

Standards for Effective Schools

1: Effective Leadership (Organizational Management)

Indicators

	Dynamic and Distributed Leadership: The term leadership goes beyond administrators. Leadership is found at all levels of a high functioning system. When this document refers to “leadership” it encompasses everyone who has ownership of the system.	6.30.2 .8(G) NMAC Paragraphs 1 and 4
1.1	The school/district has a shared philosophy of commitment, ownership, vision, mission and goals that promote a culture of excellence.	
1.2	Leadership is united in purpose, visible in the school and classrooms, and focused on instruction.	
	Focus on Student Learning	6.30.2 .8(G) NMAC Paragraphs 1,3 and 4
1.3	Leadership maintains a focus on all students learning to high standards.	
1.4	Leadership maintains a focus on subgroups that need specific attention	
1.5	Leadership maintains focus on professional development that will make the greatest impact on student achievement.	
	Sustained Improvement Efforts	6.30.2 .8(G) NMAC Paragraphs 3,4 and 5
1.6	Leadership views educational improvement as a long term multi-stage process that must be sustained over time through continuity, continuous focus, and attention to resource allocation.	
1.7	Leadership promotes and sustains continuous school improvement by monitoring progress and resource use and by providing organizational structure.	
1.8	Leadership helps staff to internalize changes needed for educational improvement.	
1.9	Leadership demonstrates and seeks commitment rather than compliance.	
1.10	Continuous Improvement processes (Plan-Do-Study-Act) are integral to decision making by all levels of leadership to improve educational programs, student services and support processes.	

Developed in accordance and alignment with Standards for Excellence, 6.30.2.8 NMAC, Subsection G



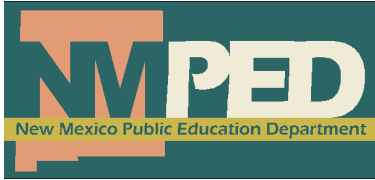
Standards for Effective Schools

2: Quality Teaching and Learning (Student Learning Environment)

Indicators

	Quality Classroom Instruction	6.30.2 .8(G) NMAC Paragraphs 1,3 and 5
2.1	All members of the learning community understand quality instruction and the importance of using research based strategies, interventions and programs.	
2.2	All members of the learning community share a common understanding of quality teaching and learning.	
2.3	Classroom instruction is aligned to the adopted standards based curriculum	
2.4	Teachers employ differentiated instruction to meet the learning needs of students.	
2.5	Multiple measures are used to assess learning.	
2.6	Teachers monitor the performance of, and provide feedback to, all students.	
2.7	Data are used to refocus student learning on targets that enable them to meet or exceed standards.	
	Coordinated and Embedded Professional Development Focused on Classroom Instruction	6.30.2 .8(G) NMAC Paragraphs 1 and 3
2.8	Leadership provides high quality, ongoing professional development focused on classroom instruction	
2.9	Professional development includes coaching and support for instruction.	
	Coordinated and Aligned Curriculum and Assessments	6.30.2 .8(G) NMAC Paragraphs 1,4 and 6
2.10	The curriculum, professional development, and assessments are aligned with New Mexico Standards.	
2.11	There is a centralized and coordinated process to ensure curricular alignment within the school and district.	
	High Expectations for Teachers and Students	6.30.2 .8(G) NMAC Paragraphs 3, 5 and 6
2.12	All members of the learning community demonstrate a sense of personal accountability for their professional role in student success.	
2.13	Leadership holds teachers accountable for instructional practices.	
2.14	Leadership holds all members of the learning community accountable for student learning.	
2.15	All members of the learning community communicate high expectations for all students.	

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3: Collaborative Relationships (Student Support Services)

Indicators

	Involve Family and Community	6.30.2 .8(G) NMAC Paragraphs 1 and 7
3.1	The school/district mobilizes community and business support.	
3.2	The school/district empowers parents to be a part of the educational community.	
3.3	Leadership actively promotes ongoing, two-way communication among stakeholder groups.	
	Professional Culture and Collaborative Relationships	6.30.2 .8(G) NMAC Paragraphs 1, 3, 4, and 5
3.4	The school/district demonstrates a culture of mutual respect, collaboration, and shared responsibility.	
3.5	Leadership expects and supports teacher collaboration to develop and maintain high standards for student achievement.	
3.6	There are formal processes to support both vertical and horizontal collaboration.	
3.7	There are processes in place to facilitate student transitions within the school/district.	
3.8	The school/district systematically supports faculty and staff personal growth by both formal and informal celebrations of progress toward goals, by providing recognition of individuals and work teams that contribute to high performance, and by empowering improvement teams for each school goal.	

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4: Support for System-Wide Improvement (Data Review/Systems Assessment)

Indicators

	Effective Use of Data	6.30.2 .8(G) NMAC Paragraph 6
4.1	Leadership and staff use data to set goals for the district, schools, classrooms and students.	
4.2	Leadership and staff use disaggregated data in planning for diverse student needs.	
4.3	Instructional planning is based on communicating and reviewing data with staff on a regular basis.	
4.4	The EPSS is based on improvement needs identified through data analysis and Continuous Improvement processes (including development and implementation of goal teams), with significant input from all stakeholders.	
4.5	The EPSS is regularly reviewed and updated by administration, staff and stakeholders. Reviews and updates are embedded in the school/district schedule and there are also established procedures for additional reviews when needed.	
4.6	There is a process to disaggregate data and provide it to users to monitor equity and guide instructional decisions.	
4.7	The EPSS takes into account the needs of stakeholders, clearly and specifically identifies the performance deficits to be addressed, the steps to be taken, the persons responsible, the resources needed and available, short term performance measures, and reporting final performance results to stakeholders.	
4.8	Relevant data are generated, collected, analyzed, communicated, and used to guide improvement efforts throughout the system. Information is reported to all stakeholders.	
4.9	A process is in place to regularly collect and communicate the results of programs, short cycle assessments, and the NMSBA in a format accessible and understandable to stakeholders.	
4.10	Stakeholder participation and satisfaction (including students) is systematically monitored in a variety of ways, and results are analyzed to guide decision making. The school/district takes action in response to stakeholder concerns and issues, and uses Continuous Improvement processes to evaluate the results of the actions taken.	
	Strategic Allocation of Resources	6.30.2 .8(G) NMAC Paragraphs 1,2,3 and 7
4.11	The school/district provides, allocates, reallocates, and finds resources for quality instruction.	
4.12	The school/district provides additional resources to support low performers.	
4.13	Leadership promotes and sustains continuous school improvement by allocating resources (e.g. fiscal, human, physical, and time), monitoring progress and resource use and providing organizational structure.	
4.14	Professional development includes training in the use of data.	
4.15	Schedules are arranged to allow staff time to analyze, discuss and utilize data.	

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4.16	The district has implemented strategies to attract highly qualified staff to high-need schools.	
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SYSTEMS PROCESS SCAN

Processes for Effective Schools: Systemic, Focused, and Aligned

Indicators

Leadership:
The EPSS is based on improvement needs identified through data analysis and Continuous Improvement processes (including the development and implementation of goal teams), with significant input from all stakeholders, and it is regularly reviewed and updated by administration and staff. Reviews and updates are embedded in the school/district schedule, and there are also formal procedures for unscheduled reviews when needed.
School Strategic Planning
The EPSS takes into account the needs of stakeholders, clearly and specifically identifies the performance deficits to be addressed, the steps to be taken, the persons responsible, available and needed resources, short term performance measures and reporting final performance results to stakeholders.
Student, Stakeholder, and Market Focus:
Stakeholder participation and satisfaction (including students) is systematically monitored in a variety of ways and results are analyzed to guide decision making. The school/district takes action in response to stakeholder concerns and uses Continuous Improvement processes to evaluate the results of the actions taken.
Measurement, Analysis and Knowledge Management:
Leadership ensures that relevant data are generated, collected, analyzed, communicated and used to guide improvement efforts throughout the system. Information is reported to all stakeholders (students, teachers, staff, parents, community, etc.)
Faculty and Staff Focus:
The school/district systematically supports faculty and staff personal growth by both formal and informal celebrations of progress toward school goals, by providing recognition of individuals and work teams that contribute to high performance, and by empowering improvement teams for each school goal.
Process Management:
Continuous Improvement processes (Plan-Do-Study-Act) are integral to decision making by leadership, faculty and staff to improve educational programs, student services and support processes.
Process and Strategic Results:
Results from a variety of measures show consistent improvement over past results, and are regularly reported to all stakeholders.