

Striving for Excellence ... Impacting Teachers & Leaders

“Leaders must change their own behavior – what they do, what they focus on, where they spend their time. Their behavior models the behavior they seek in others and helps promote the execution effort.”

Harrauld, J. B. (2014)

Turn and Talk

“Leaders must change their own behavior – what they do, what they focus on , where they spend their time. Their behavior models the behavior they seek in others and helps promote the execution effort.”

Harreld, J. B. (2014)

What are the implications for your work in your role?

Our Road Map

- ✓ In supporting New Mexico Leaders we are striving to ensure coherence between policy that informs program and initiatives that support instruction.
- ✓ The expectations are clear; achievement is a priority – getting closer to the classroom is key.
- ✓ We must support leaders in navigating the sea of reform, keeping our children first.

Leveraging New Mexico's Leadership

- ✓ What really makes education effective is well leveraged leadership that **ensures great teaching to guarantee great learning.**

Leadership Competencies

✓ Public Impact has found that some competencies are more critical than others:

- Achievement

The drive and actions to set challenging goals and reach a high standard of performance despite barriers.

- Impact and Influence

Acting with the purpose of affecting the perceptions, thinking, and actions of others

What are Critical Actions for Turnaround Leaders

- ✓ Identify and focus on a few early wins with big payoffs.
- ✓ Challenge organizational norms or rules that inhibit success.
- ✓ Act quickly in a fast cycle: time is the enemy when the status quo is failure.

Leveraging New Mexico's Leadership

- ✓ If we strengthen **the competencies of leaders** to transform districts and schools, then they will have the capacity to take bold and purposeful action.
- ✓ If leaders **take bold and purposeful action**, then they establish the conditions for effective teaching and learning.
- ✓ If the **conditions for effective teaching and learning are established**, then teachers will have the opportunity to improve instructional practice.
- ✓ If teachers **improve instructional practice**, then student learning will increase.

Alphabet Soup

- ✓ Principals Pursuing Excellence (PPE)
 - To educate and empower principals to practice leadership behaviors that drive significant gains in student achievement.
- ✓ University of Virginia School Turnaround Specialist Program (UVA/TSP)
 - To empower system-level and school-level leaders to jointly achieve dramatic improvement enabling schools to rethink, reignite, redesign, and ultimately transform their organizations.

Alphabet Soup

- ✓ Teachers Pursuing Excellence (TPE)
 - To educate and empower principals to practice leadership behaviors that drive significant gains in student achievement.

- ✓ Triannual Site Visits (TSV)
 - To improve instruction at the classroom level through examining systems that both support and monitor teachers and other instructional personnel through targeted conversations with leaders.

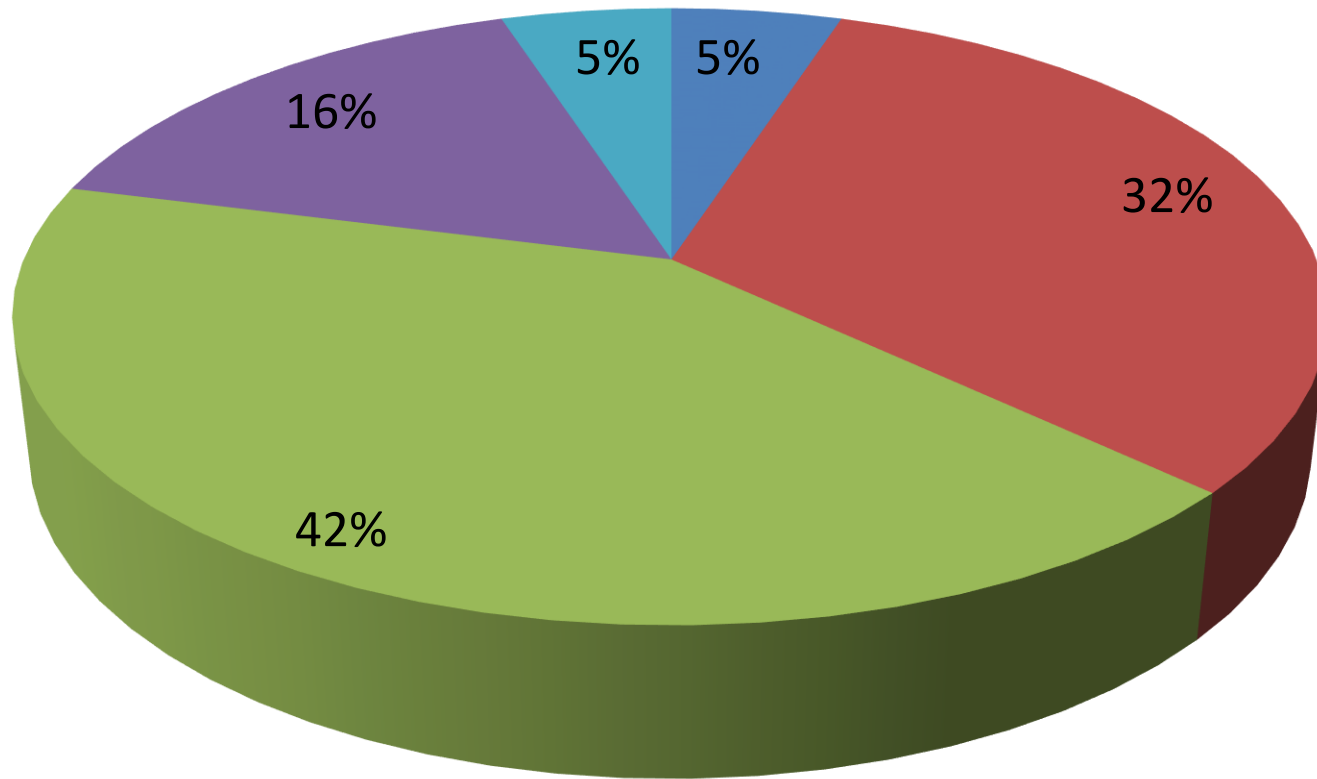
Leadership Competencies

- ✓ “ ... a pattern of thinking, feeling, acting or speaking that causes a person to be successful in a job or role.”
- ✓ Public Impact identifies four clusters of turnaround competencies:
 1. Driving for Results
 2. Influencing for Results
 3. Problem Solving
 4. Showing Confidence to Lead

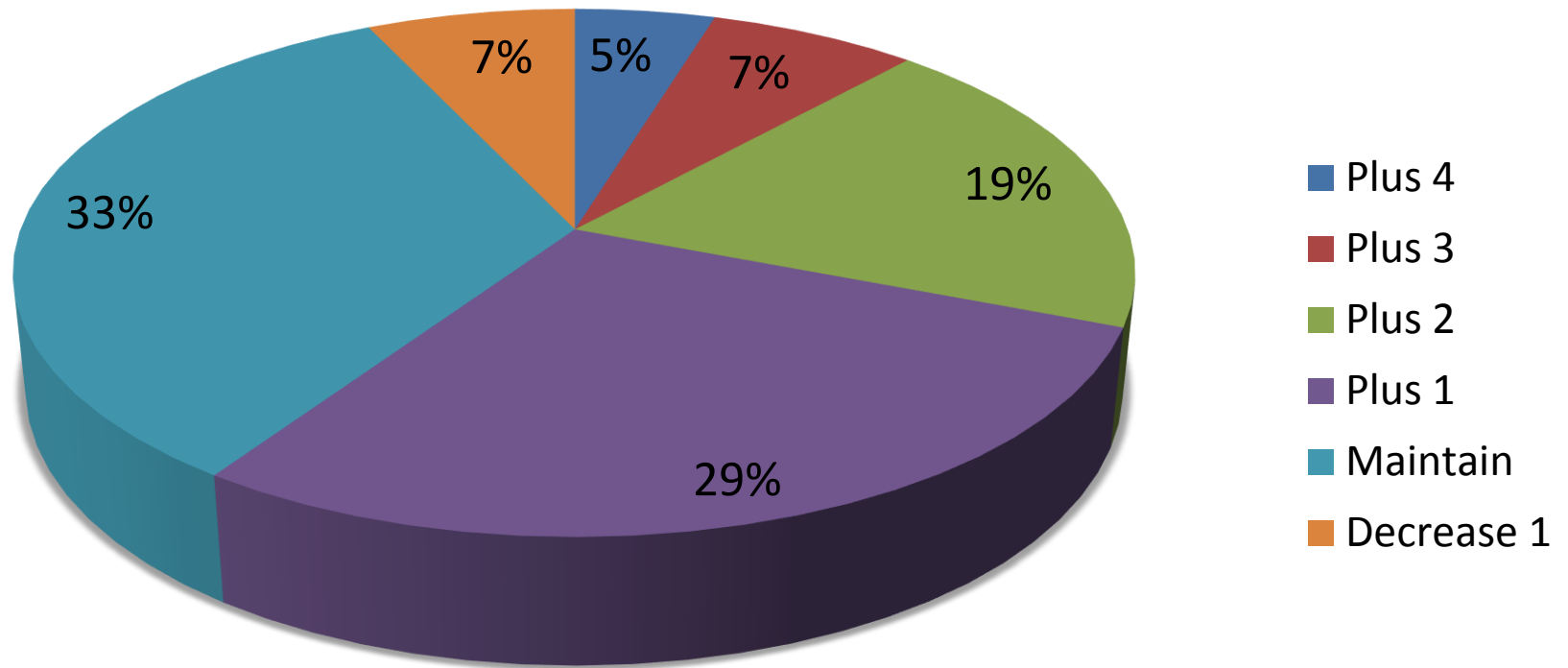
RESULTS.....

PPE Cohort 1 Schools - Growth in School Grades 2013 Report Card to 2015 Report Card

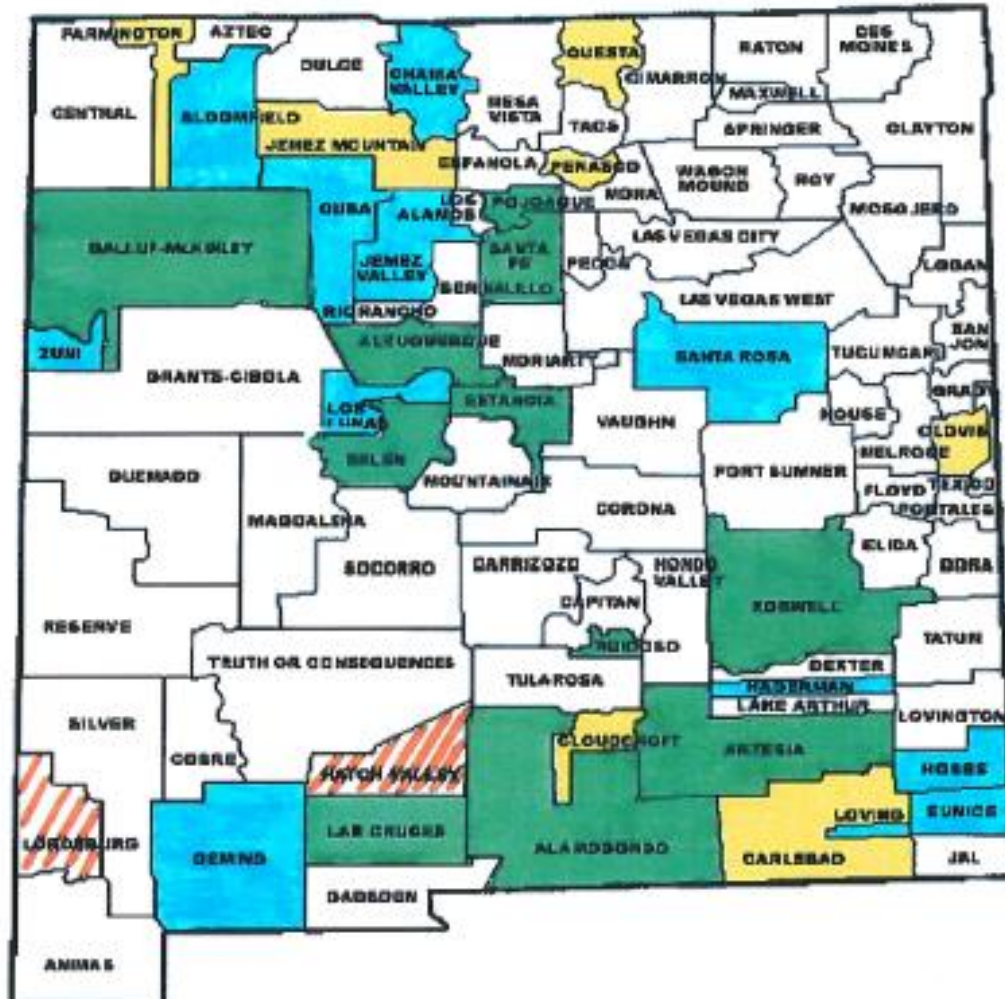
■ Plus 3 ■ Plus 2 ■ Plus 1 ■ Maintain ■ Decrease 1



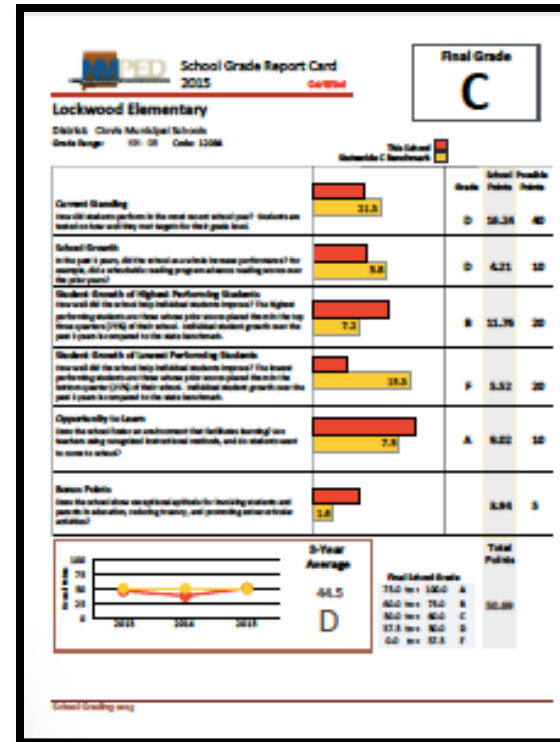
PPE Cohort 2 Schools - Growth in School Grades 2014 to 2015



PPE Districts

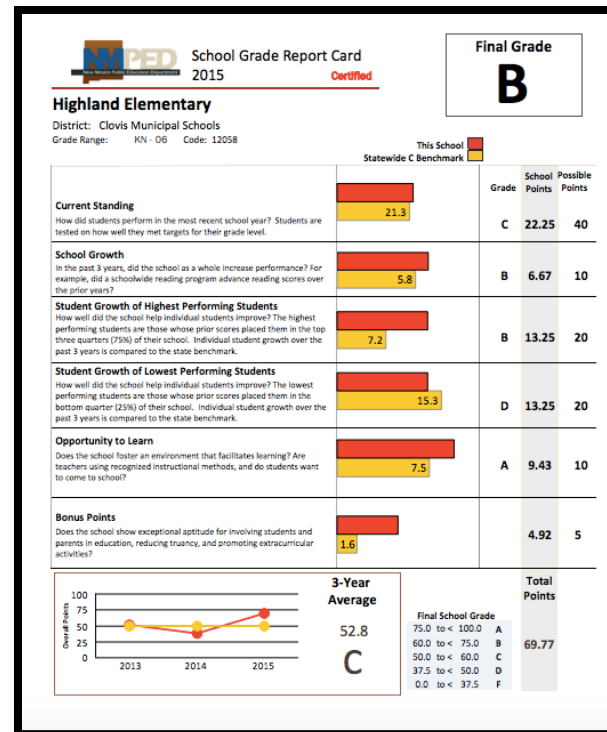
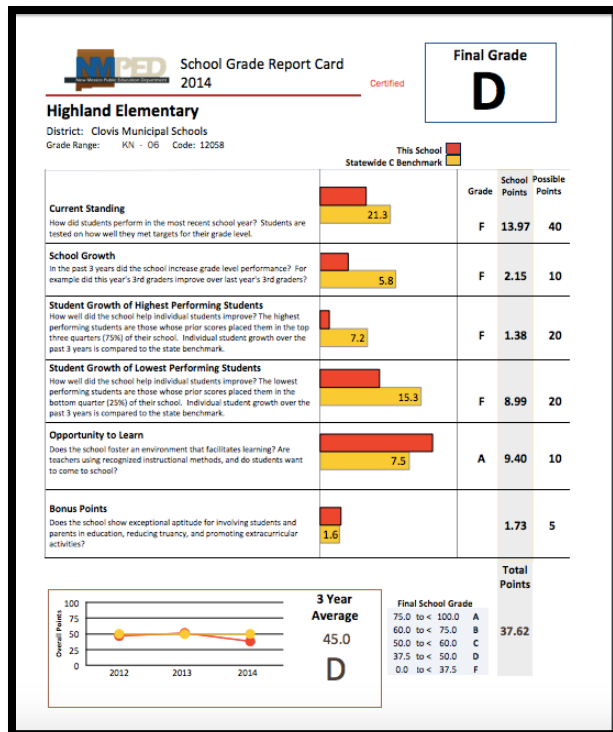


Driving for Results, Showing the Confidence to Lead



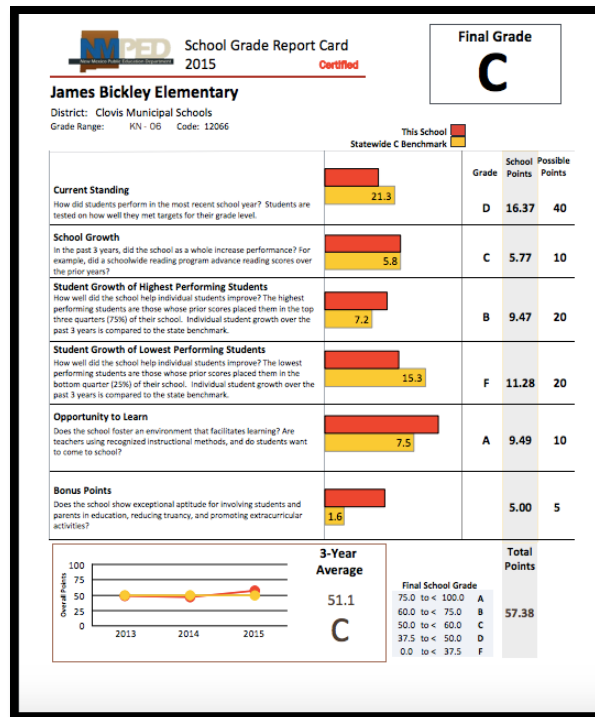
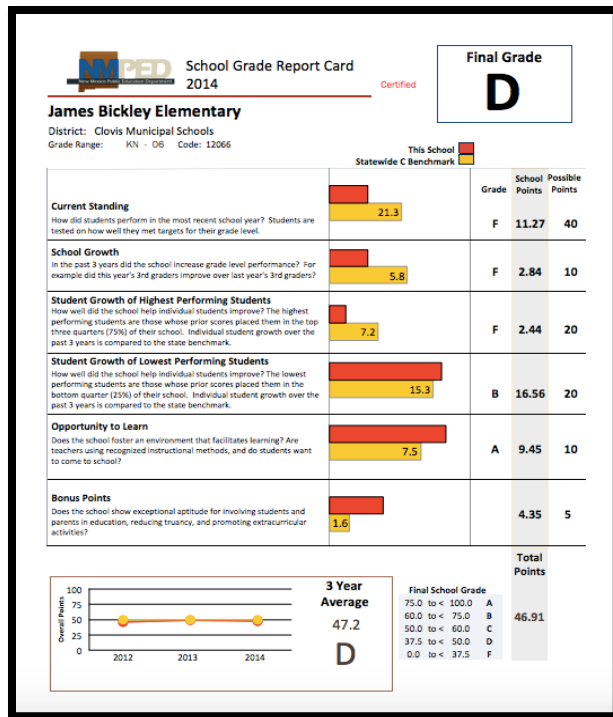
Highland Elementary, Clovis

✓ Driving for Results, Showing Confidence to Lead



James Bickley Elementary, Clovis

✓ Driving for Results, Showing Confidence to Lead



Yeso Elementary School, Artesia

✓ Driving for Results, Showing Confidence to Lead

NM PED School Grade Report Card
2013

Final Grade
D

Yeso Elementary
District: Artesia Public Schools
Grade Range: 01-05 Code: 22001

This School

Current Standing
How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.

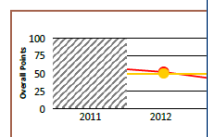
School Growth
In the past 3 years did the school increase grade level performance? For example, did this year's 3rd graders improve over the past 3 years?

Student Growth of Highest Performing
How well did the school help individual students perform? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.

Student Growth of Lowest Performing
How well did the school help individual students perform? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.

Opportunity to Learn
Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?

Bonus Points
Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?



School Grading 2013

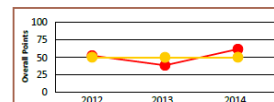
NM PED School Grade Report Card
2014

Final Grade
B

Yeso Elementary
District: Artesia Public Schools
Grade Range: 01-05 Code: 22001

This School

Category	Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	B	27.07	40
School Growth In the past 3 years did the school increase grade level performance? For example, did this year's 3rd graders improve over last year's 3rd graders?	C	5.64	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	D	4.64	20
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	C	14.80	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	A	9.23	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?		0.00	5



3 Year Average
50.5
C

Final School Grade
75.0 to < 100.0 A
60.0 to < 75.0 B
50.0 to < 60.0 C
37.5 to < 50.0 D
0.0 to < 37.5 F

School Grading 2014

NM PED School Grade Report Card
2015

Final Grade
B

Yeso Elementary
District: Artesia Public Schools
Grade Range: 01-05 Code: 22001

This School

Category	Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	C	21.19	40
School Growth In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?	C	6.04	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	B	11.98	20
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	D	13.06	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	A	9.32	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?		4.66	5

3-Year Average
55.2
C

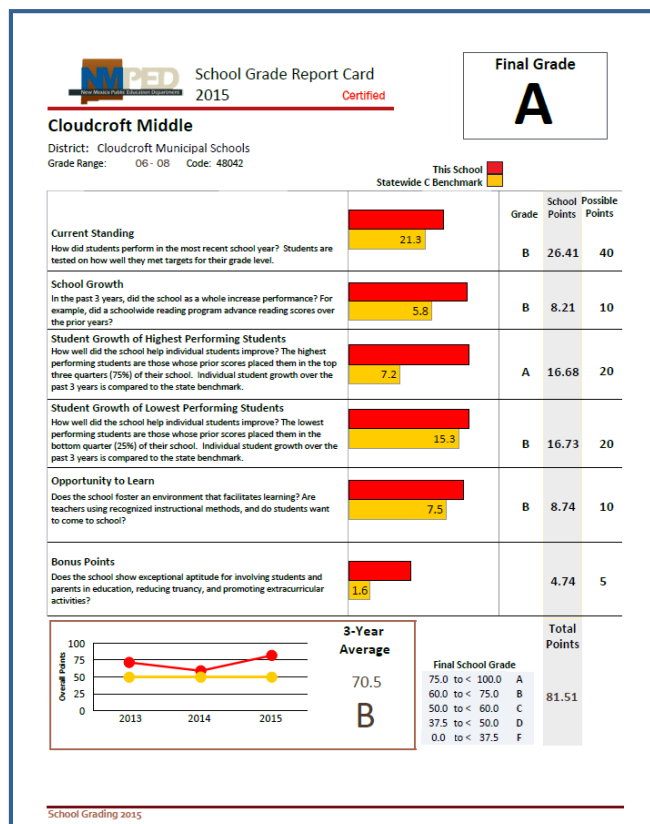
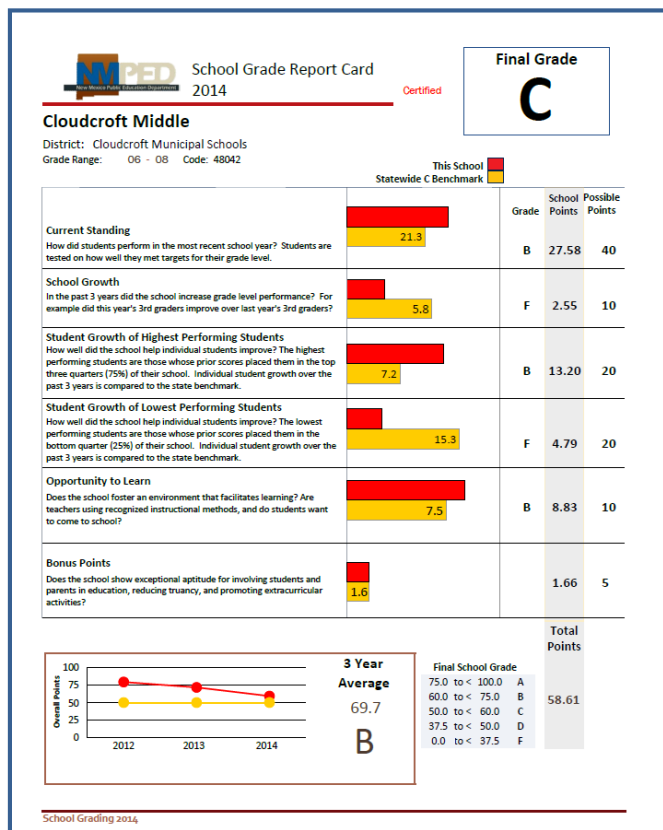
Final School Grade
75.0 to < 100.0 A
60.0 to < 75.0 B
50.0 to < 60.0 C
37.5 to < 50.0 D
0.0 to < 37.5 F

Total Points
66.25

School Grading 2015

Cloudcroft Elementary

✓ Driving for Results, Showing the Confidence to Lead



THANK YOU!

We welcome your feedback and invite you to work with us in bringing everything we do, closer to the classroom for student AND teacher success!

