

Changes Made to RDA School Improvement Criteria

The school improvement criteria, which are the focus of the RDA professional development program, have been refined for SY 16-17 to more closely correlate with student achievement, and to make the criteria easier to understand, implement, and observe.

The criteria, as measured by fall site visit scores, are highly correlated to student achievement as measured by 2015 school grade. Because not all categories of the criteria are equally correlated, however, a panel of educators from around the state reviewed the criteria and made the following refinements in order to improve the program's effectiveness:

- 90 day plans are included in effective leadership (EL4)
- Principal participation in PD is substituted with monitoring implementation (EL5)
- Whole group instruction is removed and addressing the Common Core State Standards is emphasized (AI2)
- Small group instruction is during core instruction (AI3)
- A system for ensuring all students have a positive personal interaction is substituted with collection and analysis of student behavior data (BS1)
- Shared rules are removed from BS3; the focus remains on expectations
- Students receive appropriate interventions prior to and after tier 3 referral (RtI5)
- The Title I parent participation plan is included (OI4)
- Summer reading program references are replaced with parent trainings for academic interventions (RH3)
- The school provides reading materials for students to take home (RH4)

The revised school improvement criteria were made available at the July 18-19 RDA conference in Albuquerque and will be available on the PED's Title I web page under RDA.

RDA Success Story: Santa Rosa Elementary School

By Erica Padilla, Principal, Santa Rosa Elementary School

Santa Rosa Elementary School is a small Pre-K – 5th grade school with a great work ethic and a culture that is conducive to learning, but we had three years of D grades in the A-F grading system, then slipped to an F in 2014-15. As the principal, I felt an immense pressure to create change that would improve not just the school grade but the academic success of our students. Teachers were working hard, students were working hard, but it just wasn't resulting in high proficiency rates.

The turning point came when I was selected as a mentee of Principals Pursuing Excellence and received funding from the Results Driven Accountability initiative. The information I received from PPE and RDA was so meaningful and relevant that I couldn't wait to return to school in August 2015 to begin implementation.

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IMPORTANT DATES

RDA Fall Site Visits

- End of August through first week of November, 2016

Regional PD for RDA Administrators

- Oct. 18, 2016, in Ruidoso
- Oct. 25, 2016, in Santa Fe
- Jan. 26, 2017, in Ruidoso
- Feb. 3, 2017, in Santa Fe

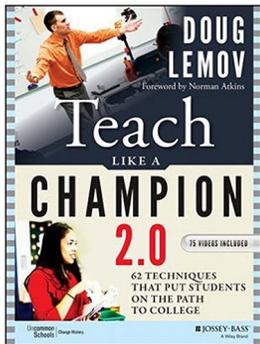
Fall Book Studies

- Sept. 19 — Nov. 11, 2016
- Register by Sept. 6, 2016

Spring Book Studies

- January — March 2017

RDA Book Studies



RDA book studies provide an opportunity for educators to engage in professional discourse with colleagues across the state.

Participants commit 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?"

Course expectations include one weekly original post and two weekly responses to colleagues through an online discussion board, and a small project at the end of the study that applies the principles introduced.

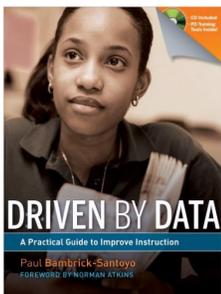
A free book is provided in addition to a \$200 stipend when the book study is completed (total reimbursement \$230, including \$30 for participants to purchase the book on their own and pay any shipping costs).

Teach Like a Champion by Doug Lemov presents 62 concrete, ready-to-implement classroom strategies used by highly effective teachers. The study, offered for the first time by RDA, will be led by Kim Lanoy-Sandoval.

Paul Bambrick-Santoyo's *Driven by Data* book study is back in response to positive feedback from participants last year. The study will again be led by Dr. Sandy Coca, who is also an RDA onsite PD provider this year. This study would make an effective follow-up to Dr. Coca's PD for educators whose schools she will visit.

Both studies are offered to teachers and administrators statewide. Principals should reserve spaces for all attendees. Email Sandy Coca at Coca213@hotmail.com and cc Sandra Coleman at SColeman@crecnm.org for *Driven by Data* (limit: 60 participants). Email Sandra Coleman for *Teach Like a Champion* (limit: 50 participants).

Book studies begin on September 19 and run through November 11. The deadline to sign up is September 6, 2016, but registration will close earlier if the maximum number of participants sign up. Both studies will be offered again January to March, 2017.



RDA Summer Professional Development Events



Marzano Helps Maxwell Schools Implement Standards-Based Grading

By Denise Trujillo, Kelly Jones, and Deanna Walker of Maxwell Municipal Schools



Dr. Robert Marzano

Last summer we mapped our existing ELA and Mathematics curriculum and programs to the CCSS, working toward a vertical alignment across grade levels. Even though we felt we were teaching these standards with fidelity, and watching our students make progress, some students were passing while others failed their End-of-Course (EOC) exams, MAPS, PARCC, and the Compass tests that allow our students to take college classes during high school. What could explain the inconsistency of their scores across all of these tests which were supposedly measuring their knowledge of the same standards?

With this question in mind, four teachers and Superintendent Kristen Forrester used RDA funds to spend three days at Dr. Robert Marzano's workshop on Standards-Based Grading and Proficiency Scale Development.

Dr. Marzano pointed out the inaccuracies that result from traditional assessments and grading methods: 1) teachers, without meaning to, give students grades based on their behavior and not on content learned; 2) teachers give extra credit for "fluff" that does not assess learning; 3) some assessments do not measure what is actually taught in class; 4) research shows that at least three data points are needed to accurately assess learning, and many teachers give students just one chance to "get" the material.

Dr. Marzano emphasized the need to prioritize the most important standards. This year, we will identify priority standards at each grade level for each subject-area, and write high-quality proficiency scales.

We are excited about where this work can take our children. We hope other districts will join us in creating a database of proficiency scales and prioritized standards so students who change districts will be able to transition easily.

Success Story: Santa Rosa (continued)

We had been working hard and hustling, but were we hustling the right way? We had a variety of reports and we read our data, but our lesson plans were not prescriptive enough to provide students with the right instruction and support they needed to be successful.

After the PD I received from PPE and RDA a light bulb went on: we didn't have meaningful data that lined up with our standards-based assessments. RDA funding offered the perfect place to begin. We brought teachers in over the summer break for a week-long PD session where we aligned our curriculum K-5 using the scope and sequence of the standards and created our own common formative assessments.

Change is never easy, and at first teachers were not fully on board. The "Aha" moment was when a 30 year teaching veteran came into my office with the color-coded data analysis of the first CFA and the majority was red, indicating that the students had not learned what was taught. When she left my office, we had a plan for our grade level PLC to analyze the data with the test in hand and so began our first action planning reflection.

That was the beginning of the school year, and by the final CFA the analysis of this veteran teacher on her final CFA had almost no red and was predominantly green. This was the case with all classes and all teachers. We have not received our school grade for SY 15-16 yet, but we are hopeful that we have shown growth and improvement in our student proficiency.

We have learned so much as a team, have strengthened our SAT process and Tier II interventions, and are continuously fine tuning and refining our lesson planning and CFA questions to ensure rigor for the greatest impact on student achievement. Working together as a staff, we have begun building a culture of academic expectations and taken the first step in systemic schoolwide improvement.