

RDA Quarterly

VOLUME 1, ISSUE 1

OCTOBER 2015

Results Driven Accountability in a Nutshell

The New Mexico Public Education Department's new Results Driven Accountability (RDA) professional development program provides resources to elementary schools across the state to improve reading outcomes.

In addition to professional development on a variety of topics, the program provides coaching for teachers in math and reading instructional strategies, online book studies, technical assistance, family trainings, and summer reading programs. RDA also provides each of the 64 schools in the program with \$20,000 to support school improvement.

"Professional development is key to increasing student achievement across the state. Our teachers succeed when they have the tools they need and support from leadership," said Greg Frostad, RDA project director.

RDA's five-year goal is to increase the number of students with disabilities scoring benchmark on the end of year DIBELS-Next Assessment by 10 percent (a two percent increase per year) in RDA schools.

RDA sprang from the State Systemic Improvement Plan (SSIP,) required by the Individuals with Disabilities Education Act Annual Performance Report Indicator Seventeen. To fulfill plan requirements, the PED consoli-

dated and expanded two of its programs, Achieving Student Success with Effective Tiered Supports (ASSETS) and New Mexico Real Results, during the 2014-2015 school year.

The SSIP was written and RDA developed last school year. The plan and program will continue through the 2018-2019 school year.

The two programs served 39 schools last year, and RDA is currently serving 64. Eight more schools will be added to RDA for each of the next two academic years, bringing the total number of schools to eighty.

"We've really ramped up our program. We have more than doubled the schools we served two years ago. We are stretching ourselves to impact the greatest number of students with our resources," Frostad said.

To be selected for inclusion in the program a school must have an overall grade of C, D or F with a D or F grade for the lowest quartile growth.

As part of the program requirements, principals and superintendents sign assurances that principals and schools will participate in the professional development activities throughout the school year.

RDA is a voluntary program to support New Mexico elementary students.

Coming Soon: Fall book studies

The first RDA online book studies of the school year are likely to start in late October or early November.

The first two book studies will be Paul Bambrick-Santoyo's *Leverage Leadership*, offered to principals and district leaders, and Carol Dweck's *Mindset*, offered to schools in Northern New Mexico, including the I-40 Corridor.

In the spring we plan to offer a *Mindset* book study to schools in Southern New Mexico, and a *Driven by Data* book study to principals and district leaders.

Each school and district participant to successfully complete an online book study will receive a \$200 stipend.

Please email Sandy Coca at coca213@hotmail.com for further information and to participate.

IMPORTANT DATES

•Now through the spring: Sharon Gatti-Carson onsite PD (2nd session)

•Oct. 23: Leadership PD Socorro*

•Oct. 26: Leadership PD Ruidoso*

•Nov. 10: Leadership PD Farmington*

•Nov. 12: Leadership PD Santa Fe*

•Nov. 17-18: CKH Process Champions Ruidoso and Farmington*

•Jan. 21: Leadership PD Ruidoso*

•Jan. 25: Leadership PD Santa Fe*

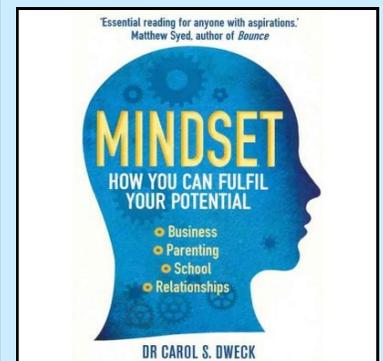
•Jan. 27: Leadership PD Socorro*

•Jan. 29: Leadership PD Farmington*

•Coming soon: *Mindset* book study for teachers and administrators in Northern New Mexico

•Coming soon: *Leverage Leadership* book study for principals and district leaders

* Training is offered by region: attend only those trainings in your region



Making A Difference: CKH in Jal

Bettie L. Robinson,
Jal Elementary Principal

Last year, I attended Capturing Kids Hearts (CKH) training with three others from Jal. Our purpose was to determine if Capturing Kids Hearts would help us make a difference in the lives of students.

Although it was expensive, the decision to invest in CKH was based on our philosophy that culture and climate are important when reaching the goals of improved student achievement, student engagement and improved morale.

The next obstacle we faced in bringing CKH to Jal was how to accommodate the training and implementation of the program. Superintendent John Wilbanks sought approval from our school board and he explained that all staff would be trained for three days at a location away from school.

During our training, the staff learned to create a social contract, and the EXCEL model of teamwork. We implemented CKH before the end of the school year, and we began the task of making CKH work throughout our school district.

An immediate success were the smiles of parents and students as they entered our building each morning and heard, "Good morning" from staff members who shook their hands and engaged them in conversation.

Our next goal was to begin the day with good news and each morning our announcements included positive stories from students and the learning of our school song.

We have continued these practices this year and have expanded CKH to include our daily announcements which are made in the cafeteria while students eat breakfast. Students are greeted going into the cafeteria, they share in the good news and sing

together each day.

Also, each classroom has written and signed a social contract, and students have started to remind each other of how they should treat each other. It is not a rare sight to see our students give each other a time-out signal when the noise level rises in the cafeteria.

One of our biggest achievements with Capturing Kids Hearts is a decrease in discipline referrals. Discipline referrals to the office have dropped by more than half and referrals to the office are ones that truly require attention from the principal. Our students are spending more time in the classroom.

The greatest comment I have heard this year came from a student who had been in the office on a frequent basis last year. He was walking by the office door, stopped, threw his hands in the air and said, "I love this place!" Another student who had been referred frequently has not been referred one time this year, and this week I saw him mentoring and helping a younger student.

Another improvement is staff morale. The staff at Jal Elementary is working collaboratively and has commented on how they like coming to work each day because they have created a social contract together and know they are going to be treated with respect by their colleagues.

All of this success with CKH has occurred because everyone at Jal Elementary believes that, "If you have a child's heart, you have his head."

We know that making a difference happens one student at a time and we are positive about the changes we have begun. We believe CKH will help us create a school where children run into it as fast as they run out of it each day.

Principal's Perspective

Sandra Lee,
Thoreau Elementary Principal

Sharon Gatti-Carson's professional development on reading strategies was one of the best trainings I've ever attended.

Gatti-Carson emphasized the need to actively engage our students with purposeful and meaningful research-based strategies so that students can participate in class and apply what they are learning.

Gatti-Carson modeled everything she wanted to share with us, and my colleagues and I walked away with tangible strategies that were implemented the very next day at school.

Reimbursements

The Results Driven Accountability (RDA) program works with several Regional Educational Cooperatives (RECs) to provide professional development to districts. For reimbursement questions please be sure to contact the correct REC.

REC #7 in Hobbs is responsible for Sharon Gatti-Carson and Capturing Kids' Hearts trainings, as well as stipends for the upcoming online book studies. Please send invoices to Karen Soria (soriak@hobbsschools.net) and contact Patti Harrelson at (575) 393-0755 with questions.

REC #5 in Albuquerque is responsible for the leadership trainings in July, October/November and January. Please send invoices to Sandra Coleman scoleman@crecni.org and call her at (505) 889-3412 for reimbursement questions.

For any questions about the schools' \$20,000 mini grants, please call Maria Hilotin at (505) 827-1462 or your school's contact in the Title I Bureau.