

PED's Development Process

- **Agency-wide evaluation culture:** PED has a well established, embedded program evaluation process across the agency; SB201 amplifies this work and cross-program collaboration
- **Multi-layered engagement:** Collaborative work between PED leadership, program staff, and expert analysts
- **Iterative feedback loops:** Regular review cycles with program directors for continuous refinement based on input and recommendations from research analysts
- **Rigorous review standards:** Contracted with certified What Works Clearinghouse reviewers to ensure evaluation plans met the highest evidence standards for causal inference and research quality

Disciplinary Literacy

Summary Statement: Provides targeted support to strengthen disciplinary literacy among secondary educators.

Evaluation Methods:

- Teacher practice analysis using a disciplinary literacy walkthrough tool administered in early fall and mid-spring
- Student reading outcome analysis that compares accelerated growth between DLS schools and matched comparison schools using multiple assessments including iMSSA, MSSA, PSAT 8/9, NMSQT, and SAT

Short-Term Outcomes: Improved instructional practices among educators and accelerated literacy growth among students

Long-Term Outcomes: Increased literacy proficiency rates among students and accelerated academic growth at participating schools

Disciplinary Literacy

- Disciplinary Literacy Coaching provides on-site instructional coaching
- Financial support for participating DLS Schools, with greater amounts for higher numbers of teachers participating
- Required programs for DLS schools
 - Reading Apprenticeship
 - 5 on-site professional development sessions (3 beginning of year, 3 early spring) on evidence-based instructional routines for classroom implementation
 - Amira Reading Intervention
 - AI-powered reading intervention suite including assessment, tutoring, and instruction

Mathematics

Summary Statement: Provides targeted support to strengthen mathematics instruction at the elementary and secondary levels

Evaluation Methods:

- Matched comparison design with propensity score matching to compare PERF-funded schools implementing the NUMeROS and Focus on Algebra programs with similar schools
- Evaluation employs linear regressions and mixed effects models to analyze school-level changes in student achievement

Short-Term Outcomes: Teachers improve math instructional practices and increase in number of students who pass math courses

Long-Term Outcomes: Increase in student academic achievement in math

Mathematics

Focus on Algebra

- Helping educators, administrators, and instructional coaches emphasize algebraic thinking and concepts to prepare students for Algebra 1.

Numeracy Unlocks Math Rigor in Our Students (NUMeROS)

- Supporting elementary teachers to build strong conceptual knowledge and mathematical reasoning in elementary students.

HQIM Implementation

- Supports educators, administrators and instructional coaches with grants to support implementation of high-quality instructional materials.

Chronic Absence and Attendance Improvement

Summary Statement: Aims to reduce the percentage of students who are chronically absent (students who miss more than 10% of school) in eligible local education agencies (LEAs)

Evaluation Methods:

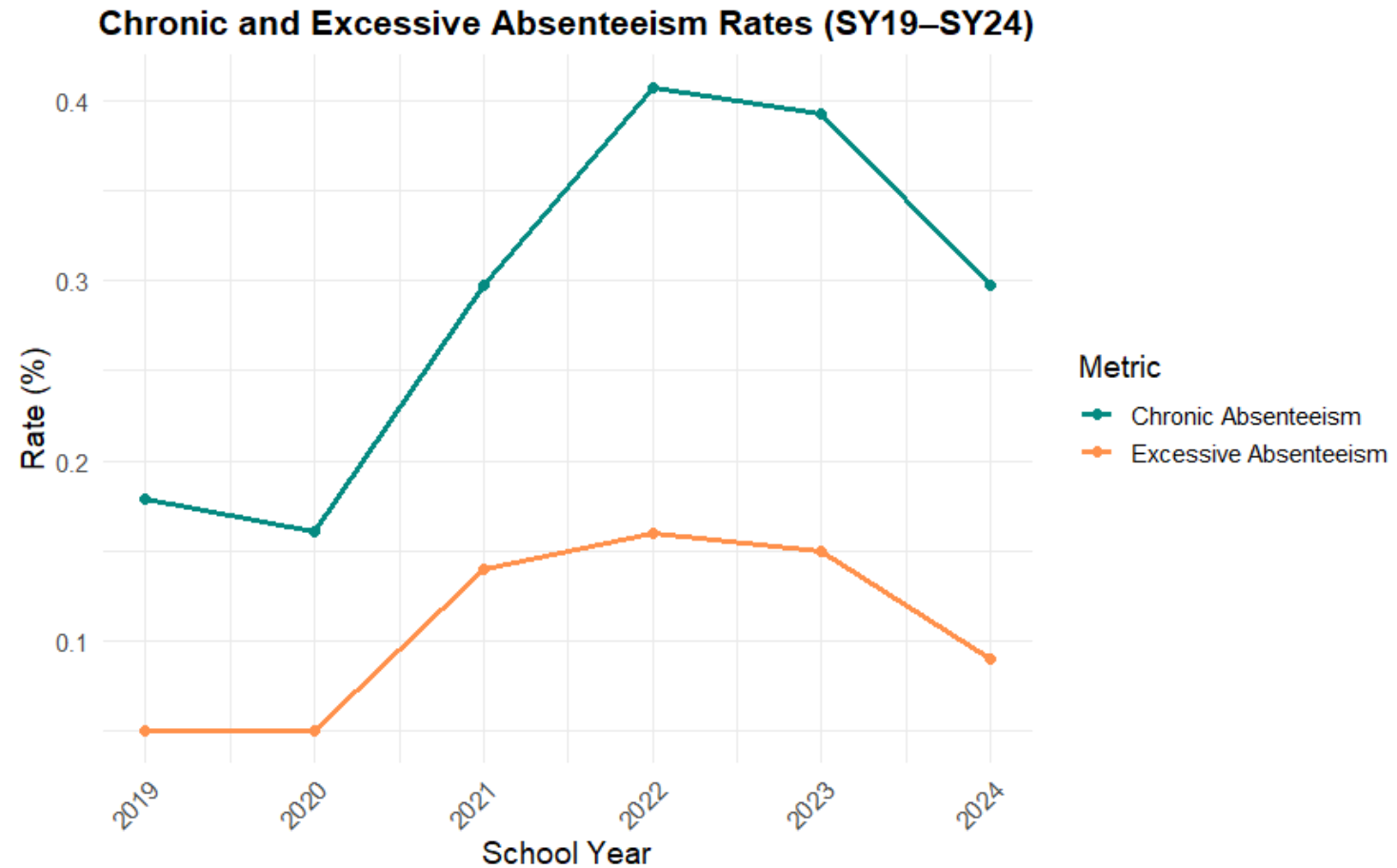
- Interrupted Time Series design to analyze trends in LEA-level chronic absence and attendance rates before and after the funded period
- Difference-in-Differences Interrupted Time Series design if there are sufficient eligible but unfunded LEAs to serve as a comparison group

Short-Term Outcomes: Increased student engagement and attendance, decreased chronic absence rates

Long-Term Outcomes: Increased student academic achievement and graduation rates, decreased student dropout rates, improved district capacity to implement evidence-based strategies

Chronic Absence and Attendance Improvement

- **Personalized Support to Families**
- **Relational Home Visits**
- **Daily Relationship-Building Activities**
- **Mentoring (check & connect)**



Housing Insecurity

Summary Statement: Aims to increase school attendance, engagement, and graduation rates by addressing both educational and financial barriers

Evaluation Methods:

- Pre-post study design comparing changes in attendance, GPA, graduation rates, and student well-being among participating unhoused students before and after receiving support
- Additional comparisons to unhoused students in non-participating districts when feasible

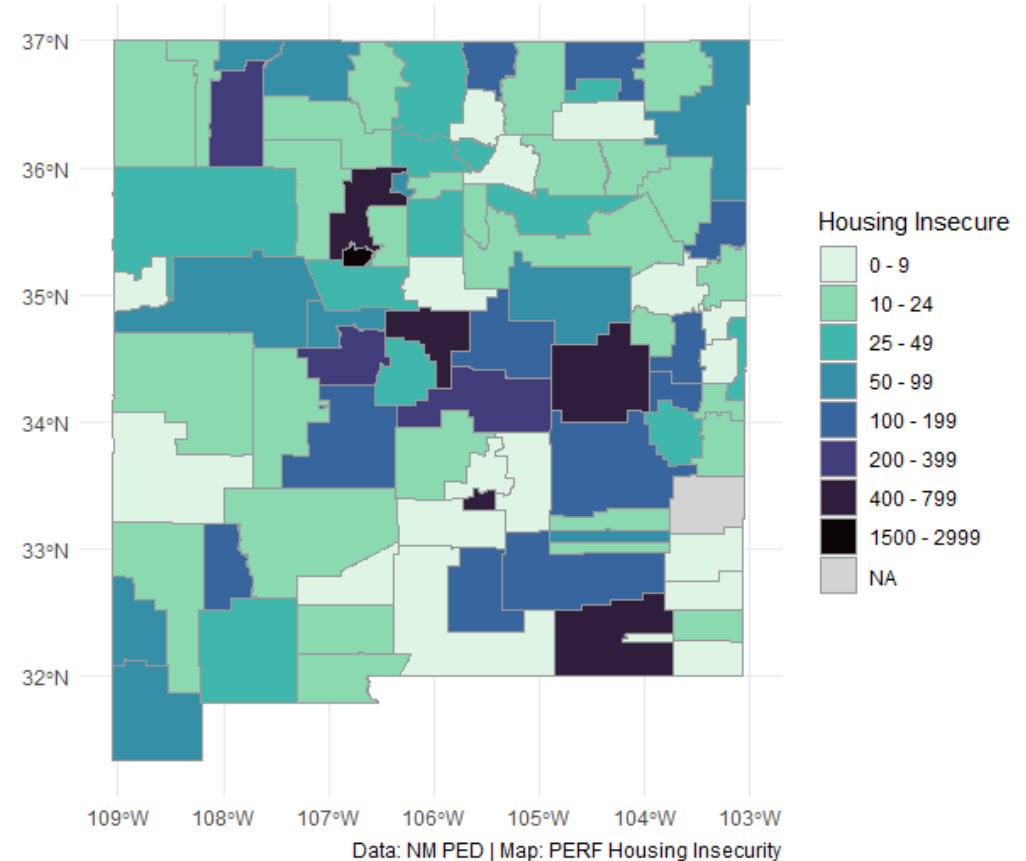
Short-Term Outcomes: Increased attendance, engagement, course completion, and course performance among students experiencing homelessness

Long-Term Outcomes: Decreased dropout rates and increased graduation rates for students experiencing homelessness

Housing Insecurity

- **Conditional Cash Transfer:** \$500 monthly stipend receipt is tied to academic metrics such as attendance rates and classwork completion.
- **Academic Support:** Required weekly tutoring and regular teacher meetings
- **Non-Academic Support:** Weekly check-ins with guidance counselor and social workers

Housing Insecure Students by School District (2023–2024)



Innovative Staffing

Summary Statement: Aims to address teacher shortages by redesigning instructional and leadership roles such as implementing team-based teaching model.

Evaluation Methods:

- Matched comparison design with propensity score matching, employing linear regressions and mixed effects models to assess causal impact on key outcomes
- Conducting descriptive and inferential analyses (including t-tests) to measure changes in student feelings

Short-Term Outcomes: Increased educator satisfaction, decreased staff vacancy rates, increased student engagement

Long-Term Outcomes: Increased educator retention rate, increased student proficiency and graduation rates

Innovative Staffing

- Teachers with records of high-growth student learning lead small teaching teams (typically 4-6 teachers) in the same grade or subject
- Co-plan, co-teach, model instruction, coach team members, and provide feedback while continuing to teach students part of the time
- Team members bring different specializations - some with deep content knowledge, others with applied knowledge from other industries, or expertise in project-based learning or technology integration
- Implementation includes intensive job-embedded professional learning and weekly coaching cycles
- Helps schools restructure to extend the reach of excellent teaching to more students for higher pay, within recurring school budgets

Thank you!

For Questions

Kenneth Stowe

Director of Strategic Initiatives

Kenneth.Stowe@ped.nm.gov

(505) 412 - 9979

