

2009-2010 SCHOOL AND DISTRICT IMPROVEMENT FRAMEWORK

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

New Mexico
System
of
Support



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ACKNOWLEDGEMENTS AND PREFACE

The Priority Schools Bureau (PSB) wishes to thank district representatives and individuals from state educational organizations who reviewed earlier drafts of CLASS. Participants in focus groups that were conducted throughout the state during the spring of 2009 provided valuable feedback that was carefully considered for inclusion in this document. (A list of districts and organizations participating in the focus groups can be found in Appendix A.)

Collaboration, Leadership and Accountability for Student Success (CLASS) form the foundation of New Mexico's system of school and district improvement. Rubrics that define collaboration, leadership, and accountability for student success (CLASS) at the school and district levels form the centerpiece of this new system. PSB was reorganized to provide support to schools and districts through collaboration with districts, Regional Educational Cooperatives, and our educational partners across the state. The New Mexico Public Education Department (NMPED) will provide leadership and technical assistance to schools in School Improvement I, School Improvement II, Corrective Action, Restructuring I, and Restructuring II. It will also provide leadership, technical assistance and support directly to districts in need of improvement and in corrective action. The 2009-2010 School and District Improvement Framework was developed in recognition of our shared responsibilities and accountability for the success of all of New Mexico's children.

In addition to complying with Federal and state requirements, the framework reflects what has worked in other states and the lessons about change that we have learned from our own state. The document is intended to guide and inform the difficult and important work of improving student achievement in schools and districts throughout New Mexico. Copies of this document can be accessed online by clicking the Priority Schools Bureau link on the New Mexico Public Education Department website at <http://www.ped.state.nm.us>. The Priority Schools Bureau staff is available to answer your questions and provide assistance. Please call the Priority Schools Bureau at (505) 827-8097.

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INTRODUCTION

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. An aid in this endeavor is the system of support for schools and districts which are required by federal law for any school or district that has not met Adequate Yearly Progress (AYP) goals. The NMPED works with districts to help students improve their scores on New Mexico state assessments so that a greater percentage each year score at the proficient or advanced levels for reading/language arts and mathematics.

Schools and districts are identified for improvement if they do not meet pre-established improvement goals for two consecutive years or more. Schools and districts need to meet these goals for all of their students and also for each of the subgroups of students based on race/ethnicity, socioeconomic status, gender, and for students with disabilities. A school or district may be identified for improvement based on its overall scores or for scores of any of the subgroups, but the standard is that they have not made AYP for at least two years for the same subgroups in the same subject matter.

Under the law, the NMPED must not only identify schools and districts for improvement, it must also offer support to these schools and districts so that they can improve. The timeline cannot be changed nor can the sequence of what happens to a school or district; but, the state has choices in terms of the types of support it offers at various levels.

This framework, as referenced in the Standards of Excellence,¹ actually includes two frameworks, one for districts and one for schools, both of which carry the power of rule. It is inclusive of how the NMPED works with schools and districts that are not meeting AYP, as defined in the federal No Child Left Behind (NCLB) law. It is a technical assistance document that outlines the roles and responsibilities of schools, districts, and the NMPED for improving the achievement of all students.

This framework outlines: (1) the guiding principles of the system of support, how it was developed, and its core; (2) criteria for school and district improvement designations; (3) roles and responsibilities for schools, districts, and the NMPED in complying with NCLB and state requirements; and (4) guidelines for developing improvement plans.

¹ Standards of Excellence: 6.29.1.8 Implementation states the following: “A. District Responsibilities for the EPSS. The EPSS is a strategic improvement plan that is written or revised based on trend data and the academic achievement of the school and district. Each district is required to develop, implement, monitor and evaluate the plan on an annual basis. Additionally, the district shall ensure that site-level EPSS is developed by each school within the district and by each charter school for which the district is the chartering agency. State-chartered charter schools shall develop a site-level EPSS.” <http://www.nmcpr.state.nm.us/NMAC/parts/title06/06.029.0001.htm>.

Guiding Principles of the System of Support

The system of support is designed to help districts and schools to improve the achievement of all students through a systems approach for continuous improvement and is characterized by:

- **Partnerships** - The system incorporates principles of effective partnerships, including collaboration, mutuality, and ongoing support.
- **Research and Evidence Base** - The system uses data and research-based best practices as the foundation 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 expects ambitious goals, plans, actions, and accountability at all levels. It has rewards and incentives for improvement.

Development of the System of Support

The system was developed by a team of NMPED Priority Schools Bureau (PSB) staff and staff from the Southwest Comprehensive Center (SWCC),² with input from representatives from districts and the educational organizations listed in Appendix A. State law and rule, the federal NCLB law and Non-Regulatory Guidance (NRG), as well as models from other states were considered in the development process. The development team also reviewed the research and best practices of high performing schools and districts. Much has been written about how to improve low-performing schools. The Institute for Education Sciences published a practice guide in 2008 entitled *Turning Around Chronically Low-Performing Schools*. The first two of the four recommended strategies are to:

1. *Signal the need for dramatic change with strong leadership:* Schools should make a clear commitment to dramatic changes from the status quo, and the leader should signal the magnitude and urgency of that change. A low-performing school that fails to make adequate yearly progress must improve student achievement within a short timeframe—it does not have the luxury of years to implement incremental reforms.
2. *Maintain a consistent focus on improving instruction:* Chronically low-performing schools need to maintain a sharp focus on improving instruction at every step of the reform process. To improve instruction, schools should use data to set goals for instructional improvement, make changes to immediately and directly affect instruction, and continually reassess student learning and instructional practices to refocus the goals.³

² The Southwest Comprehensive Center at WestEd is a federally funded organization charged with helping state education agencies implement No Child Left Behind.

³ Herman, R. 2009. *Bringing Expert Evidence to Practice* presentation for REL West Tempe, AZ.

This research and the research cited in Appendix B were used to guide the development of New Mexico's system of support for school improvement.

Relatively little has been written on how to improve low performing districts. Although the research on district improvement is limited compared to the body of research on school improvement, the findings and conclusions of the district improvement research are quite consistent from study to study. Stated most succinctly: "Both the pace and extent of improvements in student achievement can be substantially impacted by a systemic and coherent district-wide initiative focused on instruction and supported by strong district leadership."⁴

The research on district improvement that forms the basis for New Mexico's system of support for districts is summarized in Appendix C.

Core of the System of Support: The CLASS Assessment

The CLASS Assessment: School Improvement (Appendix D) and the CLASS Assessment: District Improvement (Appendix E) reflect the research and serve as a foundation for this work. Using a rubric format, the NMPED describes characteristics of schools and districts at various levels of performance in the following categories:

- 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 districts and show the incremental steps that need to be taken in order to reach exemplary demonstration of these characteristics. As the foundation of the work, the rubrics communicate to stakeholders what the improvement initiative is designed to accomplish.

The School & District Improvement Framework is divided into two volumes: Volume I and Volume II. Throughout Volume I, there are numerous references to Appendices A-M which can be found in Volume II. This second volume represents background information and implementation tools. Volume II can be located on the PSB webpage: <http://www.ped.state.nm.us/div/psb/index.html>.

⁴ Cawelti, G., & Protheroe, N. 2007. "The School Board and Central Office in District Improvement." *Handbook on Restructuring and Substantial School Improvement*. Charlotte, NC: Information Age Publishing and The Academic Development Institute.

SCHOOLS IN NEED OF IMPROVEMENT (SINOI) DESIGNATIONS

Schools in need of improvement (SINOI) receive that designation once they have failed to meet established NCLB targets for AYP for two consecutive years. The criteria for and names of these designations are outlined in Table 1 below.

Table 1: Schools in Need of Improvement Designation and Description

DESIGNATION	School Improvement 1 (SI-1)	School Improvement 2 (SI-2)	Corrective Action (CA)	Restructuring 1 (R1)	Restructuring 2 (R2)
DESCRIPTION	Did not meet AYP in the same subject(s) and /or other indicator* for two consecutive years.	Did not meet AYP in the same subject(s) and /or other indicator* after being in S-1.	Did not meet AYP in the same subject(s) and / or other indicator* after being in S2.	Did not meet AYP in the same subject(s) and /or other indicator* after being in CA.	Did not meet AYP in the same subject(s) and /or other indicator* after being in R1.

*The NM Consolidated State Application Accountability Workbook, July 23, 2008 defines other academic indicators as:

- 95% participation in the assessments for all groups and sub-groups;
- 92% attendance in elementary and middle schools; and
- Graduation Rate: meets or exceeds the AMO graduation target; for 2009-2010 AMO is 52%.

In accordance with state law New Mexico identifies schools based on the contents of the school accountability report. As required by both state and federal law, the NMPED has certain responsibilities when schools are identified as in need of improvement. The district also has specific responsibilities for schools that are identified for improvement. In fact, districts have increasing responsibilities for supporting and assisting schools that continue to not meet AYP targets for multiple years. The schools themselves must also fulfill specific responsibilities. Table 3 (pages 11-16) outlines these roles and responsibilities.

DISTRICTS IN NEED OF IMPROVEMENT (DINOI) DESIGNATIONS

Under No Child Left Behind, the NMPED is required to identify for improvement any district that fails to make AYP for two consecutive years, including the period immediately prior to January 8, 2002. The criteria for and names of these designations are outlined in Table 2 below.

Table 2: Districts in Need of Improvement Designations and Description

DESIGNATION	District Improvement 1 (DI-1)	District Improvement 2 (DI-2)	Corrective Action 1 (DCA-1)	Corrective Action 2 & Beyond (DCA-2)
DESCRIPTION	Did not meet AYP for 2 consecutive years in the same subject area and/or other indicator(s)*.	Did not meet AYP in the same subject area and/or other indicator(s)* after being in DI-1	Did not meet AYP in the same subject area and/or other indicator(s)* after being in DI-2	Did not meet AYP in the same subject area and/or other indicator(s)* after being in CA

*The NM Consolidated State Application Accountability Workbook, July 23, 2008 defines other academic indicators as: (See previous table.)

- 95% participation in the assessments for all groups and sub-groups;
- 92% attendance in elementary and middle schools; and
- Graduation Rate: meets or exceeds the AMO graduation target; for 2009-2010 AMO is 52%.

New Mexico identifies “Priority Districts” as those districts that:

- Did not meet AYP for the school year 2008-2009;
- Currently have a status of DI 1, DI 2, or Corrective Action (CA)

The NMPED and districts in need of improvement have specific roles and responsibilities under the state and federal law, as outlined on the next page.

SCHOOLS IN NEED OF IMPROVEMENT (SINOI)

Roles and Responsibilities

Table 3 (pages 11-16), The School Table of Responsibilities, details the responsibilities of the school at each of the five AYP designations. It also lists the district and NMPED responsibilities in support of the school. What follows is the designation and the NMPED's rationale for its approach.

School Improvement Year One (SI-1). A school that has been identified for improvement is required to complete a district-led self-assessment or to contract with an external group to conduct an assessment of its practices. Identifying a school for improvement serves as a formal acknowledgement that the school is not meeting the challenge of successfully teaching all of its students. The district bears the primary responsibility for ensuring that the school in improvement receives technical assistance as it develops or revises its school plan and throughout the plan's implementation.

School Improvement Year Two (SI-2). If the school does not make AYP at the end of School Improvement Year One, the school enters SINOI 2; and, an external assessment is required. During a school's second year of school improvement, a district must ensure that the school continues to receive the technical assistance that was begun in year one; that assistance should be focused specifically on the continued implementation of the school improvement plan.

Corrective Action (CA). If the school still does not make adequate yearly progress and is identified for improvement for another year, it enters corrective action status. An instructional audit is conducted. Identifying a school for corrective action signals the district's intention to take greater control of the school's management and to have a more direct hand in the decision-making.

Restructuring Year 1 (R1). When a school has still not made adequate yearly progress, the school is required to develop an Alternative Governance Plan (AGP). Under NCLB, when a school is in restructuring status, the district must take intensive and far-reaching interventions to revamp completely the operation and governance of the school.

Restructuring Year 2 (R2). During this year, full implementation of revised plans must occur, and the state will assign instructional coaches, mentors, and others to support the schools. During year two of restructuring, while the district's plan is being implemented, the district should continue to provide the school with quality technical support and assistance that address the complexities of implementation.

This newly revised system will be fully implemented in the 2011-12 School Year. A transition plan to move from the current to the new system is on the PSB website: *NMPED Interventions for Schools in Improvement – Transition Plan*.

(<http://www.ped.state.nm.us/div/psb/index.html>)

**TABLE 3- School Improvement 1 (SI-1)
CLASS
School Table of Responsibilities**

Rationale Statement:

Identifying a school for improvement serves as a formal acknowledgement that the school is not meeting the challenge of successfully teaching all of its students. The LEA/District bears the primary responsibility for ensuring that the school in improvement receives technical assistance as it develops or revises its school plan and throughout the plan's implementation.⁵

AYP Designation	School Responsibilities	District Responsibilities	NMPED Responsibilities
School Improvement 1 (SI-1)	<ul style="list-style-type: none"> • With the district, form a district-led support team to perform a school self assessment, OR contract with an outside group or individual to do so. Conduct the assessment using the NMPED/PSB CLASS Assessment: School Improvement, including the data collection tools, rubrics, and reporting form. • Revise the school EPSS with the appropriate stakeholders, based on the results of the assessment. • Submit the school's EPSS to the district. Revise using district feedback. • Implement the revised EPSS as quickly as possible, but no later than the beginning of the following school year. Work with district specialists and outside support as needed to implement the plan. Provide systematic professional development aligned to the EPSS. • Assure compliance with all federal and state requirements of SINOI schools. This includes parent notification of status for Title I schools; and notification of status through a public meeting for non-Title I schools. See Appendix K for Title I compliance requirements if needed. 	<ul style="list-style-type: none"> • With the school, form a district-led support team or contract with an external team to conduct the CLASS Assessment: School Improvement. Implement the assessment, using the appropriate tools and forms. • Assist the school with the revision of its EPSS based on the results of the assessment and maintain documentation. • Review the EPSS and offer feedback for revision as needed. Ensure submission of the revised EPSS to NMPED/PSB and, if applicable, Title I. • Provide technical assistance (including aligned professional development) to the school as it implements its EPSS. Secure outside expertise as needed to implement the plan. • Assure compliance with all federal requirements of SINOI schools including parent and public notification of status. See Appendix K for Title I compliance requirements if needed. 	<ul style="list-style-type: none"> ❖ Provide lists of specialists who can lead or serve as team members for external assessments. • Provide training and tools for conducting assessments. • Provide templates for compliance requirements. • Review EPSS revisions and provide feedback to school and district. • Assure compliance with all federal and state requirements. • Disseminate information on effective research-based interventions and strategies.

❖ 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. (<http://www.ped.state.nm.us/div/psb/index.html>)

⁵ *LEA and School Improvement Non-Regulatory Guidance*. Student Achievement and School Accountability Programs Office of Elementary and Secondary Education. U.S. Department of Education. July 21, 2006. pp. 5, 14.

**Table 3- School Improvement 2 (SI-2)
CLASS
School Table of Responsibilities**

Rationale Statement:

During its second year of school improvement, an LEA must ensure that the school continues to receive the technical assistance that was begun in year one; that assistance should be focused specifically on the continued implementation of the school improvement plan.⁶

AYP Designation	School Responsibilities	District Responsibilities	NMPED Responsibilities
<p>School Improvement 2 (SI-2)</p>	<ul style="list-style-type: none"> ❖ Contract with an outside group or individual to conduct an external assessment for the school. If a district-led assessment was conducted in SINOI 1, conduct an assessment using an external assessment team. If an external assessment was conducted in SINOI 1, conduct another assessment only for those areas in which AYP was not met for two consecutive years; i.e., for the content area and/or subgroups in which AYP was not met. Use the NMPED/PSB CLASS Assessment: School Improvement, including the data collection tools, rubrics and reporting format. • Working with outside specialists and appropriate stakeholders as needed to identify appropriate solutions to challenges, revise the school EPSS based on the results of the assessment. • Submit EPSS to the district. Revise using district feedback. • Implement the revised EPSS immediately, and secure district and outside expertise as needed to ensure successful implementation. Provide systematic professional development aligned to the EPSS. • Assure compliance with all federal and state requirements of SINOI schools. This includes parent notification of status, for Title I schools; and notification of status through a public meeting for non-Title I schools. See Appendix K for compliance requirements if needed. 	<ul style="list-style-type: none"> ❖ Work with the school to identify an outside group or individual to conduct an external assessment of the school. Ensure that the assessment team uses the NMPED/PSB CLASS Assessment: School Improvement, including the data collection tools and forms. Focus on the areas in which AYP was not met. • Assist the school in revisions of its EPSS as needed, based on the results of the assessment and maintain documentation. • Ensure submission of the revised EPSS to NMPED/PSB and, if applicable Title I. • Provide technical assistance (including aligned professional development) to the school as it implements its EPSS. Secure outside expertise as needed to implement the plan. Monitor the assistance provided to ensure that it addresses the identified needs. • Assure in compliance with all federal requirements of SINOI schools including parent and public notification of status. See Appendix K for compliance requirements if needed. 	<ul style="list-style-type: none"> ❖ Provide training and tools for conducting assessments. • Provide lists of specialists who can lead or serve as team members for external assessments. • Receive and review EPSS revisions. Provide feedback to the district and school. • Provide templates for compliance requirements. • Assure compliance with all federal and state requirements. • Disseminate information on effective research-based interventions and strategies.

❖ 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. (<http://www.ped.state.nm.us/div/psb/index.html>)

⁶ *Ibid*, pg. 20
September 2009

**Table 3- Corrective Action (CA)
CLASS
School Table of Responsibilities**

Rationale Statement:

Identifying a school for corrective action signals the LEA’s intention to take greater control of the school’s management and to have a more direct hand in the decision-making.⁷

AYP Designation	School Responsibilities	District Responsibilities	NMPED Responsibilities
<p>Corrective Action (CA)</p>	<ul style="list-style-type: none"> ❖ Participate in an instructional audit of areas where AYP was not met (e.g., students with disabilities, economically disadvantaged, reading/language arts, etc.). • With appropriate stakeholders and based on the results of the instructional audit, revise the EPSS. ❖ Based on the instructional audit’s recommendations, the school must also take at least one of the following corrective actions as directed by the LEA: provide scientifically-based professional development for all relevant staff; institute new curricula; extend length of school year or day; replace staff deemed relevant to the school’s lack of progress; decrease management authority at the school; restructure the internal organization of the school; or appoint outside experts to advise the school on how to revise and strengthen the school improvement plan and how to address the specific issues underlying the school’s continued inability to make AYP. • Submit revised EPSS to district. • Implement recommendations from the instructional audit as soon as possible. Use outside expertise from the district and school to assist with successful implementation. Provide 	<ul style="list-style-type: none"> • In collaboration with the PED/PSB, select specialists from NMPED list of trained and qualified specialists to conduct an instructional audit. Provide funding for the instructional audit. • Participate in the audit by attending the entrance and exit meetings. • Assist the school in revisions of their EPSS based on the recommendations of the instructional audit. The LEA must help the school take at least one of the following corrective actions: provide scientifically-based professional development for all relevant staff; institute new curricula; extend length of school year or day; replace staff deemed relevant to the school’s lack of progress; decrease management authority at the school; restructure the internal organization of the school; or appoint outside experts to advise the school on how to revise and strengthen the school improvement plan and how to address the specific issues underlying the school’s continued inability to make AYP. • Secure a peer review of the school EPSS and revise again as needed. • Ensure submission of revised school EPSS to NMPED/PSB and, if applicable, to Title I. 	<ul style="list-style-type: none"> ❖ Provide lists of content area, leadership, and assessment specialists who can lead or serve as team members for instructional audits. ❖ Train external specialists to conduct instructional audits. ❖ Provide appropriate tools. ❖ In collaboration with the PED/PSB, select specialists from NMPED list of trained and qualified specialists to conduct instructional audits. • Review audit results and revised EPSS with specialists. Provide feedback to the school and district • Assure compliance with all federal and state requirements. • Disseminate information on effective research-based interventions and strategies.

⁷ *Ibid*, pg. 20
September 2009

	<p>systematic professional development that is aligned to the EPSS.</p> <ul style="list-style-type: none"> • Assure compliance with all state and federal requirements of CA schools. This includes parent notification of status for Title I schools; and notification of status through a public meeting for non-Title I schools. See Appendix K for Title I compliance requirements if needed. 	<ul style="list-style-type: none"> • Secure resources to implement recommendations. • As the school implements its EPSS, provide technical assistance (including professional development) that is directly aligned to the Instructional Audit. • Secure outside expertise as needed to implement the plan and monitor the assistance provided to ensure that it addresses the identified needs. • Assure in compliance with all federal requirement of CA schools including parent and public notification of status. See Appendix K for compliance requirements if needed. 	
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❖ 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. (<http://www.ped.state.nm.us/div/psb/index.html>)

**Table 3- Restructuring 1 (R1)
CLASS
School Table of Responsibilities**

Rationale Statement:

If a school does not make AYP for five years, the LEA must create a plan to restructure the school. Generally speaking, under NCLB when a school is in *restructuring* status, the LEA must take intensive and far-reaching interventions to revamp completely the operation and governance of that school.⁸

AYP Designation	School Responsibilities	District Responsibilities	NMPED Responsibilities
Restructuring 1 (R1)	<ul style="list-style-type: none"> ❖ Fully implement plan in response to instructional audit. Check for fidelity and engage in continuous improvement processes. Provide systematic professional development that is directly aligned to the Instructional Audit to promote success. • Work with district, NMPED, external specialists, and appropriate stakeholders to complete an Alternative Governance Plan (AGP). AGP must reflect one of three operations: Reopening as a charter school; Replacement of staff; implementation of a major restructuring of school's governance consistent with principles of restructuring. (NMAS 22-2C-7) • Revise EPSS to reflect the AGP. • Assure compliance with all federal requirements of R1 schools. This includes parent notification of status for Title I schools; and notification of status through a public meeting for non-Title I schools. See Appendix K for Title I compliance requirements if needed. 	<ul style="list-style-type: none"> ❖ Provide technical assistance (including professional development) and oversight to schools as they implement the EPSS based on the instructional audit. Provide feedback and help with corrections as needed. • Provide fiscal resources to school to engage in continuous improvement. • Work with school, NMPED, external specialists and appropriate stakeholders to complete an Alternative Governance Plan. AGP just reflect one of three options: Reopening as a charter school; Replacement of staff; Implementation of a major restructuring of school's governance consistent with principles of restructuring. (NMAS 22-2C-7) • Assure compliance with all federal requirements of R1 schools including parent and public notification of status. See Appendix K for Title I compliance requirements if needed. 	<ul style="list-style-type: none"> ❖ Provide oversight of district and school as they implement the EPSS based on the instructional audit. • Work with school, district, and external specialists to complete an Alternative Governance Plan. AGP must reflect one of three options: Reopening as a charter school; Replacement of staff; implementation of a major restructuring of school's governance consistent with principles of restructuring. (NMAS 22-2C-7) • Assure compliance with all federal and state requirements. • Disseminate information on effective research-based interventions and strategies.

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. (<http://www.ped.state.nm.us/div/psb/index.html>)

⁸*Ibid.* pg. 24.

Table 3- Restructuring (R2) and beyond. To be repeated each year of designation. CLASS School Table of Responsibilities			
Rationale Statement: During year two of restructuring, while the LEA's plan is being implemented, the LEA should continue to provide the school with quality technical support and assistance that address the complexities of implementation. ⁹			
AYP Designation	School Responsibilities	District Responsibilities	NMPED Responsibilities
Restructuring 2 (R2) and beyond. To be repeated each year of designation.	<ul style="list-style-type: none"> ❖ Repeat the instructional audit and review other interventions identified in SI2, CA, and R1 to determine which strategies were well implemented and are showing signs of success, and which strategies must be improved. • Review and revise the Alternative Governance Plan as needed, and fully implement. • Participate in intensive, onsite coaching and mentoring. • Assure compliance with all federal requirements of R2 schools. This includes parent notification of status for Title I schools, and notification of status for non-Title I schools. See Appendix K for Title I compliance requirements if needed. 	<ul style="list-style-type: none"> ❖ Repeat the instructional audit and review other interventions identified in SI2, CA, and R1 to determine which strategies were well implemented and are showing signs of success, and which strategies must be improved. • Assist school with review, revisions, and full implementation of the Alternative Governance Plan. • Assign instructional coaches and/or mentors to assist school in areas identified in audit. • Assure compliance with all federal requirements of R2 schools including parent and public notification of status. See Appendix K for Title I compliance requirements if needed. 	<ul style="list-style-type: none"> ❖ Develop NMPED specialized team with particular expertise to assist schools. • Assist school and district with full implementation of the Alternative Governance Plan. • Assure compliance with all federal and state requirements. • Disseminate information on effective research-based interventions and strategies.

❖ 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. (<http://www.ped.state.nm.us/div/psb/index.html>)

DISTRICTS IN NEED OF IMPROVEMENT (DINOI)

Roles and Responsibilities

District roles and responsibilities are outlined in Table 4 (pages 17-22). It also lists the NMPED responsibilities in support of the district. What follows is the designation and the NMPED's rationale for its approach.

District Improvement Year One (DI-1) - A district that has been identified for improvement is required to complete a self-assessment or to contract with an external group to conduct an assessment of district practices. If the NMPED identifies a district for improvement, the district must develop or revise an improvement plan, no later than three months after the identification. In developing or revising the plan, the district must consult with parents, school staff, and others.

District Improvement Year Two (DI-2) - If the district does not make AYP at the end of District Improvement Year 1, the district enters DI 2 and an external assessment is required. If the NMPED identifies a district for improvement for a second year, the district must develop or revise an improvement plan, no later than three months after the identification. In developing or revising the plan, the district must consult with parents, school staff, and others.

District Corrective Action Year 1 (D-CA 1) - If the district still does not make AYP and is identified for improvement for another year, it must adopt one of the options required by law. Corrective Action is the collective name given to steps taken by a state education agency such as the NMPED that substantially and directly responds to serious instructional, managerial, and organizational problems in the district. These are the problems that jeopardize the likelihood that students will achieve proficiency in the core academic subjects of reading and mathematics.

District Corrective Action Year 2 (D-CA 2) - If improvement is still not made after a year of corrective action, the district is required to implement its district improvement plan using one of the three actions specified in NCLB. NMPED becomes more directive, specifying some of the changes that must be made, monitoring progress, and providing support.

This newly revised system will be fully implemented in the 2011-12 School Year. A transition plan to move from the current to the new system: *NMPED Interventions for Districts in Improvement – Transition Plan*

(on PSB website <http://www.ped.state.nm.us/div/psb/index.html>).

**Table 4- District Improvement Year 1 (DI-1)
CLASS
District Table of Responsibilities**

Rationale Statement:

If the SEA identifies an LEA for improvement, the LEA must develop or revise an improvement plan, no later than three months after the identification. In developing or revising this plan, the LEA must consult with parents, school staff, and others.¹⁰

District System	DISTRICT Responsibilities	NMPED Responsibilities
District Improvement Year 1 (DI-1)	<ul style="list-style-type: none"> ❖ Conduct a self-assessment or contract with an outside group or consultant(s) for an external assessment for the district. Use the NMPED/PSB CLASS Assessment: District Improvement, including the data collection tools, rubrics, and reporting format. • Revise the district EPSS based on the results of the assessment and in consultation with parents, school staff, and others. Report to local school board and submit to NMPED/PSB and Title I if applicable. • Implement the EPSS as quickly as possible but no later than the beginning of the following school year. Work with internal district specialists and outside support as needed to implement the plan. Provide systematic professional development, aligned with the EPSS, and fiscal support. • Assure compliance with all federal and state requirements of DI-1, including parent and public notification of status. See Appendix K for Title I compliance requirements if needed. 	<ul style="list-style-type: none"> ❖ Provide lists of specialists that can lead or serve as team members for external assessments. • Provide training and tools for conducting assessments. • Provide templates for compliance requirements. • Receive and review revised EPSS and provide feedback to the district. • Assure compliance with all federal and state requirements. • Disseminate information on effective research-based interventions and strategies. • Provide technical assistance to districts.

❖ 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. (<http://www.ped.state.nm.us/div/psb/index.html>)

¹⁰ *LEA and School Improvement Non-Regulatory Guidance*. Student Achievement and School Accountability Programs Office of Elementary and Secondary Education. U.S. Department of Education. July 21, 2006. pg. 46.

**Table 4- District Improvement Year 2 (DI-2)
CLASS**

District Table of Responsibilities

Rationale Statement:

If the SEA identifies an LEA for improvement, the LEA must develop or revise an improvement plan, no later than three months after the identification. In developing or revising this plan, the LEA must consult with parents, school staff, and others.¹¹

District System	DISTRICT Responsibilities	NMPED Responsibilities
District Improvement Year 2 (DI-2)	<ul style="list-style-type: none"> ❖ Contract with an outside group or consultant(s) for an external assessment for the district. If a self-assessment was conducted in Year 1, conduct a full external assessment. If an external assessment was conducted in Year 1, conduct another assessment only for those areas in which AYP was not met for two consecutive years (i.e., for the content area and/or subgroups in which AYP was not met). Use the NMPED/PSB CLASS Assessment: District Improvement, including the data collection tools, rubrics, and reporting format. • Revise the district EPSS based on the results of the assessment, working with outside experts as needed to identify appropriate solutions to challenges. Report to local board of education and submit to NMPED/PSB and Title I. • Implement the revised EPSS immediately, and secure internal district and outside expertise as needed to ensure successful implementation. Provide systematic professional development, aligned with the EPSS, and fiscal support. • Assure compliance with all federal and state requirement of DI-2 including parent and public notification of status. See Appendix K for Title I compliance requirements if needed. 	<ul style="list-style-type: none"> ❖ Provide lists of specialists that can lead or serve as team members for external assessments. • Provide training and tools for conducting assessments. • Provide templates for compliance requirements. • Receive and review revised EPSS and provide feedback to the district • Assure compliance with all federal and state requirements. • Disseminate information on effective research-based interventions and strategies. • Provide technical assistance to districts.

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

¹¹ *Ibid.* pg. 46.

NMPED will work directly with districts to identify next steps leading to full implementation. (<http://www.ped.state.nm.us/div/psb/index.html>)

Table 4- District Corrective Action Year 1 (D-CA 1) CLASS District Table of Responsibilities		
Rationale Statement: Corrective Action is the collective name given to steps taken by an SEA that substantially and directly respond to serious instructional, managerial, and organizational problems in the LEA that jeopardize the likelihood that students will achieve proficiency in the core academic subjects of reading and mathematics.¹²		
District System	DISTRICT Responsibilities	NMPED Responsibilities
District Corrective Action Year 1 (D-CA 1)	<ul style="list-style-type: none"> • In collaboration with NMPED, determine which of the following corrective actions will be planned and implemented: defer programmatic funds or reduce administrative funds; institute and fully implement a new curriculum based on state content standards that includes appropriate scientifically research-based professional development to all relevant staff; replace LEA personnel who are relevant to the inability of the LEA to make AYP. • Revise the district EPSS to reflect the corrective action to be implemented. Present revised plan to the local board of education and at a public meeting. Submit to NMPED/PSB and Title I. ❖ Participate in a customized external audit of LEA programs as directed by NMPED. The audit will be conducted by outside specialists, (selected from a list of approved providers), NMPED staff, and/or district personnel and will focus on the grade spans, content areas, and subpopulations that did not make AYP. Use the audit to revise the district EPSS as needed. 	<ul style="list-style-type: none"> • In collaboration with the district, determine which of the following corrective actions will be planned and implemented: defer programmatic funds or reduce administrative funds; institute and fully implement a new curriculum based on state content standards that includes appropriate scientifically research-based professional development to all relevant staff; replace LEA personnel who are relevant to the inability of the LEA to make AYP. ❖ Assure a customized external audit of LEA programs. In collaboration with the district, assemble a team of outside specialists, NMPED staff, and/or district personnel and focus on the grade spans, content areas, and subpopulations that did not make AYP.

¹² *Ibid.* pg. 48.

	<ul style="list-style-type: none"> • Work with content specialists to implement the EPSS through systematic, job embedded professional development and provide fiscal support for implementation. • Request technical assistance from NMPED as needed. • Provide NMPED with regularly (quarterly) updates on EPSS implementation progress. • Assure compliance with all federal and state requirements of D-CA 1. Includes parent and public notification of status. See appendix K for Title I compliance requirements if needed. 	<ul style="list-style-type: none"> • Receive and review the revised district EPSS and provide feedback. • Provide technical assistance to the district. • Assure compliance with all federal and state requirements.
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❖ 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. (<http://www.ped.state.nm.us/div/psb/index.html>)

**Table 4- District Corrective Action Year 2 (D-CA 2) and beyond. To be repeated each year of designation.
CLASS
District Table of Responsibilities**

Rationale Statement:

Corrective Action is the collective name given to steps taken by an SEA that substantially and directly respond to serious instructional, managerial, and organizational problems in the LEA that jeopardize the likelihood that students will achieve proficiency in the core academic subjects of reading and mathematics.¹³

District System	DISTRICT Responsibilities	NMPED Responsibilities
District Corrective Action Year 2 (D-CA 2) and beyond. To be repeated each year of designation.	<ul style="list-style-type: none"> • Determine why the current EPSS is not effective. Check for fidelity and engage in continuous improvement processes. Detail action steps to improve efforts. Provide systematic professional development that is directly aligned with the instructional audit to promote success. • Revise the EPSS as needed. Report to local school board and submit to NMPED/PSB and Title I. • Fully implement the revised EPSS. ❖ Work with content specialists to implement the revised EPSS through systematic, job embedded professional development, and provide fiscal support for implementation. • Request technical assistance from NMPED as needed. ❖ Work with external reviewers approved by NMPED to monitor and advise. • Provide NMPED with regularly (quarterly) EPSS implementation progress. • Assure compliance with all federal and state requirements of D-CA 2. Includes parent and public notification of status. See Appendix K for Title I compliance requirements if needed. 	<ul style="list-style-type: none"> ❖ Provide list of approved providers/external reviewers. ❖ Monitor the work of the district and external reviewers to assure progress is being made. • Review the revised district EPSS and provide feedback. • Provide technical assistance to the district. • Assure compliance with all federal and state requirements.

❖ 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. (<http://www.ped.state.nm.us/div/psb/index.html>)

¹³ *Ibid.* pg. 48

IMPROVEMENT PLANS

Educational Plans for Student Success (EPSS)

NMPED requires each district to develop, implement, monitor, and evaluate the Educational Plan for Student Success (EPSS) on an annual basis. The fall EPSS should be submitted to PSB on or before November 3, 2009 which is 90 days after being notified of AYP results. Additionally, per Section 1116(b)(c)(H), the district shall ensure that a site-level EPSS is developed by each school within the district and by each charter school for which the district is the chartering agency. State-chartered charter schools shall develop a site-level EPSS. Districts with fewer than 600 students may write only one EPSS for the entire district; however, a district with a school in or receiving a school improvement status classification is not eligible for this option. These schools must have a school level EPSS. Districts with more than 600 students may request this waiver if they can offer compelling reasons for the Secretary of Education's consideration and all schools in the district are meeting AYP.¹⁴

The EPSS is a strategic plan for continuous improvement. It contains an action plan specifying how the district/school will accomplish the identified goals including interventions, strategies, plans, and evaluations for each action. Goals must be:

- student centered and supported by strategies, resources, and systems alignment;
- annual and measurable, using baseline assessment data; and,
- written to address gaps in student achievement as measured by the New Mexico Standards Based Assessment (NMSBA) and to align with Annual Measurable Objective (AMO) targets.

Plans must be submitted to the Priority Schools Bureau by June 14th for the following academic year. Revisions can be made prior to November 1 of each academic year (within 90 days of being notified as a School or District in Need of Improvement). The revised EPSS is then re-submitted to the Priority Schools Bureau. Districts are responsible for reporting progress on a regular basis. See Table of Responsibilities for details on reporting.

School Improvement Planning

The district is responsible for initiating the school improvement process for all schools in status. The following steps should be followed for developing a school improvement plan (EPSS):

Step 1: Convene a Planning Committee

The committee must include the principal, at least one faculty member, one parent (who is not a member of the school staff), and one representative from the LEA (who may be the Title I director). These are minimum requirements. The district must convene a planning team that includes enough members in the committee to represent all interested parties.

¹⁴ Primary and Secondary Education, Standards for Excellence 6.29.1.8.A NMAC

Step 2: Conduct the CLASS Assessment: School Improvement

The improvement process begins with a thorough assessment. The assessment has two components:

- Data collection and analyses
- Connecting findings to action planning for improvement

As a key first step, baseline data are collected in the areas of student achievement, organizational effectiveness and classroom practice. In addition to AYP data analysis, schools are encouraged to use other assessment data, survey results, demographic information, and evaluations of existing programs. Look for root causes that may be limiting certain groups of students. A tool to help schools identify root causes is available on the PSB website (<http://www.ped.state.nm.us/div/psb/index.html>).

Using the CLASS Assessment: School Improvement, found in Appendix D, the school planning team then examines school practices and policies in key areas that have been proven to positively impact student achievement, i.e., leadership, teaching and learning, culture and collaborative relationships. The school planning team must identify and provide evidence to support its rating on each indicator. Appendix I provides examples of evidence that might be available for consideration to justify the ratings in each category. Appendix I also identifies which sources of data inform ratings for each indicator. Data sources include:

- document review
- student achievement data
- interviews, focus groups

Appendix J provides protocols and tools for conducting interviews, classroom observations, and focus groups.

Once the data have been gathered, the planning committee, including external specialists as appropriate, must systematically sift through all the data to determine the areas of greatest need and address this need in the improvement plan/EPSS.

Step 3: Develop Goals, Strategies, Action Steps, and Tasks

After completing the CLASS Assessment: School Improvement, the committee will have identified areas that hinder student achievement. These areas should lead to the setting of targeted goals/strategic objectives that are specific, measurable, attainable, realistic, and time-based (SMART). These targeted goals/strategic objectives must be focused on specific improvements in the content areas and for the sub-groups in which the school was identified for improvement.

For each goal, determine strategies/objectives that are most likely to help the school meet its improvement goals. A strategy/objective is a general description of a process a district or school will take to reach the student achievement goal. Each goal may have several strategies/objectives.

In selecting strategies, the committee should consider:

- The direct relationship between the strategies, goals, and desired outcomes.
- The research supporting the effectiveness of chosen strategies.
- The likelihood that chosen strategies will be effective in their school for their population and needs.
- Professional development that will be needed.

An action step is a specific action or activity that will lead to the implementation of the strategy and achievement of the goal. The action step includes specifics on timelines, persons responsible, costs and budget sources for each action. Each strategy may have several action steps.

A task is a specific action/activity, attributed to a specific person, which leads to the completion of an action step. Tasks are optional, and each action step may have multiple tasks.

Step 4: Include Professional Development

Professional development is a required part of each school improvement plan/EPSS. This professional development must be aligned with the school's chosen goals. It should be based on scientific research and proven to have an impact on student achievement. Professional development should be offered to paraprofessionals as well as professionals to ensure consistency in knowledge and practice among all instructional staff.

The professional development plan must include a mentoring component for new teachers. Experienced educators, core-content coaches, or Title I staff may provide the mentoring component. This component must be clear in the plan.

Professional development must target provision of services to all students by highly qualified teachers. The plan must indicate how the school will comply with this aspect of the law.

Step 5: Involve Parents

Parents are an integral part of the success of every child. Title I requires each school to include parents in the education of their children in multiple ways. Parents must be informed of the school's improvement status. This communication must be clear, include consequences of the designation such as choice and supplemental services, and be in a language and format easily accessible to parents.

All New Mexico schools are required to have Advisory School Councils that include parents and community members. NM Statutes Annotated (NMSA) 22-5-16; (HB 212, Section 27) include the following requirements:

1. An Advisory School Council must be created in every public school to assist the school principal with school-based decision making. (align)
2. The purpose of the Advisory School Council is to address issues of budget, student assessment, data, policy relating to instructional issues and curricula, parent and community involvement, and business partnerships. (NMSA 22-5-16, HB 212).

3. The council shall give advice, consistent with state and school district rules and policies, on policies relating to instructional issues and curricula and on proposed and actual budgets.
4. The council shall have membership equitably balanced among school employees, parents, and community members, including the business community.
5. The council shall be created and elected in accordance with local governing board rule.
6. The council shall develop and implement creative ways to involve parents in schools
7. The council shall coordinate, where appropriate, existing work force development boards or career technical education advisory councils to connect students and academic programs to business.
8. The council shall serve as champion for students in building support for schools and encouraging greater community participation in public schools.
9. The district administration shall monitor the participation of the Advisory School Council at each school site and be able to provide evidence and schedules of those periodic meetings.

Plans to provide or enhance these services must be described in the School EPSS. Along with the submission of the EPSS, the district must maintain documentation of the previously held public meetings for each site including a sign-in sheet of those in attendance, an agenda, and a list of suggestions from parents and the public on how to improve the school.

Step 6: Examine the Budget

The school improvement budget must reflect a commitment to the goals and strategies the school is adopting to improve student achievement. Federal funds must be used to supplement, not supplant, the regular school program. An amount equal to 10% of the school-wide Title IA allocation must be spent on professional development.

Step 7: Submit the Plan to the District

The school should follow its district processes for this step.

School Restructuring Plans (for schools in R1, R2, and beyond)

According to NCLB and state law, a school in restructuring must develop a plan that includes one of the following “alternative governance” arrangements:

1. Reopen as a public charter school;
2. Replace all/most of the staff;
3. Implement other major restructuring of the school's governance, e.g.
 - a. Decrease school-based management/increase LEA oversight

- b. Close and re-open as a focus/theme school
- c. Reconstitute into smaller autonomous learning communities
- d. Dissolve the school
- e. Pair the school with higher performing school
- f. Expand or narrow the grades served

The plan must focus on accountability, teacher quality, parental involvement, and evidence-based instruction. The process must be substantial enough to transform and sustain change. It must also take into consideration:

- Staff development
- Curriculum
- Instruction
- Use of technology
- Assessment
- Other factors essential for success

Throughout the restructuring process, the district must continue to provide technical assistance to the school. It must also provide students with the option to transfer to another school. Title I schools must make supplemental educational services available to eligible students and use not more than 5% of Title I allocation for financial incentives and rewards. The district is responsible for implementing an alternative governance plan.

District Improvement Planning

After a district has been notified that it has been identified for improvement, it must develop or revise a district EPSS, in consultation with parents, school staff and others. After it is developed, the district is required to implement the plan as soon as possible.

The plan has specific requirements. The plan must:

- be developed in consultation with parents, school staff and others;
- incorporate strategies that are grounded in scientifically based research;
- incorporate strategies that will strengthen instruction in core academic subject areas in schools served by the LEA;
- identify actions that have the greatest likelihood of improving the achievement of participating children in meeting New Mexico's student academic achievement standards;
- address professional development needs by committing to spend for professional development not less than 10% of Subpart A funds for each year of identification for improvement;
- include specific measurable achievement goals for specific subgroups of students (all public school students, economically disadvantaged, major racial and ethnic groups and students with disabilities) that are consistent with AYP;
- address the fundamental teaching and learning needs in the schools in the district;
- address the specific problems of low-achieving students, including a determination of why the district's previous plan failed to increase student academic achievement;
- incorporate activities before school, after school, during the summer, and during any extension of the school year as appropriate;

- specify the responsibilities of the PED and the district under the plan, including technical assistance the PED must provide to develop and implement the plan, and work with schools needing improvement; and,
- include strategies to promote effective parental involvement in the schools served by the district.

A *District Improvement Plan Checklist* which includes citations from NCLB can be found on the PSB website (<http://www.ped.state.nm.us/div/psb/index.html>). It is strongly recommended that a district in improvement follow the steps outlined in the section titled “School Improvement Planning” to develop its district improvement plan, (EPSS). A district EPSS is not simply a “roll up” of its school plans. Instead, it focuses on district roles and responsibilities and the District Table of Responsibilities. The CLASS Assessment: District Improvement found in Appendix E describes the specific functions that districts have that are separate from those of schools. The district should use this tool to assess how it functions and identify strengths and weaknesses. The district EPSS should incorporate strategies to address identified weaknesses. The *District Table of Responsibilities* outlines the district responsibilities in the improvement process.

In addition, districts in Corrective Action (CA) must:

1. Notify PED about which of the three actions required under NCLB will be implemented: (a) defer programmatic funds or reduce administrative funds; (b) institute and fully implement a new curriculum based on state content standards that includes appropriate scientifically research-based development to all relevant staff; or (c) replace district personnel who are relevant to the inability of the LEA to make AYP.
2. Conduct an external assessment of district programs as directed by NMPED.
3. Revise the district EPSS to reflect the corrective action and findings of the assessment.
4. Present the plan to the local board of education at a public meeting.
5. Submit the revised EPSS and quarterly progress report(s) to NMPED.

Note: During 2009-2010, 26 districts are participating in a pilot WEB EPSS project. These districts are required to write their EPSS in a somewhat different form on-line where the PSB is able to monitor the implementation of the plan much more easily than in the past. Districts are still expected to go through the planning process described here, and their EPSS must meet all of the NCLB requirements. Putting the EPSS on-line can help make the plan a living document rather than one that sits on a shelf. In addition, the updating for schools and districts and the monitoring for the PSB become much simpler. The expectation is that all districts and schools will be using the on-line EPSS by 2010- 2011. At that point, this document will be revised.

RECOGNITION

The *School and District Improvement Framework* identifies the importance of acknowledging and rewarding schools for taking the initiatives necessary to raise student achievement.

NMPED will actively identify schools and districts which are making progress and recognize their achievement through incentives and celebrations. For example: "Schools on the Rise" Day: is schedule on February 10, 2010 which recognizes schools that have exited status and schools that have moved into delay (or delayed) status.

PUBLIC EDUCATION DEPARTMENT WEBSITE: <http://ped.state.nm.us>

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

- Current information, press releases, school and district recognitions
- Templates
- School and District Improvement Framework
- Forms, procedures, schedules, recognitions, invitations
- School/District Improvement Framework--Volume II (Appendices)



