

# Best in CLASS 09-10: System of Support for Schools & Districts

New Mexico Public Education Department

2009 NMCSA Conference

Collaboration, Leadership, & Accountability for Student Success





# CLASS:

System of Support for Schools & Districts

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**Collaboration**

2

**Leadership**

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**Accountability**

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**Student Success**



# Presentation Outline

## Description of CLASS

- School Improvement Framework
- Guiding Principles
- School District Overview
- School/District Table of Responsibilities
- Criterion for School/District samples
- Focus Groups
- Transition Plan



# CLASS

- **Collaboration:** Partnering with stakeholders
- **Leadership:** Key decision makers in a school or district who convey, sustain and direct the implementation of the vision of the organization
- **Accountability:** Use of assessments or data to ensure that schools and districts are moving in desired directions
- **Student Success:** Demonstration of mastery of standards

The header features a series of six vertical bars in yellow, orange, red, purple, blue, and green. To the right of these bars, the text 'School Improvement Framework: Path to Revisions' is displayed in white on a red background. The bars contain white hand icons with fingers spread, increasing in size from left to right.

## School Improvement Framework: Path to Revisions

- External evaluation completed in 2007-2008 by WestEd identified areas in need of improvement (lack of clarity and consistency with the tools; how the results were used; and, training and follow through were issues).
- Extensive work with PSB, Title I, & SWCC/WestEd from July 2008 to the present in revising, receiving feedback from statewide focus groups.
- Trends identified in other states' improvement strategies.
- Research in best practices.
- Assurance of compliance with federal and state laws, Title I requirements, & inclusive of a continuum of support for schools and districts.



# Data

	2007-2008	2008-2009	2009-2010*
TOTAL SINOI	380	423	519
SI 1	88	78	78
SI 2	104	78	78
CA	104	96	96
R1	23	96	96
R2	61	75	171
TOTAL CA, R1, R2	188	267	363
CA Districts		24	34
			*2009 Projection

## Partnerships

Guiding Principle of the system which incorporates collaboration, mutuality, and ongoing support. Examples of collaboration includes:

- Collaboration with schools and districts, other Bureaus in PED, to support and assist schools to improve the achievement of all students
- Focus Groups gather input on implementation of the System of Support (CLASS) from New Mexico stakeholders including school personnel and parents
- Partnership with WestEd and NMPED to assist New Mexico in achieving high standards for children

# Research and Evidence Base

The system uses data and research-based best practices as the basis for decision making. Its primary focus is high levels of achievement for all students.

# Strategic Support

The system is strategic and dynamic. It is timely, flexible, locally focused, and clearly defined. It features a continuum of services designed to promote early intervention and results in increased efficacy, capacity building, and sustainability.

# Continuous Improvement

The system is transparent, solicits and values stakeholder input, and meets state and federal requirements. It drives ambitious goals, plans, actions, and accountability at all levels. Rewards and incentives for improvement are a part of the system.



## Focus Groups

- Twenty Focus Groups were held statewide to gather input into the NMPED System of Support (CLASS) for schools, charters, and districts.
- Participants included teachers, parents, administrators, education partners, professional organizations, and the NMPED.
- Forty-two (42) New Mexico districts and charters participated in the Focus Groups.



# Focus Groups

Issues	Responses
<b>Earlier intervention for schools and districts.</b>	<b>Revisions to the System of Support include self or external assessments beginning with SI1 or DI1.</b>
<b>Capacity of the PED to fully implement the System of Support for schools and districts.</b>	<b>PED/PSB is recruiting &amp; training consultants to assist in the implementation of the System of Support. A Transition Plan has been developed with full implementation in 2011-2012.</b>
<b>Development of tools to be used in implementation of the system should be research based.</b>	<b>Reviewers will be trained.</b>  <b>See Full Report on Focus Groups on: <a href="http://www.ped.state.nm.us">www.ped.state.nm.us</a></b>



Student success begins with first focusing on students then classrooms, schools and the district.





# School & District System of Support Overview

## Criteria for CLASS:

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

The tools in the system of support are to measure each school's and district's performance in closing the achievement gap.



# School Table of Responsibilities

AYP Designation	School Responsibilities	District Responsibilities	PED Responsibilities
<p><b>Restructuring 2 (R2) and beyond...</b> To be repeated each year of designation.</p>	<ul style="list-style-type: none"> <li>• Review and revise the Alternative Governance Plan as needed, and fully implement.</li> <li>❖ Repeat the instructional audit and review other interventions identified in SI 2, CA, and R1 to determine which strategies were well implemented and are showing signs of success and which strategies must be improved.</li> <li>• Participate in intensive coaching/mentoring onsite.</li> <li>• Assure compliance of all federal requirements of R 2 schools. This includes parent notification of status, if you are a Title I school; and notification of status through a public meeting if you are a non-Title I school.</li> </ul>	<ul style="list-style-type: none"> <li>• Assist school with review, revision, and full implementation of the Alternative Governance Plan.</li> <li>❖ Repeat the instructional audit and review other interventions identified in SI 2, CA, and R1 to determine which strategies were well implemented and are showing signs of success and which strategies must be improved.</li> <li>• Assign instructional coaches and/or mentors to assist school in areas identified in audit.</li> <li>• Assist in compliance with all federal requirements of R2 schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Assist school and district with full implementation of the Alternative Governance Plan.</li> <li>❖ Develop NMPED specialized team with particular expertise to assist schools.</li> <li>• Assure compliance with all federal and state requirements.</li> <li>• Disseminate information on effective research-based interventions and strategies.</li> </ul>

❖ Indicates a new tool/initiative/requirement that will be implemented as resources become available.

NMPED will work directly with Districts to identify next steps leading to full implementation.



# School Criterion Sample

## Criterion 1:

- **Dynamic and Distributed Leadership**
  - **1.9 The school leadership team provides job-embedded professional development to support teachers and other instructional staff in helping all student achieve.**
    - **Proficient:**
      - The school leadership team provides professional development to teachers and other staff that directly addresses the learning needs of all student 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.



# DISTRICT TABLE OF RESPONSIBILITIES

<b><u>STATUS</u></b>	<b><u>LEA RESPONSIBILITIES</u></b>	<b><u>PED RESPONSIBILITIES</u></b>
<p><i>District Corrective Action Year 1 CA 1</i></p>	<ul style="list-style-type: none"> <li>• <b>In collaboration with NMPED, determine which of the following corrective actions will be planned and implemented:</b> <ul style="list-style-type: none"> <li><b>1-defer programmatic funds</b></li> <li><b>2-replace LEA personnel who are relevant to the inability of the LEA to make AYP</b></li> <li><b>3-institute and fully implement a new curriculum</b></li> </ul> </li> <li>• <b>Revise District EPSS to reflect Corrective Action being implemented</b></li> <li>• <b>Participate in a customized external audit of LEA programs</b></li> <li>• <b>Work with content specialist to implement the EPSS through systematic job-embedded professional development.</b></li> <li>• <b>Request technical assistance from NMPED</b></li> <li>• <b>Provide NMPED with quarterly progress reports.</b></li> <li>• <b>Assure compliance with all federal and state requirement of D-CA-1. Includes parent and public notification of status.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>In collaboration with district, determine with of the following corrective actions will be planned and implemented.</b> <ul style="list-style-type: none"> <li><b>1-defer programmatic funds</b></li> <li><b>2-replace LEA personnel who are relevant to the inability of the LEA to make AYP</b></li> <li><b>3-institute and fully implement a new curriculum</b></li> </ul> </li> <li>• <b>Assure a customized external audit of LEA programs</b></li> <li>• <b>Receive and review the revised district EPSS and provide feedback.</b></li> <li>• <b>Provide technical assistance to the district.</b></li> <li>• <b>Review progress reports and conduct other activities to monitor implementation of EPSS.</b></li> <li>• <b>Assure compliance with all federal and state requirements.</b></li> </ul>

❖ Indicates a new tool/initiative/requirement that will be implemented as resources become available. NMPED will work directly with districts to identify next steps leading to full implementation.



## District Criterion Sample

### **Criterion 2:**

- **Quality Teaching and Learning**

- **The district leadership team ensures that teachers are held accountable for demonstrating appropriate content knowledge for effective and accurate instruction.**

- **Proficient:**

- The district leadership team has a system in place to ensure that teachers and other instructional staff demonstrate appropriate content knowledge for effective and accurate instruction, and consistently implements the system and holds all schools accountable.
- All teachers and other instructional staff demonstrate appropriate and accurate content knowledge in daily classroom instruction.



# Transition Plan

- 2009-2010 Transition Plan For Schools in Need of Improvement
  - With the exception of schools who have been in R2 for more than one year, all schools who are in status will do a self assessment using the new indicators and rubrics.
  - In addition to the self assessment:
    - Schools who are in Corrective Action or Restructuring 2 for more than one year, will have an Instructional Audit by PED staff and external consultants.
    - Schools in R1 or R2 will have an external assessment by PED staff or external consultants.
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- 2009-2010 Transition Plan for Districts in Need of Improvement:
    - All Districts in Improvement will do a self assessment using the new indicators and rubrics
    - Districts in District Improvement 2 will also participate in an external assessment
    - CA districts will participate in a customized external audit

- **Instructional Audit for CA schools**

An on-site review of the instructional policies, practices and methodologies of the district/school/classroom.

- **Curriculum Audit for CA Districts**

A customized external audit of LEA programs



## Best in CLASS

In Summary....

- It will take time and resources to fully transition into the system as presented.
- Identification and training of consultants and distinguished educators is a critical step in full implementation.
- Tools will need to be developed in conjunction with all stakeholders.
- Following a continuous improvement model with the System of Support (CLASS) is critical to making systemic change for student success.



Questions?????

Collaboration, Leadership, &  
Accountability for Student Success





# CLASS. . . Dismissed

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