instructional staff do not offer opportunities for students to choose ways to demonstrate proficiency of content. Teachers and other instructional staff rarely allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time allowed to adjust for individual needs. 	<ul style="list-style-type: none"> Teachers and other instructional staff occasionally offer students multiple opportunities to demonstrate proficiency of content in a variety of modalities, such as oral, visual, or written representation, through stories, plays, or use of media, or a variety of other techniques for demonstrating what was learned. Teachers and other instructional staff occasionally allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time allowed to adjust for individual needs. 	<ul style="list-style-type: none"> All teachers and other instructional staff consistently offer multiple opportunities for students to demonstrate proficiency of content in a variety of modalities on a regular basis. All teachers and other instructional staff consistently allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time needed to meet individual needs. 	<ul style="list-style-type: none"> All teachers and other instructional staff meet all requirements to score “proficient.” In addition: <ul style="list-style-type: none"> Students collaborate with the teacher to design ways to demonstrate their proficiency of content using a variety of modalities.
Persons Responsible for Evidence:		Evidence/Tool:	

2.9 The school leadership team ensures that all teachers and other instructional staff implement curriculum and classroom assessments that are aligned with the New Mexico Content Standards.

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"> • Teachers and other instructional staff do not offer opportunities for students to choose ways to demonstrate proficiency of content. • Teachers and other instructional staff rarely allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time allowed to adjust for individual needs. 	<ul style="list-style-type: none"> • Teachers and other instructional staff occasionally offer students multiple opportunities to demonstrate proficiency of content in a variety of modalities, such as oral, visual, or written representation, through stories, plays, or use of media, or a variety of other techniques for demonstrating what was learned. • Teachers and other instructional staff occasionally allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time allowed to adjust for individual needs. 	<ul style="list-style-type: none"> • All teachers and other instructional staff consistently offer multiple opportunities for students to demonstrate proficiency of content in a variety of modalities on a regular basis. • All teachers and other instructional staff consistently allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time needed to meet individual needs. 	<ul style="list-style-type: none"> • All teachers and other instructional staff meet all requirements to score “proficient.” In addition: <ul style="list-style-type: none"> • Students collaborate with the teacher to design ways to demonstrate their proficiency of content using a variety of modalities.
Persons Responsible for Evidence:		Evidence/Tool:	

2.10 All teachers and other instructional staff maintain positive, respectful classroom climates and use effective classroom management strategies that are consistent with school and district policies to meet the learning needs 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"> • Few teachers and other instructional staff use appropriate communication strategies, including de-escalation strategies, to prevent and control behavior problems in the classroom. • Few teachers and other instructional staff use predictable classroom routines. • Teachers and other instructional staff are inconsistent in their responses to problem behaviors. • Teachers, other instructional staff, and students rarely show or feel mutual respect. 	<ul style="list-style-type: none"> • Some teachers and other instructional staff use appropriate communication strategies, including de-escalation strategies, to prevent and control behavior problems in the classroom, but the use is not consistent. • Some teachers and other instructional staff use predictable classroom routines, but use is not consistent. • Some teachers and other instructional staff are consistent in their responses to problem behaviors. • Some teachers, other instructional staff, and students show and feel mutual respect for each other, but not consistently. 	<ul style="list-style-type: none"> • All teachers and other instructional staff use appropriate communication strategies, including de-escalation strategies, to prevent and control behavior problems in the classroom. • All teachers and other instructional staff use predictable classroom routines. • All teachers and other instructional staff are consistent in their responses to problem behaviors. • All teachers, other instructional staff, and students consistently show and feel mutual respect for each other. 	<ul style="list-style-type: none"> • All teachers and other instructional staff meet all requirements to score “proficient.” In addition: <ul style="list-style-type: none"> • Discipline data are used to determine and adjust decisions regarding classroom discipline. • Teachers and other instructional staff provide acknowledgement and recognition to students that maintain a low number of infractions.
Persons Responsible for Evidence:		Evidence/Tool:	

Examples of Evidence Criterion #2: Quality Teaching and Learning

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

School Level

- District curriculum documents for teachers, e.g. sample lesson plans, lists of approved teaching materials.
- Evidence that teachers use district curriculum framework documents, e.g., lesson plans, observations.
- Evidence that teachers use scope and sequence documents, e.g., lesson plans, observations.
- Evidence that teachers use district-approved research-based strategies and interventions: lesson plans, observations.
- Evidence that teachers use district-approved supplemental curriculum materials: lesson plans, observations.
- Professional development schedule for school year, agendas, materials, sign-in sheets, etc.
- Documentation of workshops, trainings, PD, coaching, mentoring of staff , e.g., notices, agendas, sign-in sheets, etc.
- Documentation of classroom observations: protocols, feedback.
- Documentation of teacher evaluations.
- Purchase and use of curriculum materials and supplies.
- Disaggregated student performance data (NMSBA, SCA, CBM) reports.
- School Student Assistance Team/RtI, meeting notices, agendas, notes.
- Universal Screening data: DIBELS reports.
- Short Cycle Assessment data reports.
- Individual Student Academic Improvement Plans.
- “Next Step” Plans (8th grade and above).
- Program/service schedules, notices, attendance reports for before-after school programs, tutoring services, etc.
- Communications: school newsletters, notices to parents, school website, teacher email, marquee, student surveys, and focus groups.
- Agendas/Notes: school leadership team, goal teams, staff meetings, PTSA, restructuring council.

Data Summary Form: Quality Teaching and Learning



School/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., *All teachers and other instructional staff maintain positive, respectful classroom climates and use effective classroom management strategies that are consistent with school and district policies to meet the learning needs of all students (2.10)*

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 school. Upon using the rubrics to arrive at a response, examples of evidence should be examined and noted for each indicator. The School 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

- Principal PR
- Staff ST
- Parent P
- Student S

Tools

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



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

Rubric Review Summary Rating Form: Culture and Collaborative Relationships

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School/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 School Leadership Team.

3.1 The school leadership team, teachers, and other instructional staff maintain a culture of respect where relationships, trust, communication, and collaboration are valued within the entire school community.			
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 school leadership team, teachers, and other instructional staff do not consistently promote or implement a culture of respect where relationships, trust, communication, and collaboration are valued. The culture of respect is mostly evident in their language and actions, but there are regular exceptions. The school leadership team rarely provides opportunities for teachers and other instructional staff to collaborate in planning for improvement. The school leadership team makes few attempts to forge strong relationships among all internal stakeholders. 	<ul style="list-style-type: none"> The school leadership team, teachers, and other instructional staff have some activities in place that promotes and implements a culture of respect where relationships, trust, communication, and collaboration are valued. The culture of respect is consistently evident in their language and actions, though there may be some exceptions. The school leadership team occasionally provides opportunities for teachers and other instructional staff to collaborate in planning for improvement. The school leadership team takes some steps to forge strong relationships among internal stakeholders, but the attempts are infrequent and/or not effective. 	<ul style="list-style-type: none"> The school leadership team, teachers, and other instructional staff have regular activities in place that promotes and implements a culture of respect where relationships, trust, communication, and collaboration are valued. The culture of respect is consistently evident in all school community language and actions. The school leadership team provides regular opportunities for teachers and other instructional staff to collaborate in planning for improvement. The school leadership team takes active steps to forge strong relationships among internal stakeholders. 	<ul style="list-style-type: none"> The school leadership team, teachers, and other instructional staff meet all requirements needed to score “proficient.” In addition: <ul style="list-style-type: none"> The school leadership team provides multiple opportunities for teachers and staff to raise and resolve issues without negative consequences or retribution. The school leadership team is viewed by all internal stakeholders as effective in decision making, conflict resolution, and open communication. <p style="text-align: right;"><i>*Survey continues on next page</i></p>

Persons Responsible for Evidence:	Evidence/Tool:
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3.2 The school leadership team establishes ongoing partnerships and communicates regularly with local community businesses and organizations to enhance 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 school leadership team does not actively seek partnerships with local community businesses and organizations. Partnerships that exist are not specifically designed or clearly related to enhancing student achievement. Communication may be infrequent and there is no follow-up to evaluate effectiveness. 	<ul style="list-style-type: none"> The school leadership team actively seeks partnerships with local community businesses and organizations, but the partnerships may not be ongoing. The partnerships are related to enhancing student achievement. Communication may be infrequent and there is no follow-up to evaluate effectiveness. 	<ul style="list-style-type: none"> The school leadership team has ongoing partnerships with local community businesses and organizations. The partnerships promote specific strategies and activities to enhance student achievement. Communication is frequent and two-way, and there is follow-up to evaluate effectiveness. 	<ul style="list-style-type: none"> The school leadership team meets all requirements needed to score “proficient.” In addition: <ul style="list-style-type: none"> Existing partnerships are sustained and viewed as mutually beneficial. Partnerships provide multiple types of resources, including funds and human resources, targeted to enhancing student achievement.
Persons Responsible for Evidence:		Evidence/Tool:	

3.3 The school leadership team, teachers, and other instructional staff engage families as partners in their children’s education.			
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 school leadership team, teachers, and other instructional staff provide few opportunities for parents and guardians to participate in their children’s education. • The school leadership team, teachers, and other instructional staff make no attempt to remove barriers to parent and guardian involvement. 	<ul style="list-style-type: none"> • The school leadership team, teachers, and other instructional staff inform parents about their children’s progress, and some parents and guardians are involved in classrooms and school programs. • The school leadership team, teachers, and other instructional staff make attempts to remove barriers to parent and guardian involvement. 	<ul style="list-style-type: none"> • The school leadership team, teachers, and other instructional staff routinely involve parents and guardians as partners in their children’s education. • The school leadership team monitors attendance and provides information for parents and guardians to help them in their efforts to support their child’s achievement. • The school leadership team, teachers, and other instructional staff encourage parent and guardian participation in school programs. • The school leadership team, teachers, and other instructional staff have actively removed most barriers to parent and guardian involvement. 	<ul style="list-style-type: none"> • The school meets all requirements needed to score “proficient.” In addition, <ul style="list-style-type: none"> • The school leadership team, teachers, and other instructional staff have strategies for working with parents to improve their child’s attendance and proficiency levels in all subject areas. • The school leadership team, teachers, and other instructional staff have an established process for including parents in school programs. • All identified barriers to parent and guardian involvement have been eliminated.
Persons Responsible for Evidence:		Evidence/Tool:	

3.4 The school leadership team ensures that the school provides a safe, culturally respectful, 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 school leadership team does not take any steps beyond following policies to ensure that the school is a safe environment conducive to learning. • The school leadership team makes no special effort to ensure that there is no bullying among students. • The school leadership team has no formal processes for promoting positive relationships between students and teachers and between students and other students, but may do so informally. 	<ul style="list-style-type: none"> • The school leadership team occasionally monitors the school to ensure that it provides a safe environment conducive to learning. • The school leadership team takes some steps to ensure that there is little or no bullying among students. • The school leadership team has no formal processes for promoting positive relationships between students and teachers and between students and other students, but does so informally. 	<ul style="list-style-type: none"> • The school leadership team regularly monitors the school to ensure that it provides a safe environment conducive to learning. • The school leadership team takes active steps to ensure that there is no bullying among students. • The school leadership team has formal processes for promoting positive relationships between students and teachers and between students and other students. 	<ul style="list-style-type: none"> • The school leadership team meets all requirements needed to score “proficient.” In addition: <ul style="list-style-type: none"> • The school leadership team consistently monitors safety and puts into place prevention programs to help students avoid risky behaviors. • The school leadership team conducts evaluations of effectiveness of the school safety, anti-bullying, and positive relationship practices. • There is parent and community involvement providing input and assessment of safety practices and processes.
Persons Responsible for Evidence:		Evidence/Tool:	

3.5 The school leadership team 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 school leadership team does not ensure clear communication of the district policies and expected practices for codes of conduct to multiple stakeholder groups including 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 school leadership team clearly communicates the district policies and expected practices for codes of conduct to multiple stakeholder groups including 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 school leadership team clearly communicates the district discipline policies and procedures for codes of conduct to multiple stakeholder groups including 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 school leadership team meets all requirements needed to score “proficient.” In addition: <ul style="list-style-type: none"> The school leadership team evaluates the effectiveness of the code of discipline and the extent to which it is equitably applied. The school leadership team provides acknowledgement and recognition to classes, teachers, and students that maintain a low number of infractions.
Persons Responsible for Evidence:		Evidence/Tool:	

3.6 The school leadership team maintains a process to celebrate student and teacher achievement regularly and to provide incentives for making progress toward meeting school 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 school leadership team does not have a process in place to share effective practices or promising results toward attaining school achievement goals. • The school leadership team does not provide incentives for making progress toward meeting school goals. • The school leadership team does not publicly acknowledge making progress toward meeting goals. 	<ul style="list-style-type: none"> • The school leadership team occasionally celebrates and shares effective practices and promising results toward attaining school achievement goals. • The school leadership team provides some incentives for making progress toward meeting goals, but they are not perceived as being very motivating. • The school 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 school leadership team regularly celebrates and shares effective practices and promising results in reaching school achievement goals. • The school leadership team provides meaningful incentives for making progress toward meeting goals. • The school leadership team provides public acknowledgment of making progress toward meeting goals on a formal basis. 	<ul style="list-style-type: none"> • The school leadership team meets all requirements needed to score “proficient.” In addition: <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 school may provide as evidence to substantiate ratings on the needs assessment rubric. It is not intended to be exhaustive or restrictive; schools may provide other evidence that does not appear on this list.

School Level

- Agendas, minutes of School Leadership Team meetings.
- School Vision, Mission, and Goals statements.
- Written partnership agreements with community agencies/ organizations/businesses.
- Written School Safety Policy and Procedures and data reports.
- Written Student Discipline Policy and Procedures and data reports.
- Student/Parent Handbook.
- Documentation of participation in district-wide incentives and initiatives.
- Communication documents: school website, newsletters, staff email, TTY services, surveys, open house, PT conferences, PTSA/PTO or Advisory Councils.
- Reports of classroom volunteer participation (field trips, fund raisers).
- Parent Center reports.
- School Health Clinic reports.
- Support staff reports: social workers, counselors, nurse.

Data Summary Form: Culture and Collaborative Relationships



School/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 school leadership team maintains a process to celebrate student and teacher achievement regularly and to provide incentives for making progress toward meeting school goals.*(3.6)

Indicator #	Strengths (maximum of 4)

Indicator #	Opportunities for Improvement (maximum of 4)

New Mexico CLASS School Self Assessment Review

Setting Priorities Guide 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 School Leadership Team will prioritize strengths and opportunities for improvement identified in the Rubric Review Rating Forms. The following is a *suggested process*. Schools 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 School Leadership Team Member three colored dots.
- Ask each School Leadership Team Member to answer this question silently: “Which of these opportunities for improvement will have the greatest positive impact on student achievement?”
- Have School 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 School 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 school 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 school 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 School 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 School 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.

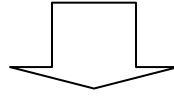
Priorities shall be reflected in the revised District Web EPSS. To assist with the NM CLASS validation process, we ask that you identify in your Web EPSS your NM CLASS priorities, for example:

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

New Mexico CLASS School Self Assessment Review

Setting Priorities Flowchart

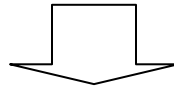
The School Leadership Team will prioritize strengths and opportunities for improvement identified in the Rubric Review Rating Sheet. Data Summary evidence can also be considered at this point.



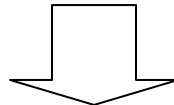
Individual team members identify priorities independently by:

Post identified recommendations around the meeting room on chart paper.

- Give each School Leadership Team member three colored dots.
- Ask each School Leadership Team member to answer this question silently: “Which of these strategies will have the greatest positive impact on student achievement?”
- Have School 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 School Leadership Team members have identified.

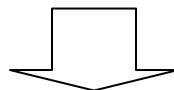


CONSIDER IMPORTANCE CRITERIA AND FEASIBILITY CRITERIA
(See Setting Priorities Procedures)



The prioritization process is for the School Leadership Team to use 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 School Self Assessment Review

Summary Forms - Setting Priorities for the Web EPSS



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

Priority 1

Math

Reading

Strategy:

Title:
Description:

Action Step:

Title:	
Description:	
Begin Date:	End Date:
Timeline Notes:	
Estimated Funding Needed:	

New Mexico CLASS School Self Assessment Review

Summary Forms - Setting Priorities for the Web EPSS



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

Priority 2

Math

Reading

Strategy:

Title:
Description:

Action Step:

Title:	
Description:	
Begin Date:	End Date:
Timeline Notes:	
Estimated Funding Needed:	

New Mexico CLASS School Self Assessment Review

Summary Forms - Setting Priorities for the Web EPSS



School/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 School Self Assessment Review

Summary Forms - Setting Priorities for the Web EPSS



School/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 School Self Assessment

Next Steps

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



All completed School Self Assessment documents identified by the  on, need to be placed in the school filing cabinet within the Web EPSS by **December 01, 2010**



Data Summary Forms

- Data Summary Form - Principal Reflection
- Data Summary Form - Staff Survey
- Data Summary Form - Student Survey (Elementary and Secondary)
- Data Summary Form - Parent Survey
- Data Summary Form - Classroom Observation
- Data Summary Form - School Achievement Data Review
- Data Summary Form - Dynamic and Distributed Leadership
- Data Summary Form - Quality Teaching and Learning
- Data Summary Form - Culture and Collaborative Relationships
- 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 years.*



School Self Assessment Contact List

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



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

