DIFFERENTIATED

SYSTEM OF SUPPORT FOR DISTRICTS & SCHOOLS 2023

NEW MEXICO
Public Education Department

Mission

EQUITY, EXCELLENCE & RELEVANCE

The New Mexico Public Education Department partners with educators, communities, and families to ensure that ALL students are healthy, secure in their identity, and holistically prepared for college, career, and life.

Vision

ROOTED IN OUR STRENGTHS

Students in New Mexico are engaged in a culturally and linguistically responsive educationalsystem that meets the social, emotional, and academic needs of ALL students.

Core Values

STUDENT-CENTERED: We center our decision-making process and policy platform on providing relevant educational pathways for every student's chosen future.

RESPONSIVE: We recognize students in New Mexico have varying social and cultural backgrounds and individual communities in New Mexico have different assets and unique needs.

COLLABORATIVE: We value partnerships with the Legislature, other state agencies, non-profits, local businesses, labor organizations, educators, parents, students, families, and communities.

TRANSFORMATIVE: We aim to engage in a process of racial healing that is built upon truth, equity, intentional learning, and sharing of lived experiences within the context of race, identity, belonging, and justice.

INNOVATIVE: We value creating spaces for educators to design, develop, and create new ways of thinking about education. We aim to provide support and resources for new policies that promote innovative learning models rooted in the strengths of New Mexico that meet the needs of all students.

REFLECTIVE: We believe learning is a continuous improvement process involving intentional self-awareness and reflective practice to encourage thoughtfulness, personal growth, profound learning, and meaningful change.

Investing for tomorrow, delivering today.

Differentiated System of Support for Districts & Schools 2023

The New Mexico Public Education Department (NMPED) believes in all students regardless of race, ethnicity, disability status, or socioeconomic status. It believes in the strength of New Mexico's diverse communities and in the inherent value of our multilingualism, resilience, creativity, culture, and compassion for one another.

In order for New Mexico and its students to realize their full potential, the department's leaders and staff also believe it is incumbent on us to provide school districts and charter schools the supports and resources they need to ensure educational equity, excellence, and relevance for all students.

The NM Differentiated System of Support to districts and schools is designed to assist leaders in developing structures to support planning and implementation of transformational strategies. The goal of the System of Support is to enhance local leadership capacity to implement and sustain effective evidence-based practices with resource allocation aligned to programmatic priorities. If districts redesign systems to support these priorities and practices, changing the behavior of adults, we believe schools will succeed in providing their students with the education that they deserve.

Traditional Schools

Public Education Department	• Completes Annual Review of school's NM School DASH Annual Plan and Fall 90-day Plan (October). • Completes NM School DASH Feedback Report and sends to Principal and LEA Representative.
District	• LEA Representative serves as a member of the NM School DASH Core Team. • LEA Certified District Reviewer/Reflection Monitor, reviews and approves the NM School DASH Annual and two 90-day Plans (Fall and spring). • LEA Representative participates in NM School DASH 30, 60, and 90-day implementation status checks to guide implementation and monitoring at each school site. Optional Best Practice: • Upon receiving the designation of Traditional School, the district and school identify the two ESSA Indicators[1] that, if focused on, will have the greatest impact on improving student outcomes.
School	• With support of the district, follows the NM School DASH Ideal State for the development and implementation of NM School DASH Annual and two 90-day Plans. Optional Best Practice: • Upon receiving the designation of Traditional Schools, the district and school identify the two ESSA Indicators[2] that, if focused on, will have the greatest impact on improving student outcomes. - Within the NM School DASH, the school identifies a Desired Outcome, Critical Actions, and Progress Indicators for the ESSA Indicators. Within the NM School DASH 90-day plans, schools define Critical Actions that directly impact identified student groups.

---

[1] ESSA Indicators include Math and Reading Proficiency, Student Growth, English Learner Proficiency, Science Proficiency, Chronic Absenteeism, College and Career Readiness, Educational Climate, and Graduation Rate

[2] ibid

How Schools are Identified: NM Vistas Measures, Points, and Indicators

Designation	How Designation is Determined	Federal and State Requirements
New Mexico Spotlight School	Schools scoring above the 75th percentile	Each school will develop and implement the NM School DASH Annual and two 90-day plans, that are reviewed and approved by the district's Certified District Reviewer/Reflection Monitor.
Traditional Support School	Schools scoring above the threshold for support and improvement	Each school will develop and implement the NM School DASH Annual and two 90-day plans, that are reviewed and approved by the district's Certified District Reviewer/Reflection Monitor.
Targeted Support and Improvement (TSI): Consistently underperforming student group(s)	Public Schools (Title I and non-Title I) with one or more student groups that meet the State's definition of consistently underperforming. These schools are identified annually.	The school must develop a plan that is reviewed and approved by the school and LEA that: 1) Is informed by all indicators in the accountability system; 2) Includes one or more evidence-based interventions; 3) Is based on a needs assessment; and 4) Identifies resource inequities to be addressed through implementation of the plan. *ESEA section 1111(d)(2)(B)*
Additional Targeted Support and Improvement (ATSI)	Title I schools in which one or more student groups have an accountability score at or below the performance of all students at any the lowest-performing five percent of Title I Schools.	For each identified school, the LEA must develop a plan that is reviewed and approved by the school, LEA, and state that: 1) Is informed by all indicators in the accountability system; and 2) Includes one or more evidence-based interventions. 3) Is based on a needs assessment; and 4) Identifies resource inequities to be addressed through implementation of the plan. *ESEA section 1111(d)(2)(C)*
Comprehensive Support and Improvement (CSI): Not exiting	Title I schools that was previously identified as an ATSI school due to low performing student	The district and identified schools will participate in a Readiness Assessment. The findings from the Readiness Assessment will be used to develop the improvement plan, to

additional targeted support and improvement (ATSI)	groups and has not demonstrated sufficient improvement in those student groups by the next identification cycle.	include robust stakeholder engagement. For each identified, school, the LEA must develop a plan that is reviewed and approved by the school, LEA, and state that: 1) Is informed by all indicators in the accountability system; 2) Includes one or more evidence-based interventions; 3) Is based on a needs assessment; and 4) Identifies resource inequities to be addressed through implementation of the plan. *ESEA section 1111(d)(1)(B)*
Comprehensive Support School and Improvement (CSI): Graduation Rate	High schools that have a four-year graduation rate less than or equal to sixty-six and two-thirds percent for two of the past three years.	The district and identified schools will participate in a Readiness Assessment. The findings from the Readiness Assessment will be used to develop the improvement plan, to include robust stakeholder engagement. For each identified, school, the LEA must develop a plan that is reviewed and approved by the school, LEA, and state that: 1) Is informed by all indicators in the accountability system; 2) Includes one or more evidence-based interventions; 3) Is based on a needs assessment; and 4) Identifies resource inequities to be addressed through implementation of the plan. *ESEA section 1111(d)(1)(B)*
Comprehensive Support School and Improvement (CSI): Low Performing	Title I schools in the lowest performing five percent of Title I schools in New Mexico as identified by the school index score.	The district and identified schools will participate in a Readiness Assessment. The findings from the Readiness Assessment will be used to develop the improvement plan, to include robust stakeholder engagement. For each identified, school, the LEA must develop a plan that is reviewed and approved by the school, LEA, and state that: 1) Is informed by all indicators in the accountability system; 2) Includes one or more evidence-based interventions;

		3) Is based on a needs assessment; and 4) Identifies resource inequities to be addressed through implementation of the plan. *ESEA section 1111(d)(1)(B)*
More Rigorous Intervention School (MRI)	A CSI school shall be identified as an MRI school if the school has not exited CSI status by the next identification cycle after its initial CSI designation. If an MRI School does not satisfy exit criteria with the identification period, they will have demonstrated persistent failure. NMPED will require more forceful restructuring, such as requiring staffing changes, "restarting" the school with a proven operator, or working with a district or authorizer to close the school by 2027.	The district and identified schools will participate in a Readiness Assessment. The findings from the Readiness Assessment will be used to develop the improvement plan, to include robust stakeholder engagement. For each identified, school, the LEA must develop a plan that is reviewed and approved by the school, LEA, and state that: 1) Is informed by all indicators in the accountability system; 2) Includes one or more evidence-based interventions; 3) Is based on a needs assessment; and 4) Identifies resource inequities to be addressed through implementation of the plan. *ESEA section 1111(d)(1)(B)*

Roles and Responsibilities for PED, Districts, and Schools

Spotlight Schools

Public Education Department	- Completes Annual Review of school's NM School DASH Annual Plan and Fall 90-day Plan (October). - Completes NM School DASH Feedback Report and sends to Principal and LEA Representative.
District	- LEA Representative serves as a member of the NM School DASH Core Team. - LEA Certified District Reviewer/Reflection Monitor, reviews and approves the NM School DASH Annual and two 90-day Plans (fall and spring). - LEA Representative participates in NM School DASH 30-, 60-, and 90-day Implementation Status checks to guide implementation and monitoring at each school site.
School	With support of the district, follows the NM School DASH Ideal State for the development and implementation of NM School DASH Annual and two 90-day Plans.

Targeted Support and Improvement Schools (TSI)

Public Education Department	- Completes Annual Review of school's NM School DASH Annual Plan and fall 90-day Plan (October). - Completes two Desktop Reviews of the school's NM School DASH Annual Plan and fall and spring 90-day Plans (November and February). - Completes NM School DASH Feedback Report and sends to Principal and LEA Representative (October, November, and February).
District	- LEA Representative serves as a member of the NM School DASH Core Team. - LEA Certified District Reviewer/Reflection Monitor, reviews and approves the NM School DASH Annual and two 90-day Plans (September and January). - LEA Representative participates in NM School DASH 30-, 60-, and 90-day implementation status checks to guide implementation and monitoring at each school site. - Upon receiving the designation of Targeted Support and Improvement (TSI), the district and school identify the ESSA Indicators[3] that, if focused on, will have the greatest impact on improving student outcomes. - LEA identifies resource inequities to be addressed in supporting TSI schools implementation of their plans.
School	- With support of the district, follows the NM School DASH Ideal State for the development and implementation of NM School DASH Annual and two 90-day Plans. - Upon receiving the designation of TSI, the district and school identify: - the ESSA Indicators[4] that, the school will focus on, driven by root cause analysis; and - Includes one or more evidence-based interventions - Within the NM School DASH 90-day plans, schools define Critical Actions that directly impact identified student groups.

[3] ibid
[4] ibid

Resources	**ED Reports** Provides free reports that help evaluate instructional materials because high-quality content matters to teachers, to kids, and to the collective future. High Quality Instructional Materials (HQIM) PEDs High Quality Instructional Materials (HQIM) Reviews website contains reviews conducted *by* New Mexico educators *for* New Mexico educators. Level II and Level III educators from across New Mexico review the submitted instructional materials for alignment with state-adopted standards and other high-quality criteria. Please visit the website for review scores, a detailed appraisal for each reviewed core title, and other useful information about K-12 Math, English Language Arts, Spanish Language Arts, English Language Development, and World Languages core instructional materials.

Additional Targeted Support and Improvement Schools (ATSI)

Public Education Department	• Completes Annual Review of school's NM School DASH Annual Plan and fall 90-day Plan (October). • Completes two Desktop Reviews of the school's NM School DASH Annual Plan and 90-day Plans (November and February). • Completes NM School DASH Feedback Report and send to Principal and LEA Representative (October, November, and February).
District	• LEA Representative serves as a member of the NM School DASH School Core Team • LEA Certified District Reviewer/Reflection Monitor, reviews and approves the NM School DASH Annual and two 90-day Plans (fall and spring) • LEA Representative participates in NM School DASH 30-, 60-, and 90-day Implementation Status checks to guide implementation and monitoring at each school site. • Upon receiving the designation of Additional Targeted Support and Improvement (ATSI), the district and school identify the two ESSA Indicators[5] that, if focused on, will have the greatest impact on improving student outcomes.

School	• With support of the district, follows the NM School DASH Ideal State for the development of NM School DASH Annual and 90-day Plans.
	• Upon receiving the designation of TSI, the district and school identify:
	  ○ the ESSA Indicators[6] that the school focuses on, driven by root cause analysis; and
	  ○ Includes one or more critical actions to increase student outcomes for students identified in ATSI.
	• Within the NM School DASH 90-day plans, schools define Critical Actions that directly impact identified student groups

Resources	ED Reports Provides free reports that help evaluate instructional materials because high-quality content matters to teachers, to kids, and to the collective future. High Quality Instructional Materials (HQIM) PEDs High Quality Instructional Materials (HQIM) Reviews website contains reviews conducted *by* New Mexico educators *for* New Mexico educators. Level II and Level III educators from across New Mexico review

---

[5] ibid
[6] ibid

	the submitted instructional materials for alignment with state-adopted standards and other high-quality criteria. Please visit the website for review scores, a detailed appraisal for each reviewed core title, and other useful information about K-12 Math, English Language Arts, Spanish Language Arts, English Language Development, and World Languages core instructional materials.

Comprehensive Support and Improvement Schools (CSI)

Public Education Department	- PED reviews CSI application for refunding annually to monitor the LEA's demonstration of addressing root cause(s) and meeting identified benchmarks. - Conducts CSI Support, Improvement, and Monitoring (SIM) Visits two time[7] a year (October-November and February-March). - Completes a minimum of four NM School DASH Desktop Reviews (September, November, February, and March). - Reviews Allocation of Resources via the ED Plan (March) - The department shall ensure that a local school board or governing body of a charter school is prioritizing resources of a public-school CSI toward Evidence-Based Programs/Practices/Interventions that are linked to improved student achievement and aligned to Root Cause Analysis. - Facilitates a District & School Support and Readiness Assessment and post summary report to the ESSA page on the PED website. - Facilitates three Professional Learning Events for Schools/District Teams for CSI Schools focusing on Evidence-Based Practices for School Improvement.
District	- LEA Representative serves as a member of the NM School DASH Core Team and actively participates in implementation status checks, every 30-60-90 days. - LEA Certified District Reviewer/Reflection Monitor, reviews and approves the NM School DASH Annual and two 90-day Plans (fall and spring). - LEA participates in the District Support and Readiness Assessment. - LEA Representative participates in the Comprehensive Support and Improvement (CSI) SIM Visits two times a year (October-November and February-March). - LEA Representative/s participates in the three CSI Regional Convenings. - The LEA holds a minimum of two community/stakeholder meetings to update on the status of their CSI Competitive Grant implementation and NM School DASH Plan to include highlighting progress toward goals and opportunities moving forward. - The district prioritizes resources of a public-school rated CSI school toward Evidence-Based Programs/Practices/Interventions that are linked to improved student achievement.

---

[7] Documentation to include from other PED bureau site visits to show demonstration and evidence of programmatic implementation, for example Structured Literacy, Community Schools etc.

School	• Fully participates in CSI SIM Visits two times a year (October-November and February-March) • The principal and 2-3 school team members fully participates in the three CSI Regional Convenings. • With support of the district, follows the NM School DASH Ideal State for the development of NM School DASH Annual and two 90-day Plans. • Participates in the School Support and Readiness Assessment and address the findings in their school improvement plan. • Reviews NM School DASH desktop and/or onsite feedback with all school staff and stakeholders and makes any necessary adjustments based on feedback from these reviews. • Collaborates with the district in prioritizing resources of a public-school rated CSI toward Evidence-Based Programs/Practices/Interventions that are linked to improved student achievement.
Resources	ED Reports Provides free reports that help evaluate instructional materials because high-quality content matters to teachers, to kids, and to the collective future. High Quality Instructional Materials (HQIM) PEDs High Quality Instructional Materials (HQIM) Reviews website contains reviews conducted *by* New Mexico educators *for* New Mexico educators. Level II and Level III educators from across New Mexico review the submitted instructional materials for alignment with state-adopted standards and other high-quality criteria. Please visit the website for review scores, a detailed appraisal for each reviewed core title, and other useful information about K-12 Math, English Language Arts, Spanish Language Arts, English Language Development, and World Languages core instructional materials.

More Rigorous Improvement Schools (MRI)

Public Education Department	• PED reviews the MRI application for refunding annually to monitor the LEA's demonstration of addressing root cause(s) and meeting identified benchmarks. • Conducts MRI Support, Improvement, and Monitoring (SIM) Visits two times a year (October-November and February-March). • Completes a minimum of four NM School DASH Desktop Reviews (September, November, February, and March). • Reviews Allocation of Resources via the ED Plan (March) - The department ensures that a local school board or governing body of a charter school is prioritizing resources of a public-school rated MRI toward Evidence-Based Programs/Practices/Interventions that are linked to improved student achievement and aligned to Root Cause Analysis. • Facilitates a District & School Support and Readiness Assessment and post summary report to the ESSA page on the PED website. • Facilitates three Professional Learning Events for Schools/District Teams for MRI Schools focusing on Evidence-Based Practices for School Improvement.
District	• LEA Representative serves as a member of the NM School DASH Core Team and actively participates in implementation status checks, every 30-60-90 days. • LEA Certified District Reviewer/Reflection Monitor, reviews and approves the NM School DASH Annual and two 90-day Plans (fall and spring). • LEA participates in the District Support Readiness Assessment. • LEA Representative participates in the More Rigorous Improvement (MRI) SIM Visits two times a year (October-November and February-March). • LEA Representative/s participates in the three MRI Regional Convenings • The LEA holds a minimum of two community/stakeholder meetings to update on the status of their MRI Competitive Grant implementation and NM School DASH Plan to include highlighting progress toward goals and opportunities moving forward. • The district prioritizes resources of a public-school rated MRI toward Evidence-Based Programs/Practices/Interventions that are linked to improved student achievement.

School	• Fully participates in MRI SIM Visits two times a year (October-November and February-March). • The principal and two-to-three school team members fully participate in the three MRI Regional Convenings. • With support of the district, follows the NM School DASH Ideal State for the development of NM School DASH Annual and two 90-day Plans. • NM School DASH Core Teams completes the mid-year guided reflection at the end of Fall 90-day Plan to foster discussion, revisit the Annual Plan (Components 1–4), and prepare for the next 90-day Plan (Component 5). • Participates in the School Support and Readiness Assessment and addresses the findings in their school improvement plan. • Reviews NM School DASH desktop and/or onsite feedback with all school staff and stakeholders and makes any necessary adjustments. • Collaborates with the district in prioritizing resources of a public-school rated MRI toward Evidence-Based Programs/Practices/Interventions that are linked to improved student achievement.
Resources	ED Reports Provides free reports that help evaluate instructional materials because high-quality content matters to teachers, to children, and to the collective future. High Quality Instructional Materials (HQIM) PEDs High Quality Instructional Materials (HQIM) Reviews website contains reviews conducted *by* New Mexico educators *for* New Mexico educators. Level II and Level III educators from across New Mexico review the submitted instructional materials for alignment with state-adopted standards and other high-quality criteria. Please visit the website for review scores, a detailed appraisal for each reviewed core title, and other useful information about K-12 Math, English Language Arts, Spanish Language Arts, English Language Development, and World Languages core instructional materials.

District and School Supports 2023-2024

District Support and Readiness Assessment:

The District Support and Readiness Assessment (DSRA) utilizes a qualitative design in which interviews are conducted, and multiple sources of evidence are collected and analyzed to identify how the district supports and holds its school(s) accountable for student performance outcomes. The DSRA focuses on the presence and effectiveness of the systems, structures, and processes related to the district's mission and the overarching domains and themes identified by the New Mexico Public Education Department (NMPED) and the Priority Schools Bureau (PSB):

1. Equity and Culture
2. Leadership
3. Instructional infrastructure
4. Talent Management
5. Support and Accountability

The DSRA examines the relationship between district leadership practices and their impact on schools in their charge. It provides an opportunity to enhance and improve the interaction between the district and schools by co-identifying the systems and structures that are currently in place and supporting schools with improving student performance outcomes and those needing further development.

School Support and Readiness:

The School Support and Readiness Assessment (SSRA) utilizes a qualitative design in which interviews are conducted, and multiple sources of data and information are collected and analyzed to identify strengths and opportunities for improving student performance outcomes. It extends beyond standardized measures of student achievement to collecting evidence in relation to the mission of the school and the five overarching domains and themes identified by the New Mexico Public Education Department (NMPED) and the Priority Schools Bureau (PSB):

1. Equity and Culture
2. Leadership
3. Instructional infrastructure
4. Talent Management
5. Support and Accountability

While the primary purpose of the SSRA is to co-identify and address the root cause(s) of the school's performance challenges, it also identifies and highlights strengths and promising practices already in place. The SSRA intends to support school leaders in their forward movement, not to judge or demoralize for their current performance.

School Improvement Coaches

Each MRI School leader will be supported by a Performance Coach. PED believes that supporting teachers' professional growth is the most effective way to improve teaching and learning in every school in New Mexico. However, research studies of principals' time use before evaluation reforms suggest they spent a small fraction of their time on instructional leadership activities. Researchers at Stanford University found that principals spent less than 6% of their time observing, coaching, and evaluating teachers, and only 7% developing and delivering instructional programming (Horng, 2010). To support the courageous school leaders who choose to pursue this bold endeavor, PED will offer tools, resources, and coaching support via a framework as a starting point for success.

Professional Learning

PED will facilitate three professional learning experiences for MRI and CSI School teams, to include the principal, teachers/counselors, and a district representative. The professional learning will be grounded in the common themes of the School Support and Readiness Assessments.

Funding Available to ATSI, CSI and MRI Schools 2023

Grant funding will be allocated to support Additional Targeted Support and Improvement (ATSI) schools Comprehensive Support and Improvement (CSI) and More Rigorous Intervention (MRI) schools and communities to engage in high-quality, sustainable, and strategic improvement planning processes within the NM School DASH.

The NM School DASH framework identifies key resources to support the change process; documents critical offline planning, implementation, and monitoring activities; and informs substantive collaborative conversations. By supporting a common, consistent approach to improvement plans, NM School DASH allows for a scalable approach to improvement plans, encourages a laser-like focus on improving student outcomes, and cultivates a growth mindset amongst educators.

As district and school teams engage in planning, they are integrating the creative, optimistic, and aspirational thinking of the visioning process. With the analysis of district or school current reality (why), identifying goals they want to achieve in the future with strategic objectives (what) and strategic initiatives and the resources needed to support them (how).

Fund Use
LEA Parent and Family Engagement

Districts and schools must, with the involvement of parents with children in Title I schools, develop written parent and family engagement policies that meet the requirements of section 1116 of ESSA. LEA policies must be distributed to Title I parents in an understandable and uniform format. Policies must be evaluated annually, with meaningful involvement of parents. The evaluation process includes identifying needs of parents and family members to assist in their child's learning and to address identified barriers to greater family participation. Strategies are identified and the LEA policy is revised, as necessary.

For the purposes of School Improvement, **ALL** schools identified as CSI or TSI must engage in continuous engagement of families and the community in school improvement planning and implementation.

Allowable Expenditures

Funds may be used to support programming costs including, stipends, staff planning time, community outreach and stakeholder engagement as it relates to the grant, contracts, costs related to professional development and training activities, and other expenses associated with implementing grant funded programming.

Unallowable Expenditures

Food[8], overhead or other facilities costs, current transportation costs or other currently funded costs, or any expenditures not directly related to grant activities.

Eligibility

- New Mexico Title One schools identified within the Vistas system as in need of Additional Targeted Support and Improvement, Comprehensive Support and Improvement and More Rigorous Interventions.
- Title I: School CSI and MRI plans must include one or more evidence-based interventions (EBI). Schools that receive funds from the Title I 7% set aside (Section 1003 services funds) must use EBIs that meet the top three levels of evidence as defined by ESSA.

Funding Type

- Federal School Improvement Funds, 1003a

Funding

An estimated $51,000.00 is available to ATSI, TSI, CSI and MRI district/schools, to support initial implementation activities and stakeholder engagement through September 2023.

Additional grant funding will be available for CSI and MRI Schools upon the completion of the School Readiness Assessment to support implementation of Evidence-Based interventions, December 2024-September 2027.

PED is making multi-year awards (2023-2026), through the period of availability of funds, to successful applicants.[9]

- Ninety percent (90%) of the maximum funding requests for each period must be directed toward school-level activities supporting the implementation of the evidence-based intervention.

---

[8]If a Request for Reimbursement includes an expenditure for food provided during a parent or family engagement activity, an agenda and sign in sheet must be included as supporting documentation with the request. NMPED Student, School and Family Support Bureau Guide, 2021-2022. Available for download at: https://webnew.ped.state.nm.us/wp-content/uploads/2022/04/2021-22-SSFS-Bureau-Guide-FINAL.pdf

[9] Continuing awards are dependent upon continued appropriation from congress.

- Applicants must describe and justify in the budget narrative for the 3-year award, any specific LEA-level expenses (indirect cost) to be supported by funds at the Indirect Cost Rates for Fiscal Year 2023-2024 request for each period[10].

---

[10] Indirect cost rate is updated and posted yearly by PED.

2023-2024 Implementation Calendar – School Improvement Planning

June 2023:
- TSI, ATSI, CSI, and MRI identified for the 2022-2023 SY
- ATSI, CSI, and MRI Schools will receive an implementation allocation (Title I School Improvement Funds) to support schools and communities to engage in high-quality, sustainable, improvement planning processes with stakeholders via the NM School DASH Annual and the first 90-day plan.

Phase I: June – August 2023 (DRAFT Version of NM School DASH Annual Plan)
- Stakeholder Engagement
  - *NM School DASH Comp. 1 – Build Core Team*
- Envision the Future for our Schools
  - *NM School DASH Comp. 2 – Set Student Achievement Goals*
- Assessment of Identified Assets and Challenges, and Root Cause Analysis
  - *NM School DASH Comp. 3 – Conduct Data Analysis and Performance Challenge Identification*
  - *NM School DASH Comp. 4 – Conduct Root Cause Analysis*

Phase II: August – September 2023 (Finalize NM School DASH Annual Plan)
- Develop Fall 90-day plan
  - *NM School DASH Comp. 5 – Create Desired Outcomes, Develop Progress Indicators, and Define Critical Actions*
- Initial awards **must be spent by September 30, 2023**[11]

Phase III: October – December 2023
- Implementation and monitoring of first 90-day plan
  - *NM School DASH Comp. 6 – Implementation status checks*

Phase IV: December - January 2024
- Initial Awards must be **obligated by January 30, 2024**
- CSI and MRI Schools will complete a School Improvement Grant 3-year funding application to support implementation of evidence-based strategies to address findings in the school readiness assessment.
- Complete mid-year Reflection, Revisit, Review

Phase V: January 2024
- Develop Spring 90-day plan
  - *NM School DASH Comp. 5 – Create Desired Outcomes, Develop Progress Indicators, and Define Critical Actions*

---

[11] CSI/TSI initial award will leverage completed components 1 – 5 of the NM School DASH. During this time frame, schools will complete and implementation and monitoring (component 6).

Phase VI: February - May 2024
- Implementation and monitoring of first 90-day plan
  - *NM School DASH Comp. 6 – Implementation status checks*

Phase VI: February - May 2024
- Development of *draft* Annual Plan for 2024-2025 school year
  - *NM School DASH Comp. 1- 4*

The Role of Evidence in School Improvement[12]

1. **What are evidence-based strategies**?
    Evidence-based strategies are programs, practices or activities that have been evaluated and proven to improve student outcomes. Districts can have confidence that the strategies are likely to produce positive results when implemented.

    "Evidence based" has been catapulted into the education arena by the Every Student Succeeds Act (ESSA). Federally, this shift emphasizes the importance of making decisions that are based upon a rigorous evaluation. Prior to ESSA, the Elementary and Secondary Education Act (ESEA) consistently used "research based" when describing strategies. No Child Left Behind (NCLB) used "scientifically based research" as its threshold. "Evidence based" represents a higher expectation.

2. **Why do evidence-based strategies matter?**
    An educator's top priority is success for each and every student. Fulfilling this priority means that selected strategies must yield maximum return. This is especially important as educators support students with diverse needs, and administrators are faced with limited resources.

    But using evidence to inform the selection of a strategy is not the only thing that matters. To achieve greatest impact on student outcomes, districts should carefully consider strategies that are:
    *   Aligned with the districts or school's specific needs and educational context. In other words, district or school leaders have given careful thought to deploying the strategy in a way that recognizes its unique local characteristics. Part of a cohesive improvement plan.
        o   This means the strategy is integrated into the districts or school's systemic improvement plan and complements its efforts.
    *   Implemented with fidelity.
        o   This means that the district or school is committed to the long-term follow through of the strategy and is careful to understand its intent and preserve the integrity of its design.

    Using evidence to determine the most effective strategy — coupled with a systemic improvement plan and sustained implementation — goes a long way to enable success for each and every student.

---

[12] Ohio Department of Education. (2021, April 19). *Ohio Departmennt of Education*. Retrieved from Education Ohio: https://education.ohio.gov/Topics/Research-Evaluation-and-Advanced-Analytics/5-Steps-to-Being-Empowered-by-Evidence/Empowered-by-Evidence-FAQs

3. **How do evidence-based strategies fit into a school's systemic plan for continuous improvement?**
Selecting an evidence-based strategy is one important part of an effective cycle of continuous improvement. The cycle also should include:
    - An initial needs assessment to help ensure the strategies are sensitive to the districts or school's specific needs;
    - An alignment test to ensure the strategy is working in service of the districts or school's systemic continuous improvement plan;
    - Local data analysis and evaluation to determine if the strategy is working as intended.

4. **How are evidence-based strategies differentiated?**
ESSA (Section 8002) and the U.S. Department of Education's Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments outline four levels of evidence. Level 1 represents the strongest level of evidence and, therefore, the strongest level of confidence that a strategy will work. The table below includes ESSA's definition for each of the four levels, along with a practical interpretation of each level.

5. **How do local characteristics and needs factor into the levels of evidence?**
While a strategy may have been proven to work for the general student population, we cannot assume that the same strategy will have the same effect on specific student groups.

    A strategy can only be considered a Level 1 or Level 2 strategy for a district or school if the research shows that the strategy improves student outcomes for the student group that the district or school intends to support. If, for example, a district or school has identified a need to offer additional support to their students with disabilities, a Level 1 or Level 2 strategy for that district will be one that has been proven to work for students with disabilities.

    Considering the unique needs of specific student groups is a valuable consideration regardless of the level of evidence associated with a strategy.

    There may be cases where New Mexico will require districts to take those unique needs into consideration when using Level 3 school improvement or grant opportunities. These cases will be identified and detailed on a case-by-case basis.

6. **Are there other important considerations to keep in mind while selecting evidence-based strategies?**
Beyond the technical definitions of levels, there are other important considerations to keep in mind while selecting evidence-based strategies, including:

    How much will the strategy cost to implement? Cost of implementation is not directly factored into the technical definitions of evidence-based strategies. However, start-up

and sustainability cost is certainly a factor that districts can and should consider when deciding which evidence-based strategies are best suited to meet their districts' needs.

Can the strategy be implemented with fidelity? Evidence-based strategies may be less effective if they are not carried out as intended.

7. **What is the difference between "evidence based" and "research based"?**
The terms "evidence based" and "research based" are frequently used interchangeably, but they are different — and it is important to understand the difference.

A strategy that is evidence based likely also is research based; however, the reverse is not always true. A program or strategy — especially if it is newly developed — may be research based but not meet the formal definitions of evidence based.

For a strategy to be considered "evidence based," its efficacy must have been evaluated by someone other than just the people or organizations that developed the strategy. The outcome of the evaluation(s) will determine what, if any, level of evidence the strategy meets. While generally there is research that goes into the development of a strategy, it must be evaluated for efficacy, as outlined by ESSA, to fulfill New Mexico's state or federal requirements related to evidence-based strategies.

Examples of Evidence-Based Practice Strategies for Grant Funding

Co-Teaching / Inclusion for Students with Disabilities and English Learners

In inclusive settings, educators representing general education, special education, and English learner education work closely together to create instructional plans that are rigorous and purposeful and meet the needs of all students. The goal of this collaboration is to intentionally design, develop, and deliver instruction and support matched to student strengths and needs. Inclusion is supported by inclusive practice, focused on universal design, with an emphasis on access and equity within the academic, social/emotional, and behavioral domains.

Implementation Strategies for Grant Funding:

1. Developing school schedules that incorporate co-teaching models and provide ample time for co-teachers to build relationships, clearly define roles, and work collaboratively (e.g., through embedded common planning time).
2. Delivering Professional Development (PD) responsive to the specific needs of students with disabilities and language learners, anchored in a shared commitment to providing the least restrictive environment for students while ensuring equitable access to specialized instruction that is grade-level or beyond.
3. Implementing targeted instruction, intervention, and supports that are evidence-based, high-leverage specialized practices, culturally and linguistically sustaining, and universally designed.
4. Establishing systems to support ALL teachers to deliver robust co-teaching and inclusive practices, such as providing regular access to academic coaches who specialize in supporting English Learners (including a deep understanding of the WIDA Standards) and/or coaches who specialize in special education. With an eye toward impactful districtwide implementation, coaches should regularly support teachers through activities such as coaching cycles, observation and feedback, and collaboration.

Strategies To Recruit, Select, & Retain Educators/Administrators in Hard-To-Staff Schools & Positions

The teachers and administrators in front of our students have great potential for disrupting patterns of inequity in our society. A range of research points to the value of a racially and ethnically diverse teaching staff for *all* students, particularly students of color.

New Mexico has the opportunity to fundamentally shift the way novice teachers and leaders are supported, sustained, and positioned to thrive. This is particularly important as districts continue to face hiring and retention challenges. Districts may implement strategies to recruit and retain diverse and effective educators and/or administrators in hard to fill positions and in schools needing support and assistance. Therefore, *districts may elect to focus on creating the conditions and systems that place the most effective teachers with students who need and will benefit from them most*.

Implementation Strategies for Grant Funding:

1. Investing in pre-service pipeline programs (e.g., teacher apprenticeships, residency models, [Grow Your Own](#) models) in partnership with approved sponsoring organizations, with a focus on:
   a. High school to college pathways
   b. Paraprofessional supports and pipeline programs
   c. Supports for emergency licensed educators to advance to provisional or initial licensure
2. Establishing a robust induction, mentoring, and feedback program for new teachers and/or novice principals with a focus on:
   a. Training and supports for high quality mentors to ensure sufficient capacity and expertise
   b. Differentiation per individual educator needs (i.e., role-alike supports, mentoring for emergency or provisionally licensed educators)
   c. Intentional scope and sequence aligned to Standards for Effective Teaching and Leading, including antiracist leadership competencies.
3. Establishing data-driven systems for the recruitment, selection, retention, and robust training of instructional staff.

District Determined Evidence-Based Programs

Districts may find that its unique needs are better met through a different EBP or by one that they have begun implementing but require additional time and funding to adopt with fidelity and embed in district and school systems.

Districts must ensure that all grant submissions contain clear evidence through comprehensive data analysis that the selected EBP has the *most potential to close gaps* in the identified school. If a district is hoping to use grant funding to enhance work already begun in a chosen EBP, it must include compelling documentation that the district determined EBP has the most potential to close identified gaps.

NM School DASH Virtual Professional Learning 2023-2024

All NM School DASH virtual professional learning opportunities are offered twice, one A.M. and one P.M., and are optional. All training information will be posted to the NM School DASH Banner in the School DASH page and to the PSB webpage.

7/26/23	MRI/CSI Low Performance CSI Components 1 - 4	CSI School Leaders, LEA DASH Evaluators, Core Teams	90 Minutes	10:00 am - 11:30 am
7/26/23	MRI/CSI Graduation Rate Components 1 - 4	CSI School Leaders (Low Graduation Rate), LEA DASH Evaluators, Core Teams	90 Minutes	1:00 pm - 2:30 pm
7/27/23	CSI/ATSI/TSI Student Groups Components 1 - 4	ATSI/TSI School Leaders, LEA DASH Evaluators, Core Teams	90 Minutes	10:00 am - 11:30 am
7/27/23	Open Session: Components 1 - 4	School Leaders, LEA DASH Evaluators, Core Teams	60 Minute	1:00 pm - 2:00 pm
8/1/23	MRI/CSI Graduation Rate Components 1 - 4	CSI School Leaders (Low Graduation Rate), LEA DASH Evaluators, Core Teams	90 Minutes	10:00 am - 11:30 am
8/1/23	MRI/CSI Low Performance CSI Components 1 - 4	CSI School Leaders, LEA DASH Evaluators, Core Teams	90 Minutes	1:00 pm - 2:30 pm
8/2/23	Components 1 - 4	School Leaders, LEA DASH Evaluators, Core Teams – Open to all Schools and Charters	60 Minute	10:00 am - 11:00 am
8/2/23	CSI/ATSI/TSI Student Groups Components 1 - 4	ATSI School Leaders, LEA DASH Evaluators, Core Teams	90 Minutes	1:00 pm - 2:30 pm
8/3/23	Re-Certification	All District Certified Reviewers who participated in the Pilot Certification	90 Minutes	10:00 am - 11:30 am
8/3/23	DASH Office Hours	Any/All DASH Users	120 Minutes	1:00 pm - 3:00 pm
8/8/23	MRI/CSI Low Performance CSI Components 5 - 6	CSI School Leaders, LEA DASH Evaluators, Core Teams	90 Minutes	10:00 am - 11:30 am
8/8/23	MRI/CSI Graduation Rate Components 5 - 6	CSI School Leaders (Low Graduation Rate), LEA DASH Evaluators, Core Teams	90 Minutes	1:00 pm - 2:30 pm
8/9/23	CSI/ATSI/TSI Student Groups Components 5 - 6	ATSI/TSI School Leaders, LEA DASH Evaluators, Core Teams (Optional)	90 Minutes	10:00 am - 11:30 am
8/9/23	Open Session: Components 5 - 6	School Leaders, LEA DASH Evaluators, Core Teams – Open to all Schools and Charters	60 Minute	1:00 pm - 2:00 pm
8/10/23	MRI/CSI Graduation Rate Components 5 - 6	CSI School Leaders (Low Graduation Rate), LEA DASH Evaluators, Core Teams	90 Minutes	10:00 am - 11:30 am
8/10/23	MRI/CSI Low Performance CSI Components 5 - 6	CSI School Leaders, LEA DASH Evaluators, Core Teams	90 Minutes	1:00 pm - 2:30 pm
8/15/23	Open Session: Components 5 - 6	School Leaders, LEA DASH Evaluators, Core Teams – Open to all Schools and Charters	90 Minutes	10:00 am - 11:00 am

NM DIFFERENTIATED SYSTEM OF SUPPORT FOR DISTRICTS & SCHOOLS

2023

New Mexico Public Education Department

ESSA in New Mexico