

RDA Quarterly

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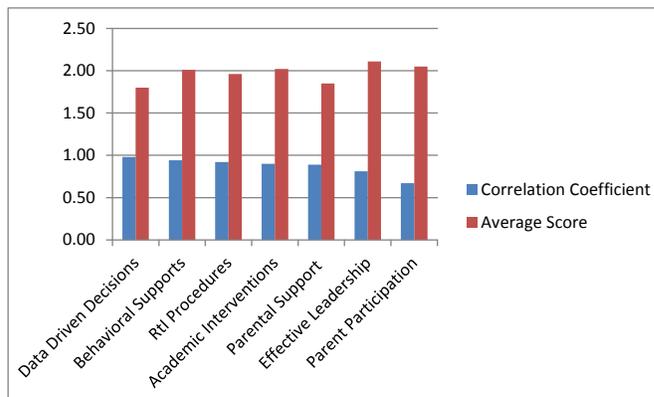
Fall Site Visit Results

Site visits to all 62 RDA schools last fall assessed seven categories: Data Driven Decision Making, Effective Leadership, Academic Interventions, Behavioral Supports, RtI Procedures, Opportunities for Parent Participation, and Parental Support for Academic Achievement at Home.

Schools were assessed on a 1-3 scale on each measure, and scores were compared with A-F school grades. As the table below shows, schools with higher scores in these seven categories had higher school grades.

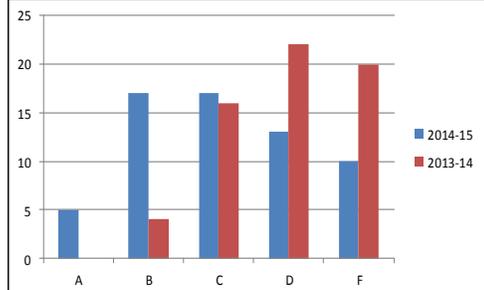
RDA Measures	RDA Avg. Scores by School Grade				
	A	B	C	D	F
Data Driven Decisions	2.06	1.91	1.80	1.74	1.50
Effective Leadership	2.22	2.14	2.25	2.07	1.87
Academic Interventions	2.58	2.01	2.05	1.92	1.72
Behavioral Supports	2.38	2.04	2.04	1.93	1.72
RtI Procedures	2.17	2.20	2.03	1.60	1.60
Parent Participation	2.06	2.44	2.39	1.83	1.61
Parental Support	2.38	1.83	2.04	1.67	1.50
Average Score	2.26	2.08	2.09	1.82	1.65

The correlation coefficient between RDA assessment areas and PED school grades was an impressive 0.98 for Data Driven Decision Making. A score of zero means no correlation and 1.0 means perfect correlation. These numbers show that RDA is measuring variables that affect school grades, and that there is a measure of reliability in the rating process.



School Grades on the Rise

73% of RDA schools entered the program with a grade of D or F. That number is down to 32% for 2014-15.



Special congratulations to:

A Schools:

Animas Elementary (Animas), Cimarron Elementary (Cimarron), Animas Elementary (Farmington), McCormick Elementary (Farmington), and Dowa Yalanne Elementary (Zuni)

B Schools:

Hermosa Elementary (Artesia), Yeso Elementary (Artesia), Central Elementary (Belen), Henry Jaramillo Elementary (Belen), La Mersed Elementary (Belen), Rio Grande Elementary (Belen), Cochiti Elementary (Bernalillo), Pate Elementary (Carlsbad), Monterey Elementary (Carlsbad), El Rito Elementary (Mesa Vista), Moriarty Elementary (Moriarty-Edgewood), Mountainair Elementary (Mountainair), Longfellow Elementary (Raton), Forrester Elementary (Springer), San Jon Elementary (San Jon), Tularosa Elementary (Tularosa), Tularosa Intermediate (Tularosa)

IMPORTANT DATES

Statewide RDA & PPE Leadership Training

- June 7-8, 2016
- Albuquerque
- Location TBA

Spring Site Visits

- Feb. 1 – Apr. 27

Capturing Kids' Hearts Recharge

- Feb. 24: Santa Fe & Ruidoso
- Feb. 25: Farmington & Socorro

Book Studies: Feb.-Apr., dates TBA

- *Mindset* by Carol Dweck for teachers in southern NM
- *Driven by Data* by Paul Bambrick-Santoyo for all administrators

Academic Interventions: Planting the seeds for success

Tracy Davis, Principal
Mettie Jordan Elementary, Eunice

The partnership between Mettie Jordan Elementary and the RDA program is paying dividends for all our students. I have seen the shift from the mindset of “this is just another program” to “this is a huge asset for our staff and students.”

After our trainings with Howie Knoff in the first year of implementation, I began to see a true partnership develop between classroom teachers and our special education staff. Our Student Assistant Team (SAT) became more of a collaborative process and not just a pathway to special education. The behavioral supports Knoff introduced, along with Quantum Learning for Teachers and a revamped school-wide discipline plan, helped our building SAT shift to a more fluid grade-level SAT in which teachers work together analyzing the needs of individual students during common planning periods. The grade-level team then makes the recommendation to move a student into more targeted Tier 2 interventions and on to a building SAT process if needed.

In year two, training on the Response to Intervention (RtI) Framework clarified the articulation of this inverted pyramid and the steps from core instruction to targeted instruction to intensive supports. Our team came home with a better understanding of the RtI Framework.

With the help of our reading interventionist and our RDA coaches, the MJE leadership team used funds from RDA and New Mexico Reads to lead to look at not only what, but how we give intervention support to our students.

Tier I intervention support is the foundation. All students move through the Lexia program and all are

screened in STAR or Early STAR Literacy. These are used to create individual reading goals. All students, K-5, participate in the online Discovery Screening in both reading and math, while kindergarten through third grade students are given the DIBELS assessment. Classroom teachers, grade level teams, and the leadership team analyze this data.

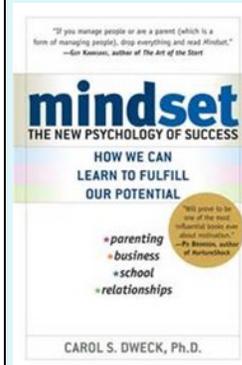
Teachers have received professional development in centers-based instruction and intervention support, and all students participate in grade-level interventions or enrichment. These interventions consist of Blast Foundations from Really Great Reading, centers-based interventions and individual or small group enrichment projects.

An exciting addition this year is our Tier 2 intervention support system, a partnership between classroom teachers, ELL and special education teachers, the reading interventionist and the leadership team. After data analysis, students are identified who need targeted behavioral or academic supports. Targeted, very small group assistance is given for a period of 3-4 weeks. Students may then continue to receive support, or move back to Tier I interventions in the classroom.

We are beginning to see students not only move from Tier I to Tier 3 instruction and intervention supports but also move from Tier 3 back to Tier I. This positive momentum is creating an environment in which we are no longer simply planting seeds; Mettie Jordan Elementary is sprouting and growing deep roots of support. We are excited to see what the future holds.

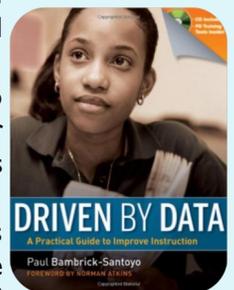
Mettie Jordan Elementary has improved one school grade since participating in RDA.

Book Studies



- An opportunity for educators to engage in professional discourse around a specific topic of teaching and learning.
- Individuals committed to reading and discussing a selected book, guided by the question: "How will this book influence professional practices at both the classroom and school level?"

- Weekly online discussions with colleagues from around the state
- One weekly original post and two weekly responses to colleagues through online discussion board
- One small project at the end of the study that applies the principles introduced in the book
- Free book provided in addition to a \$200 stipend when book study is completed
- *Mindset* study is for teachers and administrators in southern NM and *Driven by Data* study is for administrators statewide.
- Book studies begin on March 8 and run through April 15.



- Deadline to sign up for both studies is Feb. 26
- Principals should reserve spaces for all attendees by emailing Dr. Sandy Coca at ca213@hotmail.com by 5:00 p.m. on February 26.