

# GBEE FACT SHEET

## STRENGTHENING QUALITY IN SCHOOLS

*Successful Qualified Students in Schools of Quality Statewide*

### Governor's Business Executives for Education (GBEE) Purpose

**Origin:** Appointed by Governor King in 1991, reappointed by Governor Johnson in 1995

**Mission:** To establish a climate for continuous improvement of New Mexico's education system through the partnership of business, education, and government to achieve "Best-In-Class" results for all students in NM

### Strengthening Quality in Schools (SQS) Purpose

**Vision:** Successful, Qualified Students in Schools of Quality Statewide

**Mission:** To accelerate the improvement of student achievement and system performance in NM's schools by promoting the Baldrige Criteria and Quality Concepts as the basis of an integrated education system

### SQS Provides

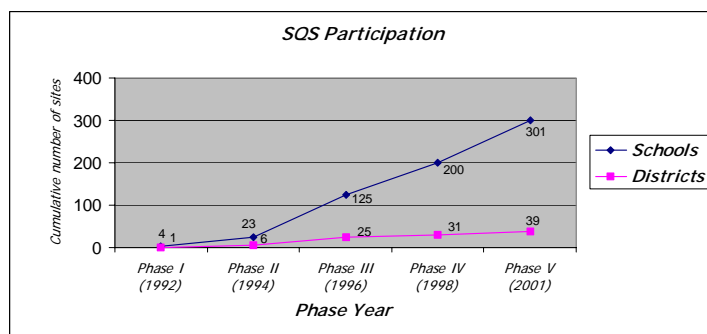
- 16 days of professional development - 8 Baldrige/Quality-related workshops over two years
- Baldrige-based assessments aligned to school improvement plans (EPSS)
- Improvement in student achievement and system performance
- An organization-wide approach to improvement
- A systemic process that teaches districts, schools, teachers and students to be accountable for reaching state standards
- Deployment and alignment of all systems
- Instruction on how to use data, track progress and collect results

### Benefits of SQS

- Low cost with high impact
- Provides policy makers, educators, business partners, and students with a framework to help them meet higher student performance standards, assess progress, and assume responsibility for achieving better results.
- Will systemically lead schools to vastly improve student achievement
- Is leveraged through partnership among education community, business community and legislative matching funds
- Will become embedded within the educational system as the SDE and more districts embrace it
- Recognized as a national model that other states are replicating

### Schedule

- Phase I – IV : 200 schools in 39 districts (1992-2000)
- Phase V: added 15 new school districts, 120 school/district teams, 1,400 people in 5 regions, impacting 7,200 educators and 65,000 students (2001 – 2003)

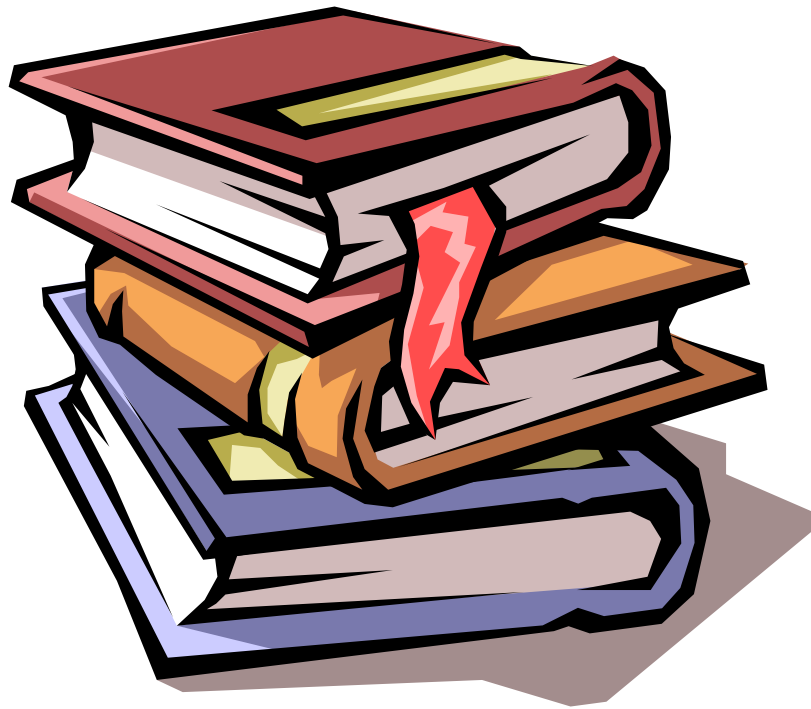


### BiE IN – Baldrige in Education National Initiative

- National effort to transform education using the Baldrige criteria as a framework for restructuring education and improving student achievement
- Partnership of national and local education and business organizations, unions, best-practice sites, and education leaders
- New Mexico is one of only six states nationally that are participating in this two-year pilot program
- Sponsored by the National Alliance of Business and the American Productivity and Quality Center
- Buy in and support from SDE, SBE, CHE, NEA, AFT, legislature, and many other leading education, government and business organizations

# *SQS Case Studies*

- Tohatchi Middle School- Gallup, NM
- Valle Vista Elementary School- Albuquerque, NM
- Mesilla Park Elementary School- Las Cruces, NM



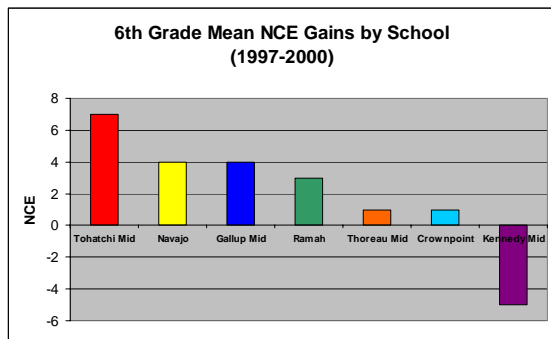
# Results

## Tohatchi Middle School, Gallup

- 300 students
- 80% low income, 100% Navajo student body
- 60% Limited English Proficient students
- Results:
  - Moved from being ranked by SDE as “low performing school” to the list of “Most Improved Schools
  - All 6<sup>th</sup> grade teachers in 1999 started using SQS-taught processes with their students (8<sup>th</sup> grade teachers did not). 6<sup>th</sup> grade results went up from the lowest ranking of “probationary” level to “exceeding standards” level in Reading, Language Arts, Math and Science in 2000. The 8<sup>th</sup> grader’s test results stayed at the probationary level. (The teachers attributed the dramatic 6<sup>th</sup> grade results directly to SQS)
  - Raised 6<sup>th</sup> grade math median scores (Terra Nova, 2000) from the 17<sup>th</sup> percentile to the 44<sup>th</sup> percentile
  - Increased the number of students meeting proficiency level in writing on state test from 15% to 26%
  - Decreased the total number of tardies from over 1300 in the first quarter to less than 100 in the 4<sup>th</sup> quarter.
  - Received two State Quality Awards

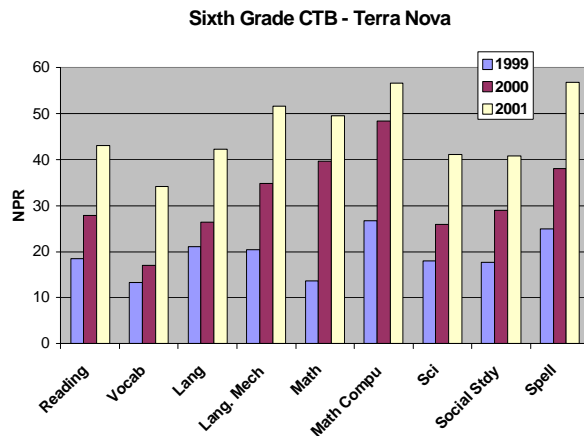
- Testimonial: Glenda Brown, Teacher

*“I have been a teacher at Tohatchi MS for the past 10 years. We had been a “low performing” school until last year when we made the list of “most improved schools.” For years we had tried to find a method to improve all aspects of our school, in order to help our students increase their achievement and become productive citizens. Until we received the training in Baldrige and processes for improvement from SQS, we had made little or no gain. No other source has helped our school as much as SQS. The gains we have made in student achievement can be directly attributed to our training by SQS. For the first time ever, Tohatchi Mid can stand up and be proud of our staff and students for what they have accomplished.*



Tohatchi Middle School used to score as one of the lowest schools in the district before applying SQS-taught concepts.

Tohatchi Middle School 6th Grade TerraNova Results 1999-2001



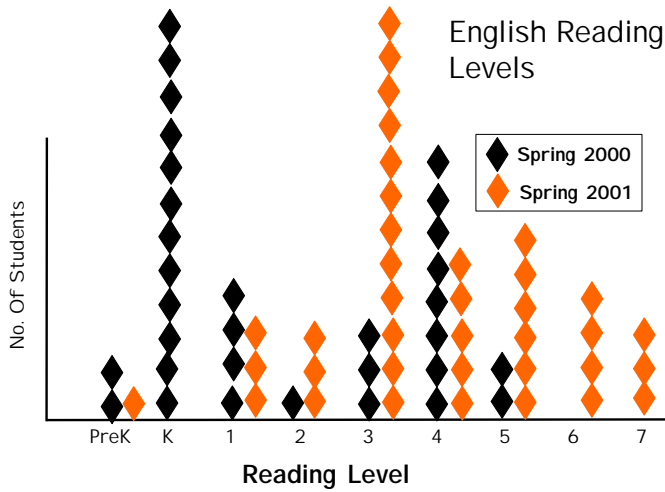
## Using SQS and the Baldrige Criteria in Dual Language Classrooms

- Demographics
  - 97% Hispanic
  - 97% Free Lunch
  - 80% Mobility (changed from 40% to 80% in the last 5 years)
  - LEP (Limited English Proficient) students consistently perform poorly on standardized tests compared to non-LEP (English Proficient) students. [This is consistent with data from throughout the nation].
- Conclusions
  - Low socio-economic status population
  - Changing community (stable population is getting older and being replaced with Mexican immigrant population)
  - Education program for LEP students is "broken."
- Dual Language Program
  - Native English speaking students and native Spanish speaking students acquire each other's language through an immersion experience.
  - The underlying philosophy is additive (adding a second language to one they already know) and not deficit (they do not know English so they are behind).
  - The student receives instruction ½ of the day in English and ½ of the day in Spanish.
  - Research indicates that if a student enters the program in Kindergarten then they will be bilingual AND biliterate by the end of 5<sup>th</sup> grade.
  - Purpose of the program is to close the performance gap that exists between LEP and non-LEP students.
  - Two 4<sup>th</sup> Grade Dual Language Classes
  - Students that entered the Dual Language Program late (only two years in the program) who had received a mixture (random arrows) of second language support in the primary grades.
  - Results after implementing Baldrige in the classroom one year
    - Spanish reading levels
      - 46% of the students increased two reading levels or more
      - Number of students reading at or above grade level went from 11% to 49% (an increase of 38%)
    - English reading levels
      - 59% of the students increased two reading levels or more
      - Number of students reading at or above grade level went from 24% to 41% (an increase of 17%)
    - 4<sup>th</sup> Grade 2001 NM Writing Assessment (in English)
      - Dual language students did as well as or better than the English only students.

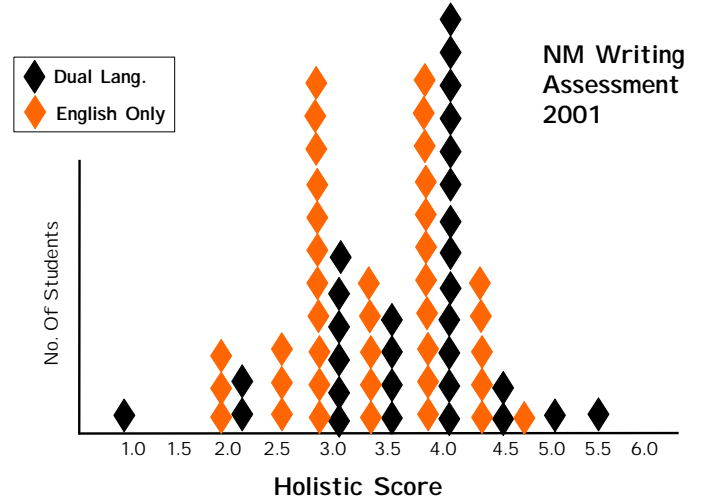
- Testimonial from Natalie Olague – 4<sup>th</sup> grade teacher

“The training that I've received through the SQS project and used directly in my classroom has given me a constant source for renewing my energy and staying in the profession. More importantly, it has given my students, who come from groups that are historically disenfranchised in the education system, a way to become successful, independent, lifelong learners.”

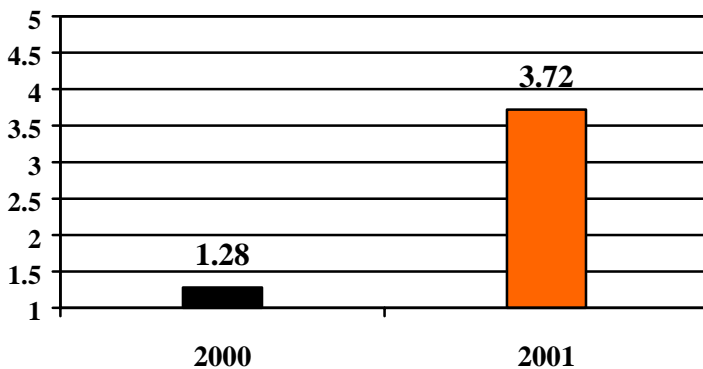
4<sup>th</sup> Grade Reading Level Dual Language Class  
Valle Vista ES- 2000-2001



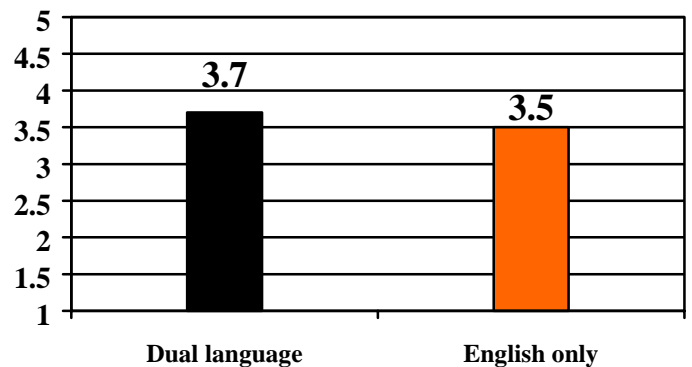
4<sup>th</sup> Grade NM Writing Assessment Dual  
Language Class 2001- Valle Vista ES



4<sup>th</sup> Grade Reading Level Dual Language Class  
Valle Vista ES- Alb., NM 2000-2001



4<sup>th</sup> Grade NM Writing Assessment Dual  
Language Class 2001  
Valle Vista ES- Alb., NM



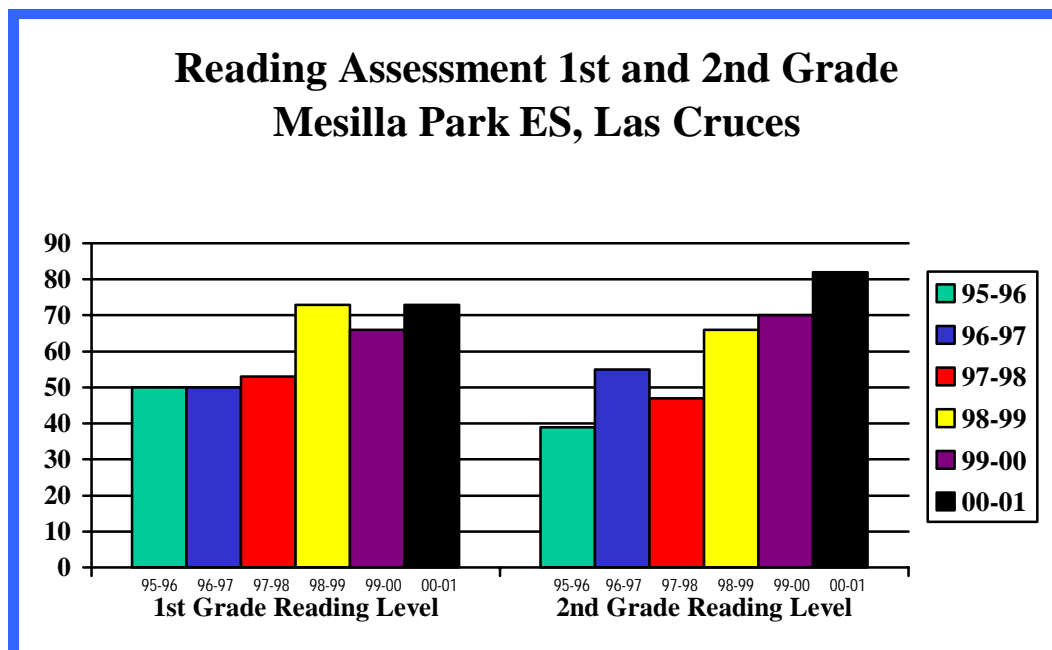
**Mesilla Park ES, Las Cruces**

<i>SES</i>	<i>Ethnicity</i>	<i>Special Education</i>	<i>Limited English Proficient</i>
76.8% low income	64% Hispanic 29% Anglo 4% Native American 2% Asian 1% African-American	20%	12.3%

- Mesilla Park Elementary now has a vision statement as well as a measurable mission statement.
- 100% of classrooms and support services now have mission statements with measurable and meaningful goals.
- Annual School Improvement Goals are now aligned to the district EPSS.
- Mesilla Park Elementary students can all verbalize that they are in school to learn what they need to learn to proceed to the succeeding grade level. They can recite classroom mission statements. Students keep personal data folders documenting progress in essential skills for each respective grade level. Students returning for 2000-2001 school year were able and willing to immediately start work.
- All staff development and budget are directly aligned to school goals.
- Parent Faculty Association (PFA) has a mission statement and has set goals aligned with school improvement goals
- Grade level goals are aligned to the state standards and district EPSS.
- Management has shifted from "top down" dictates to staff/parent goal groups which accept responsibility for the management of all school goals and business (reading/writing; math; technology; Baldrige implementation; and efficient/effective operations.
- Goal groups think and act with systems in mind. Flow charts are used to display/communicate processes which ensures standardization across the organization.
- Mesilla Park Elementary has twice applied for and received Quality New Mexico recognition at the Pinon level. Baldrige implementation drives continuous improvement at the school.
- Goal groups, classrooms and school use PDSA regularly to improve systems.
- Plus/delta is used regularly at all levels (school, goal group, classroom) to elicit feedback.
- Open communication is encouraged and valued for system improvement. Workers are not "put down" because of concerns/etc.
- Mesilla Park Elementary recognizes responsibility to its customers. Feeder school, parent, student, and staff satisfaction surveys are conducted twice each year, with improvements made as indicated.
- Quarterly school newsletters now report progress toward school goals rather than documenting class field trips, etc.
- Classrooms have switched from a "teaching system" to a "learning system." Students now accept responsibility for their learning.
- Teachers/staff now work as teams rather than individuals directing their own "system." Students know focus of their class is working toward mastery of essential skills.
- Data is accessible for decision making at the school level and classroom level. School-wide decisions are based on data not popular vote.

**Mesilla Park ES, Las Cruces**

- Reading instruction is unified schoolwide with systems for evaluation; placement; progress assessment; with standardized instruction times and grouping procedures.
- Teachers use ongoing progress data to modify instruction.
- Mesilla Park Elementary is maintaining achievement scores at or above district average in reading, math and writing even though our low income SES is 76.8% compared to district low income SES of 57.9%.
- Going from the '97-'98 school year to the '98-'99 school year, Mesilla Park Elementary's low income SES changed dramatically from 58.87% to 76.8%, yet Terra Nova Total Achievement, Reading and Math scores maintained or grew!
- 1<sup>st</sup> grade student achievement on the New Mexico Reading Competency Test improved from 66% to 77% "fluent" readers. (2000-01 school year)
- 2<sup>nd</sup> grade student achievement on the New Mexico Reading Competency Test improved from 70 % to 82% "fluent" readers. (2000-01 school year)
- Mesilla Park Elementary staff continues to build capacity in Quality training and Baldrige implementation.
- Marlane Parra, SQS Site Quality Facilitator at Mesilla Park Elementary reports, "After working for 28 years in the LCPS district, it is the SQS Quality training which has kept me from retiring. The use of quality principles, processes and tools through Baldrige Implementation has enabled me to recognize more clearly how I can contribute to the organization. My work is more focused and meaningful. I know that each day I help students achieve our school goals. It is extremely gratifying to learn and to share the "Quality" way with other staff and teachers. Engaging students and teaching them to be responsible for their own learning is very powerful. It brings the joy back to teaching!"
- Viola Sanchez, first grade teacher "Using quality tools and processes has enabled our first grade team to focus on specific instructional needs. It's changed my way of doing business in my classroom. It's been an awesome learning experience for me and my students."



2000-2001- State Test decreased number of errors from 22 to 13 to be considered fluent