NM Public Education Department
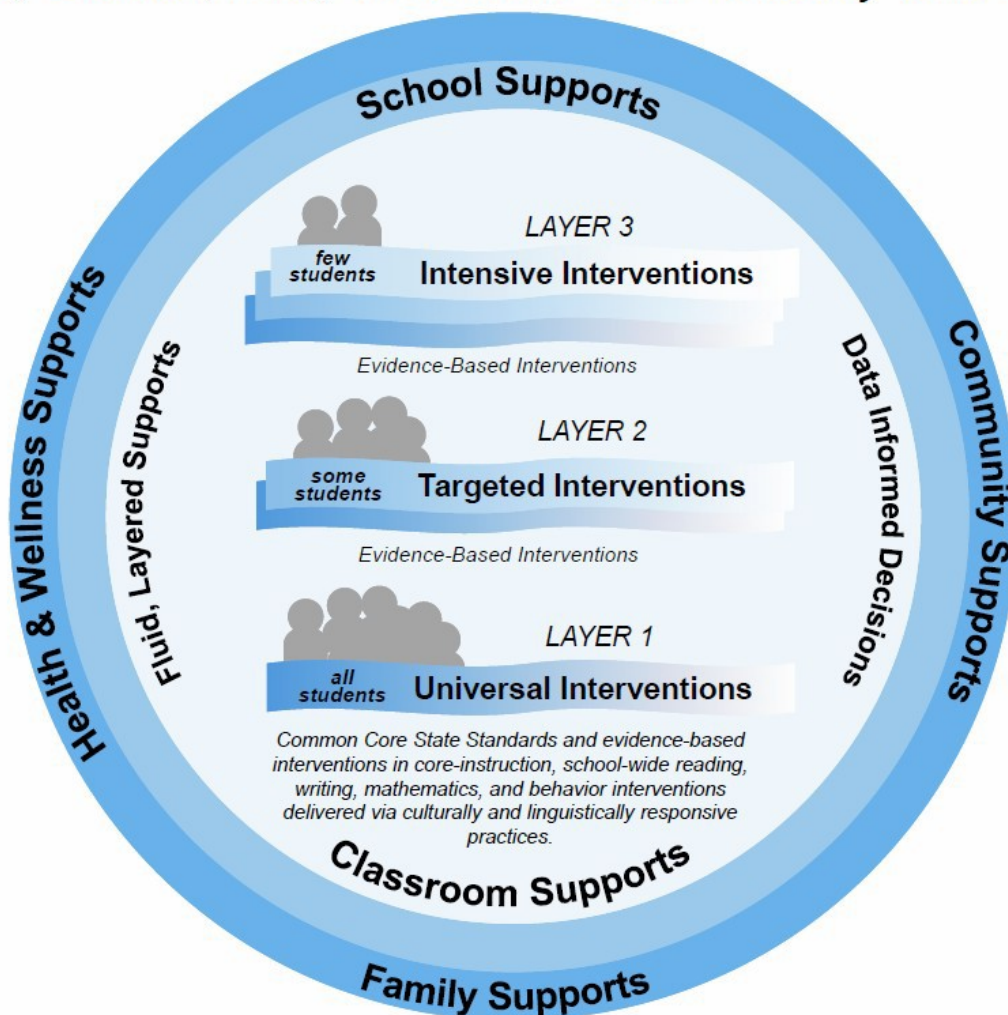
Multi-Layered System of Supports (MLSS) 2020

All Students Ready for Success
College, Career, Life, Secure in their Identity and Healthy

School Supports

Health & Wellness Supports

Fluid, Layered Supports

Data Informed Decisions

Community Supports

LAYER 3
few students
Intensive Interventions

Evidence-Based Interventions

LAYER 2
some students
Targeted Interventions

Evidence-Based Interventions

LAYER 1
all students
Universal Interventions

Common Core State Standards and evidence-based interventions in core-instruction, school-wide reading, writing, mathematics, and behavior interventions delivered via culturally and linguistically responsive practices.

Classroom Supports

Family Supports

Program Administration and Professional Learning
Severo Martinez, Director
Literacy, Humanities, and Early Childhood Bureau
New Mexico Public Education Department
Severo.Martinez@state.nm.us
505-827-6635

Testing Administration and Data
Brigette Russell, Ph.D., Deputy Director
Assessment
New Mexico Public Education Department
Brigette.Russell2@state.nm.us
505-827-5861

Multi-Layered System of Supports (MLSS)
Gabriel C. Baca, Ed.D., Director
Student, School, and Family Support Bureau
New Mexico Public Education
gabriel.baca2@state.nm.us
505-827-1822

Safe and Healthy Schools
Dean Hopper, M.A. Ed., Director
Safe and Healthy Schools Bureau
New Mexico Public Education
dean.hopper@state.nm.us
505-827-1806

Math and Science (NM STEM-Science Technology Engineering Mathematics Ready!)
Yanira Vasquez, Director
Math & Science Bureau
New Mexico Public Education
yanira.vazquez@state.nm.us
505-827-6555

Previously titled *The Student Assistance Team (SAT) and the Three-Tiered Model of Student Intervention*, this New Mexico Multi-Layered System of Supports (MLSS) manual updates the instructional framework and guidance on the statutorily mandated (NMSA 22-13-32) response to intervention process in New Mexico to be more comprehensive, target features of implementation, and to include resources available at each layer of support.

Table of Contents

System Overview

Educators, this manual is organized to support your understanding, and importantly, your implementation of MLSS components in your work. As you read, you should be achieving the following outcomes:

- ➢ You will recognize the seven core elements of MLSS and be able to explain them to another educator.
- ➢ You will understand and be able to describe the MLSS graphic components and how each component is coordinated to aide all students in being ready for college, career, and life.
- ➢ You will be able to identify student health and wellness supports and how they contribute to student academic success.

Readers, as you read the MLSS manual, you will come across words that appear in bold print. Those words are defined in the Glossary of Terms located in Appendix III of the manual. Additionally, play button icons are strategically located throughout the manual. If you click on a play button link, a video will play with information to supplement your understanding of MLSS concepts and features.

Multi-Layered System of Supports (MLSS) is New Mexico's adaptation of the Response to Intervention Framework (RtI). MLSS is a coordinated and comprehensive framework for educators to use to organize their schools and school systems to support student learning. This support is accomplished by identifying and supporting students' learning and behavioral needs and by recognizing and providing the resources teachers, health and wellness personnel, and school administrators require for full implementation and long-term sustainability of MLSS. MLSS supports high-quality instruction and intervention, healthy students, and safe learning environments. Figure 1 represents the major components of the MLSS model. This graphic is on the cover and in other locations in the manual to graphically organize each important feature for readers.

Another important change from RtI to MLSS is that special populations of students as defined by the Every Student Succeeds Act (ESSA) and State law are to receive core instruction and interventions and services at all layers, if needed, to attain desirable levels of achievement. Previously, in New Mexico's RtI manual, Tier 3 interventions exclusively represented special education and gifted services. Now, in MLSS Layer 3, intensive supports are for any student who needs them. Please note that a student may be evaluated for a disability or giftedness when receiving any layer of MLSS interventions.

MLSS is a framework for school personnel to support students by delivering a range of layered **interventions** based on data-driven and data-informed student needs. MLSS includes high-quality instruction and interventions with **progress monitoring for impact**. MLSS provides students with the interventions and supports needed to succeed in the general curriculum.

New Mexico has identified seven core components for MLSS to be fully implemented. These core components are broad categories that include MLSS principles, which are reflected in Figure 1.

Core components include data-based decision making and instruction, high-quality **core instruction** and interventions, informed and effective school leadership and systems, collaboration and processes for providing a layered continuum of supports, positive school culture and climate, student health and wellness, and family engagement. Core components are woven through the system's three layers of intervention. Each core component is described more thoroughly in the Core Components section beginning on page 7.

New Mexico's MLSS model addresses student needs by providing three layers of intervention. All students receive Layer 1 - universal interventions which include high-quality differentiated core instruction aligned to the **Common Core State Standards (CCSS),** that is delivered via **Culturally and Linguistically Responsive Instruction** to meet the needs of most students. Layer 1 also includes a system of **Positive Behavioral Interventions and Supports (PBIS)** for all students, and **universal screening (assessments)** to identify students whose needs are not satisfactorily met by Layer 1 interventions alone.

A student not making expected progress (academically, behaviorally, or who is insufficiently challenged academically) with high-quality core curriculum and Layer 1 universal interventions may need additional academic or behavioral interventions or Layer 2 – targeted interventions. The focus of Layer 2 interventions is individualized and targeted interventions to support student's acquisition of the knowledge and skills identified in the CCSS and to support student success with Layer 1 high-quality differentiated instruction. Students receiving Layer 2 targeted interventions receive core curriculum and instruction plus targeted evidenced-based interventions. Targeted evidenced-based interventions may include, but are not limited to, applying evidenced-based interventions and data-driven instruction in small group learning settings, and/or instruction with reading or math coaches. Health and wellness interventions may include social or behavioral contracts or guided small group social work interventions.

A key aspect of Layer 2 targeted interventions is progress monitoring to assess students' responses to targeted interventions. Frequent communication with parent(s) or guardian(s) regarding assessed student progress is vital during Layer 2 targeted interventions. If a student receiving Layer 2 targeted interventions is not making expected progress, the student may need even more intensive intervention (i.e., Layer 3 intensive interventions).

Layer 3 intensive interventions include core curriculum and instruction, and intensive and individualized evidenced-based interventions. Layer 3 evidenced-based interventions may be provided for a longer duration than Layer 2 interventions, may be provided more frequently, be provided in smaller groups, or otherwise be more intensive. Students receiving Layer 3 interventions receive all Layer 1 and 2 interventions needed for the student to achieve a desired pattern of learning. Layer 3 intensive interventions may include, but are not limited to, pullout

services provided by a reading specialist, push-in services provided by a behavior specialist, counseling services, or interventions provided by the general education teacher in the classroom. Layer 3 intensive interventions include progress monitoring on a biweekly basis to assess students' responses to intensive interventions. Frequent communication (at least biweekly) with parent(s) or guardian(s) regarding assessed student progress is mandatory during Layer 3 intensive interventions.

MLSS identifies the resources educators need to meet their students' needs, including job-embedded professional learning, feedback on instructional practices, focused collaboration with colleagues, **high-quality instructional materials**, and MLSS supportive policies.

MLSS Core Components

The seven core components identify the primary features of New Mexico's MLSS. These components represent best practices woven through the three layers of interventions.

1. Classroom Supports - Data-Driven Instruction and Data-Informed Decision Making

Small group instruction is designed based on student performance data, and teacher teams regularly review instructional outcome data to better support students. Interim assessments are used in all grade levels with cut scores published and are used in addition to screening tools. Student data is analyzed to monitor the effectiveness of academic and behavioral interventions, and interventions are adjusted as needed based on these data. Students with disabilities participate in all interim assessments except as stated in Individualized Education Programs (IEPs).

2. Classroom Supports - High-Quality Core Instruction and Interventions

Each grade level has a high-quality core curriculum in math and English language arts that is aligned with CCSS and meets students' needs. The core curriculum and supplementary materials are culturally and linguistically appropriate and are delivered via culturally and linguistically responsive instruction. Implementation of the core curriculum is monitored by school and district leadership. To ensure high-quality common core is used, school and district leadership must monitor selection and implementation. The same high-quality core-aligned curriculum should be used for students in all three layers, though a small percentage of students receiving Layer 3 interventions may require an alternate curriculum to support **Expanded Grade Band Expectations (EGBEs)** and **Common Core Extended Grade Band Expectations (CCEGBEs).**

3. School Supports - Informed and Effective School Leadership and Systems

Distributed leadership structures and practices among school staff facilitate a collaborative approach to identifying, organizing, and providing data-driven and data-informed interventions with fidelity to achieve optimal student outcomes. Instructional leaders use observation and feedback cycles to monitor and support teachers in identifying and using the most effective evidence-based interventions. To support high fidelity implementation of interventions, educators receive ongoing job-embedded professional learning follow-up support (coaching, mentoring, etc.). Administrators have systems in place to monitor implementation of strategies obtained in professional learning sessions. Programs and practices align to effectively leverage school, district, and State resources to benefit students.

4. School Supports - Collaboration and Processes for Providing a Layered Continuum of Supports

Teachers and health and wellness staff schedule time during the week to collaborate and identify interventions to promote student success. Each week, teams work together to analyze data, share strategies, plan collaboratively, and assess the impacts of instruction and interventions on student achievement. School leaders support collaboration and hold teams accountable for positive impact on student achievement and wellness.

5. School Supports - Positive School Culture and Climate

School-wide behavioral norms and expectations are taught to all students, practiced until they become routine, and are regularly reinforced to maintain them over time. Core behavioral norms and expectations are consistent across classrooms and school environments (playground, cafeteria, hallways, library, restrooms, etc.). Also, teaching of core norms is location-specific. The entire staff participates in teaching and supporting behavioral norms. Supports are in place for all students. These supports are non-punitive and focus on teaching appropriate behaviors and skills to students displaying behaviors that impair learning, destroy property, or which could harm other students or educational staff. In an MLSS, when inappropriate student behaviors occur, changes in adult behavior should follow to provide positive support for desired student behavior.

6. Health and Wellness Supports - Student Wellness

Student health and wellness is considered for all students through MLSS. District or charter schools implement an approved Wellness Policy addressing the eight required elements of the **coordinated school health** model in accordance with New Mexico Administrative Code (NMAC) 6.12.6. Staff in each school acknowledges the significant impact physical and behavioral health can have on a student's learning and academic success. School health and behavioral health services are provided, and resources are made available to students and their families through a Community School Framework. Every school has an approved safe schools plan, and training is conducted on a regular basis to ensure staff and students can implement the plan.

7. Family and Community Supports - Family Engagement

Family engagement underlies all other MLSS components. Family participation in the MLSS process is essential for interventions to achieve their intended impact on student learning. The school provides support to families through the MLSS, so parents and families understand the process for moving up and down increasingly intensive layered interventions and can support the interventions.

8. Community Schools

Community schools in New Mexico address the holistic needs of the student, family and the community through the community school framework. This four pillar framework ensures the use of research- and evidence-based strategies and best practices that support students, families and communities in supporting student success. Included in the framework is the pillar of Collaborative Leadership and Practices. This pillar focuses on building a culture of professional learning, collective trust and shared responsibility using strategies that at a minimum include a site-based leadership team and a community school coordinator. The Active Family and Community Engagement pillar values the experiences of people from diverse backgrounds as empowered partners in decision making and encourages partnerships with parents or caregivers to develop and promote a vision for student success. Community schools offer courses, activities and services for parents or caregivers and community members and create structures and opportunities for shared leadership.

The Expanded and Enriched Learning Time and Opportunities pillar focuses on programs and services such as before-school, after-school, weekend, summer and year-round programs, that provide additional academic support, enrichment activities and other programs. These programs and services are often offered in partnership with community based organizations to enhance academic learning, social emotional learning and life skills which are aligned with the school's curriculum. The Integrated Student Supports pillar focuses on services that address non-academic and out-of-school barriers to learning. These servers are generally offered through partnerships with social and health service agencies and providers that may include school-based or school-linked health care, case management services and family stability supports coordinated by a community school coordinator and that are culturally and linguistically responsive to the needs of students and their families.

Description of Layers

Layer 1:

LAYER 1

all students **Universal Interventions**

Common Core State Standards, core-instruction, school-wide reading, writing, mathematics, and behavior interventions delivered via culturally and linguistically responsive practices.
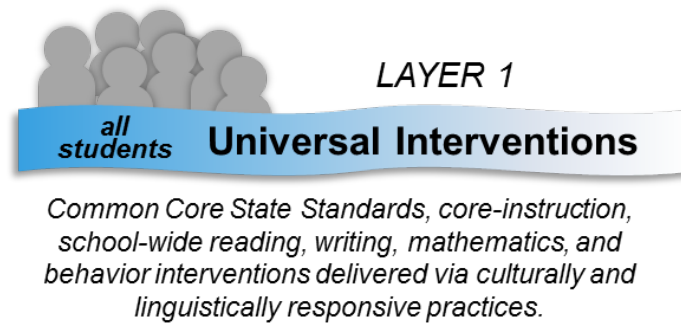
Eligibility:
All students (Layers 1, 2, and 3).

Parental Notice:
Highly recommended, but not required for Layer 1 interventions and monitoring.

Introduction:
The focus of Layer 1 is delivery of high-quality differentiated core curriculum and instruction, school-wide implementation of positive behavioral interventions and supports, data-driven instruction, targeted interventions to support the acquisition of core content, universal screening or assessment, and English Language Development (ELD) for students identified as English Learners (ELs). Layer 1 academic and behavioral supports are proactive and preventative. These proactive interventions prevent most academic and behavioral difficulties before they occur and with the intent to help all students succeed in the general education setting and keep students with their peers. At the end of this section, readers should possess an extensive understanding of Layer 1 critical features.

New Mexico's Literacy Framework is offered as an example of a Layer 1 core program. This framework defines the Layer 1 core program for reading at the elementary and secondary levels (see Table 1 below). Layer 1 **core mathematics** is defined in the glossary of terms.

CONTINUUM OF READING INSTRUCTION AND MATERIALS ACROSS GRADES	
CORE	
ELEMENTARY	SECONDARY

ELEMENTARY

What is the Core?
- In elementary schools, a core program is a basal reading program that can be purchased for use as the foundation for reading instruction.

Used with:
- All students
- *Students performing well-below grade level should also be instructed in the core program, but with more intensive supports.*

Keys to Effective Implementation:
- Should comprehensively address all five Big Ideas of beginning reading instruction.
- Provide explicit and systematic instruction.
- Be sequenced in a way that if it is taught by teachers with fidelity, students will develop the necessary skills to meet reading goals and expectations.
- Teachers need extensive professional learning to use a core program effectively and with fidelity. Professional learning provided by publishers may be sufficient for effective implementation of the program. Following training, monitor student progress, and if insufficient, provide additional, targeted training to instructional staff.

Benefits:
- If core programs are supported by evidence and are then used with fidelity, students will have the best opportunity to learn the knowledge and skills they need to meet CCSS in ELA.
- The skills in a quality core program are sequenced carefully within and between grades, so as students move through the grades, the content knowledge addressed builds on previous knowledge.
- A common core program makes planning easier for teachers and provides for effective staff communication about goals and objectives, instruction, and student performance.
- For districts with high mobility, a common core program provides consistency in standards and instruction from school to school.

SECONDARY

What is the Core?
- Similar to elementary programs, basal reading programs can be used in grades 6-8 as part of the curriculum for reading classes.
- At the secondary level, most teachers do not implement a core reading program. Rather, reading instruction is taught across the content areas.
- "Core instruction" at the secondary level refers to the reading instruction all teachers provide in every course.
- Subject-area texts are analogous to core reading programs in earlier grades. They may not be designed to directly address reading skill development, but are used to help students learn content, while collaterally addressing reading skills in informational texts.

Table 1. Continuum of Reading Instruction and Materials across Grades

Layer 1 interventions include:

L1.1 A high-quality, core-aligned curriculum that is culturally and linguistically responsive

What to look for:
Each grade level has a high-quality core curriculum in math and English language arts that is aligned with CCSS and meets students' needs. The core curriculum and supplementary materials are culturally and linguistically appropriate and are delivered via culturally and linguistically responsive instruction. Implementation of the core curriculum is monitored by school and district leadership.

Rationale:
A student's access to high-quality, grade-appropriate instruction that is aligned to the CCSS should not be dependent on the teacher to whom the student is assigned. Teachers should not be expected to find or develop their own curriculum to meet CCSS standards. For a curriculum to meet student needs, it should be relevant to their lives, culturally inclusive, and in some cases, delivered in a language other than English. Educational leaders should communicate expectations for use of high-quality common core-aligned curriculum in math and English language arts. To ensure high-quality common core is used, school and district leadership must monitor selection and implementation. The same high-quality core-aligned curriculum should be used for students in all three layers, though a small percentage of students receiving Layer 3 interventions may require an alternate curriculum to support **Expanded Grade Band Expectations (EGBEs)** and **Common Core Extended Grade Band Expectations (CCEGBEs).**

L1.2 A demonstrable school-wide system of positive behavioral interventions and supports (PBIS)

What to look for:
PBIS is a school-wide framework that identifies, defines, teaches, demonstrates, and reinforces student behavior that supports learning and nurtures a positive school environment and culture. The PBIS framework directs the following. This is not an exhaustive list.
- At least five positive reinforcements are provided for each instance of corrective feedback or negative interaction with a student.
- Adult interactions with students across the school are caring and warm regardless of the student or situation.
- Teachers, staff, and students hold shared expectations to support learning.
- Students participate meaningfully in the development of learning expectations and expectations are posted prominently in each classroom.
- Classroom routines are followed for most classroom functions and are present in all classrooms.
- Student's transition quickly from activities and between settings, and classrooms are orderly and conducive to learning.
- School-wide routines and procedures are followed to support students' learning and behavior across a variety of settings.
- A school-wide behavior data collection system is used consistently, and captured behavior data are analyzed to plan alterations to the school environment or to plan

alterations in adult behavior to better support students. There is a school-wide anti-bullying policy per New Mexico Administrative Code (NMAC) 6.12.7. Bullying prevention is present, and there is a strong and consistent school message that all forms of bullying, including cyberbullying, are unacceptable. *Further information regarding bullying prevention strategies, programs, and appropriate responses to bullying may be found at the PED's Stop Bullying New Mexico.*

- Behavior supports are non-punitive and focus on teaching appropriate behaviors and skills to students displaying behaviors which impair learning, destroy property, or which could harm other students or staff. With MLSS, when inappropriate student behaviors occur, changes in adult behavior should follow to provide positive support for desired student behavior.

Rationale:

Inappropriate student behaviors often diminish in positive learning environments, where a supportive adult's positive and proactive behaviors are abundant. Positive teacher and staff relationships with students are predictors of student success and teacher success.

Having a safe and predictable school and classroom environment with identified and practiced classroom rules and common routines eliminates or substantially reduces many inappropriate student behaviors. Procedures for activities such as how to enter and leave the cafeteria or how to walk through the halls should be developed with staff input and then explicitly taught to students and practiced until students can reliably repeat the desired procedure. Forgetting can occur over extended breaks; therefore, reviewing procedures after long breaks from school is important and supports continuation of positive behaviors. To improve behavioral supports across the school, it is important to collect and analyze behavior data. Teachers and other staff analyze the data. Analyzed data should then be used to develop interventions and supports for students. These changes are to alter the learning environment, and result in developing, teaching, and sustaining students' use of classroom procedures and may also result in changes to adult behaviors.

L1.3 High-quality Layer 1 instruction that is differentiated to meet the needs of a majority of students and includes daily small-group differentiated instruction

What to look for:

The uninterrupted block of time allotted for English language arts (ELA) core instruction meets the recommended time allocations in *New Mexico's Statewide Literacy Framework* (i.e., 90 minutes for all K-5 students, unless otherwise stated in an IEP). (See Table 2 below.) Small group instruction with the teacher occurs during core instruction for both math and reading. Small group instruction with the teacher targets specific learning needs and is used strategically to monitor student progress. Small group data-driven instruction varies and is to match the needs of the group. Students with significant learning needs are provided more small group time, a group with fewer students, and/or more frequent small group times. Students are grouped based on specific learning needs tied to the CCSS, formative assessment, and curriculum-based measurement data. Student groupings are intentional, based on data and change as often as individual or group data require. The data used for grouping are based on the CCSS standards

and corresponding skills.[1] As noted, some student performance profiles will necessitate additional small group time.

RECOMMENDED TIME ALLOCATIONS FOR READING INSTRUCTION FOR ALL STUDENTS			
GRADE LEVEL	**AMOUNT OF INSTRUCTION**	**FREQUENCY**	**PURPOSES**
PRE-SCHOOL	Literacy instruction is embedded in all activities across the school day	Daily	NM PED preschool programs are required to implement daily, intentional, developmentally-appropriate early literacy practices including: • Phonological awareness activities • Oral language and vocabulary activities • Alphabet knowledge activities • Concepts of print activities • Daily large group "read a louds" with comprehension strategies • Daily small group (4-6 children) early literacy activities • Daily, ongoing individual and small group (2-3 children) read alouds • Daily opportunities for developmentally-appropriate writing activities
K-3	90 minutes	Daily	The 90-minute block is dedicated to providing instruction on the five essential elements of beginning reading (i.e., phonological awareness, phonics, fluency, vocabulary, and comprehension). Additional instructional time will need to be scheduled to ensure adequate time to teach other areas of language arts (e.g., writing). For grades K-3, students not meeting grade-level reading goals will need additional minutes of daily reading instruction.
4-5	90 minutes	Daily	During the 90-minute block, students receive daily, focused reading instruction on the essential elements of reading with an emphasis on advanced phonics skills, fluency, vocabulary, and comprehension. In grades 4-5, students begin working regularly with texts in social sciences, math, and other content areas. For grades 4-5, students not meeting grade-level reading goals, will need more than 90 minutes of daily reading instruction.
6-8	40-60 minute reading class for all students (grouped based on skill level) and separate from English language arts 2-4 hours of literacy-connected learning across instructional areas	Daily	In grades 6-8, a 40-60 minute class designated specifically for reading instruction is recommended for all students. Students should be assigned to a reading class based on reading proficiency data (reading classes may range from remedial to high enrichment). In addition to the reading class, students should receive reading instruction across all content areas, and should focus on content-specific advanced word study, comprehension, and vocabulary. If resources are limited, and a separate reading class for all students is not feasible, middle schools may extend their language arts period to provide extra time to focus on reading instruction for all students. Students reading well below grade level could participate in the extended language arts period as well as in an additional reading interventions class.
9-12	2-4 hours of literacy-connecting learning across instructional areas	Daily	In grades 9-12, the recommendation is two to four hours every day of literacy-connected learning across the content areas. High school teachers provide increasingly rigorous vocabulary and comprehension instruction and practice opportunities to students each year of high school and across content areas, preparing them to exit grade 12 reading at grade level or above.

[1] Adapted from Oregon K-12 Literacy Framework, Oregon State Board of Education, 2009.

Table 2. Recommended Time Allocations for Reading Instruction for All Students

Rationale:

Small group instruction is a means of targeting instruction to better meet a variety of student needs. To accomplish this, small group instruction should be differentiated. Differentiating instruction is adjusting the instruction (not just instructional materials) based on the needs of the students. Students should be grouped according to relative strength or weakness on specific CCSS, not on the general achievement level, such the teacher can better support their needs in small groups.

It is important to note that small group instruction in which all students receive the same instruction in the same size group for the same amount of time is not differentiated. Differentiated small group instruction is not centers-based learning when all the learning centers have the same activities. Further, group work is not small group instruction.

L1.4 Teacher teams, including Professional Learning Communities (PLCs), that monitor student progress and meet regularly to review student data and discuss solutions for struggling students

What to look for:

There are teacher team meetings to review data and support student achievement through differentiation and Layer 1 interventions prior to Layer 2 interventions. There is a regularly scheduled time for teacher teams (grade-level, PLC, or other teams) to meet with an agenda which supports the review of individual student data in comparison to classroom data and benchmark data. Additionally, teacher teams identify curricular or instructional actions that their data analysis suggests. Teacher teams should include non-teacher staff such as paraprofessionals, counselors, administrators, and ancillary staff as appropriate to identify needed instructional changes or interventions.

Rationale:

The breadth and depth of ideas increases when teachers collaborate to support struggling students. Collaboration can result in coordination between teachers that intensifies the interventions implemented. Teacher collaboration also increases the likelihood that all students are receiving high-quality instruction. As teachers work together, discussion often drives enhancements to curricula, instructional delivery, and student learning activities. Cross-grade-level teacher teams can be beneficial when discussing students' progress and successful interventions in previous grades (i.e., teachers understand the broader scope and sequence of CCSS and skills). In addition, teachers from successive grade levels can provide essential information on the knowledge, strategies, and skills students require when entering the next grade level, inviting prior grade level teachers to prepare their students for the subsequent year.

During the school year, grade-level and department-level teams or Professional Learning Communities analyze progress-monitoring data to evaluate the effectiveness of instructional and behavioral interventions. When progress is insufficient, these teams identify instructional and behavioral changes in the relevant area, and identify the intensity of needed intervention or necessary types of support. When students are not making adequate reading progress, the team

targets the variables that are most directly under the school's control and are likely to have the greatest positive impact on students' reading progress (New Mexico Statewide Literacy Framework). A tool that can help identify instructional variables under the school's control is the "Alterable Variables Chart." (See Table 3 below.) This chart provides teams with a continuum of increasingly intensive instructional options across five instructional dimensions. [2]

ALTERABLE VARIABLES CHART IMPLEMENTATION ELEMENTS					
Specific Adjustments					
	LESS INTENSE			►	**MORE INTENSE**
TIME FOR INSTRUCTION	Increase student attendance	Provide instruction daily	Increase opportunities to respond	Vary schedule of easy/hard tasks/skills	Add another instructional period (double dose)
PROGRAM EFFICACY	Pre-teach components of core programs	Use extensions of the core program	Supplement core with appropriate materials	Replace current core program	Implement specially designed program
PROGRAM IMPLEMENTATION	Provide a model for lesson delivery	Monitor implementation frequently	Provide coaching and ongoing support for teacher	Provide additional professional learning	Vary program/lesson schedule
GROUPING FOR INSTRUCTION	Check group placement	Reduce group size	Increase teacher-led instruction	Provide individual instruction	Change instructor
COORDINATION OF INSTRUCTION	Clarify instructional practices	Establish concurrent reading periods	Provide complementary reading instruction across periods	Establish communication across instructors	Meet frequently to examine progress

[2] Oregon K-12 Literacy Framework, Oregon State Board of Education, 2009

Note: IEP supplemental aides and services may range from less to more intensive, and do so across the dimensions listed in the first column (e.g., time for instruction). IEP related supplemental aides and services can be offered in all educational settings, and across the full range of intensities.

Table 3. Alterable Variables Chart – Implementation Elements

L1.5 Defined Layer 1 (core) interventions to support students

What to look for:
The school has defined Layer 1 universal interventions and appropriate resources for teachers to use to implement the interventions in the classroom. Classroom teachers can explain the link between assessments, the interventions they provide and student learning, and how the interventions directly address the needs of the student. Teachers receive professional learning and feedback on implementing Layer 1 interventions in the classroom to ensure fidelity of implementation. School leadership has an implementation plan that inlcudes a system for monitoring the fidelity of implementation of Layer 1 interventions.

Rationale:

Before struggling students receive Layer 2 interventions it is important for classroom teachers to provide additional Layer 1 classroom interventions to support these students. It is best for the student and teacher to address educational issues at the lowest possible layer of intervention. Providing Layer 1 classroom ensures that instruction is proactive; we intervene in the classroom before a student fails. Research demonstrates that when students receive effective Layer 1 instruction, fewer students fail or end up being referred for special education. This is critical to providing education in the least restrictive environment. This may include small group instruction. Recommendations for small group instruction in grades K-3 are included in Table 4 below.[3]

RECOMMENDATION FOR SMALL GROUP INSTRUCTION IN GRADES K-3		
Student Skill Level	Number of Students per Group	Comments
Layer 3: Well Below Grade Level	3-5	At least 30-60 minutes per day in small group instruction.
Layer 2: Somewhat Below Grade	≤ 9	At least 30 minutes per day in small group instruction.
Layer 1: Grade Level or Above	≤ 13	Need the opportunity to work in small group formats each day in grades K-3. For those exceeding reading goals, small group instruction is one of the best ways for schools to provide the accelerated instruction to these higher performing students.

[3] Adapted from Oregon K-12 Literacy Framework, Oregon State Board of Education, 2009.

Table 4. Recommendations for Small Group Instruction in Grades K-3.

L1.6 Common interim assessments occur at least three times a year with published cut scores and other objective criteria for moving students up and down layers of support

Types of assessments:

There are three main types of assessments used to inform instruction – formative, interim, and summative.

Formative:

Are they getting it? (Example: Kindergarten Observation Tool, Istation/ISIP). Teacher does the following:

- Gives assessments during instruction to measure progress (often integrated into the lesson).
- Provides frequent and timely feedback on teaching effectiveness and students' current learning.
- Provides small-scale assessments that identify strengths as well as learning gaps to guide responsive instructional action.

Interim:

Have they got it? (Example: short-cycle assessments).

- Given during instruction to measure interim progress (typically every 6 to 8 weeks) relative to a specific goal or standard.

- Medium scale assessments that can be aggregated and reported.
- Identifies gaps in learning and the 6-8 week assessments allow for additional instruction before the end of the trimester, semester, or school year.

Summative: Did they get it? (Example: State Summative Assessment Assessing Comprehension and Communication in English State-to-State (ACCESS)).
- Graded assessment, often done Statewide and used for planning and identifying content areas needing additional focus.
- Measure standards-based skills and knowledge at the end of an established time period (e.g., end of year).

The types, purposes, and frequencies of assessments is further identified and defined in Table 5 below.

What to look for:
At least three grade-level-wide assessments with published cut scores and other objective criteria are used to identify appropriate layers of intervention for students in the school's MLSS. Assessment data are reviewed to determine if intervention levels are still appropriate for students. Published cut scores assist school staffs in understanding the levels of achievement making students eligible for a more or less intensive layer of intervention. The following table addresses literacy, and serves as an example for math and English-Language Arts.

TYPES, PURPOSES, AND FREQUENCIES OF ASSESSMENTS		
Type	**Purpose**	**Frequency**
Observation Tools	Does the child possess the knowledge and skills leading to later academic success? The purpose of the observation tools is to identify the knowledge and skills students have at the time of program entry. The information collected through authentic observations provides information about a student's existing skills and thereby directs instruction to the unique needs of children in birth to kindergarten programs.	Preschool: 3 observation periods (beginning, middle, and end of year). Kindergarten: first 30 instructional days of school.
Screening/ Benchmark Assessments	Is the student at risk for reading problems? The purpose of a screening assessment in reading is to identify students at risk for negative reading outcomes and students on-track to successful reading outcomes. Screening data are used to make decisions about the level of instructional support students need to achieve favorable learning outcomes. For example first-grade students identified as "at risk" or "somewhat at risk" for dyslexia should receive more intensive instructionnal support than students on track to meet grade-level reading expectations Who is assessed? All students	Grades K-8: It is recommended that a screening be administered to all students at least three times per year (beginning, middle, and end of the school year). Grades K-3: Screening should focus on the early foundational literacy skills. Grades 4-8: Screening should focus on reading fluency or prosody, and reading vocabulary and comprehension. Grades 9-12: Screening assessments should be administered at the beginning of the year in grade 9. For students who are not yet reading at grade-level, it is recommended that schools administer an assessment to identify their specific reading instruction needs. Grades 9-12: Screening should focus on reading fluency or prosody, reading vocabulary and comprehension.

Progress Monitoring	Is the student making sufficient progress to reach summative reading goals? Progress monitoring in reading is essential. The reading progress of students who are not reading at grade level should be monitored frequently between school-wide screening assessments. Frequent progress monitoring is necessary for students who are reading below grade-level expectations so data can direct the identification of interventions and increase the intensity of interventions until the student's learning trajectory suggests they are on track to "catch up" to grade-level expectations. In order to reach this goal, schools need frequent, timely, and actionable information on whether students are making enough progress to reach the outcomes in the timeframe for which outcome goals are set. Who is assessed? Students not meeting reading expectations – not reading at grade level, or who are not achieving key reading goals.	Layer 1 (Benchmark): Assessments only need to be conducted three times a year. Layer 2 (Moderate Risk): Assessments need to be conducted at least one time per month, and two times per month is recommended. Layer 3: Assessments need to be conducted once a week twice a month at a minimum).
Summative Evaluations	Is the student reading at grade level and meeting other reading goals? Grade K-2: The foundation for reading development occurs in grades K-3. The State's summative assessment is not administered prior to grade 3; therefore, formative measures (screenings and progress monitoring) of reading in grades K-2 take on even greater significance. In grades K-2, these measures indicate whether students are on track to read at grade level by grade 3. They may also be used as summative or outcome measures for attainment of specific essential skill elements of reading (phonological awareness, alphabetic principle, and fluency). Grades 3-12: Summative assessments are administered at the end of the school year to determine whether students have met important grade-level reading goals for that year. Summative assessments' most important purposes are to determine whether students: (a) are able to read a variety of grade-level materials with comprehension, (b) have met key formative goals that are important benchmarks of successful overall grade-level reading, and (c) are on track for grade-level reading. Who is assessed? All students	Grades K-2: Formative (screening) assessment should be conducted at a minimum of three times a year (beginning, middle, and end). Grades 3-8 and high school: Summative assessment is conducted at the end of every school year.

Diagnosing Instructional Needs	What precise instructional needs does a student have that, if identified, and addressed with a matched intervention will improve his/her rate of progress toward important reading goals?	When a student is not responding to interventions, diagnostic evaluation is necessary to better understand the root of a student's difficulties. Diagnostic evaluation is conducted by a certified Diagnostician or other state certified professional. Diagnostic evaluations are used to identify learning disabilities such as dyslexia. A diagnostic evaluation should not be delayed if a student demonstrates characteristics of a learning disability.
	For some students, even when provided with evidence-based interventions and quality instruction, the students continue to fall further behind grade-level expectations. Continued lack of progress increases the urgency of designing and implementing an instructional plan that will improve the students' reading outcomes. In this case, the use of a reliable and valid standardized diagnostic reading assessment may provide information that educators need to identify reading challenges and more precisely meet the students' instructional needs.	
	Who is assessed?	
	Students who are not making adequate progress despite the use of intense intervention.	

Table 5. Types, Purposes, and Frequencies of Assessments

Rationale:

Students should have multiple opportunities during the school year to have their level of intervention changed by demonstration of progress on common assessments. Data from both formal and informal assessments should be reviewed against objective criteria to determine if the student is receiving the appropriate level of intervention.

Grade-level-wide assessments with published cut scores inform teachers of the data to be used to assign students to intervention levels. Decision points based on data help students receive appropriate interventions and reduce the subjectivity of assigning students to intervention levels. Having common objective criteria for reducing or increasing the intensity of interventions provides a motivating roadmap for students, families, and teachers to meet expectations. Common objective criteria also aide teachers in knowing when it is appropriate to provide a student with lower intensity interventions or change intervention strategy.

L1.7 English language development for students identified as English learners

What to look for:

English learners (ELs) are provided a distinct 45-minute block of **English language development (ELD)** instruction to learn the English language. EL students are grouped based on their English language proficiency levels. This block of time addresses receptive language (listening and reading) and expressive language (speaking and writing). ELD can be provided via a pullout class (not during core instruction) or course at the elementary, middle, or high school level, or in a dedicated block in elementary education settings. To ensure ELs succeed in content areas while learning English, instruction in all content areas is sheltered with appropriate language supports. Teachers use the State's adopted ELD standards and framework to support ELs in all classes.

ELs are protected under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, which require public schools to ensure that all ELs have equal access to high-quality education and an opportunity to achieve their full academic potential. For an EL program to meet federal civil rights requirements it has to meet two goals:

1. ELs attain English language proficiency, and
2. ELs can participate meaningfully in the standard instructional programs without EL supports within a reasonable amount of time.

An EL program must also meet the standards established in *Castañeda v. Pickard*, (648 F.2d 989 5th Cir. 1981):

1. It must be based on a sound educational theory;
2. Programs and practices must be reasonably calculated so the program and service can be implemented effectively (including having the necessary resources); and
3. The program must be evaluated for effectiveness to ensure it produces results within a reasonable period of time.

Districts and schools have the flexibility to choose the EL program that best meets students' needs, federal civil rights requirements, and the standards above. Programs must be offered until ELs are proficient in English and can participate meaningfully in educational programs without EL support.

Please see the U.S. Department of Education's [English Learner Toolkit](#) for further information on federal requirements for serving ELs.

L1.8 Culturally and Linguistically Responsive (CLR) Instruction[4]

What to look for:

Educators respond to students' needs by taking into account cultural and linguistic factors from the students' home environment and by providing opportunities for students to master the concept of situational appropriateness. Students are provided with opportunities to practice determining the cultural or linguistic behavior most appropriate to any given situation. Situational appropriateness includes the intentional use of social cues, body language, language structures, and other ways information may be conveyed within a given context (i.e., That can reasonably be considered unfamiliar to a student and different from a student's **home culture** or **home language**). CLR instruction, or the practice of situational appropriateness, is built into the culture of the school community and implemented across all classrooms.

Educators contribute to a positive school climate by validating and affirming students' home languages and cultures. Validation is making the home culture and language legitimate, while affirmation is affirming or making clear that the home culture and language are positive assets. Further, validation and affirmation (VA) is the intentional effort to reverse negative stereotypes of non-dominant cultures and languages and must be intentional and purposeful, consistent and authentic, and proactive and reactive. A building and bridging (BB) activity must intentionally align to a VA to allow students to toggle between home culture and linguistic behaviors and expectations and school culture and linguistic behaviors and expectations. The building

component of a BB focuses on creating connections between the home culture and language and the expectations of school culture and language for success in school. The bridging component focuses on creating opportunities to practice situational appropriateness or utilizing appropriate cultural and linguistic behaviors.

CLR instruction is coupled with maintaining high expectations in academics and other aspects of a Layer 1 program.

Rationale:

In order to achieve holistic student growth, it is important to support the act of switching from one cultural or linguistic behavior to another for the purpose of being situationally appropriate. Through CLR instruction, students learn how to operate in the world around them, wherever they find themselves or choose to situate themselves. A teacher's ongoing self-reflection of their identity and cultural and linguistic behaviors, in relation to the identity and cultural and linguistic behaviors of one's students, is essential to successfully implementing and integrating CLR instruction.

L1.9 Social and Emotional Learning (SEL)

What to look for:

The Social and Emotional Learning (SEL) framework is in place and supports positive school culture and climate through school-wide behavioral norms and expectations. This framework can support students in more positive classroom behavior and help create an improved attitude about school, self and others. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social and emotional learning (SEL) as "the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." The goals for SEL are defined as the cognitive, affective, and behavioral competencies necessary for a young person to be successful in school, work, and life. These competency clusters are:

- **Self-awareness:** the ability to understand one's emotions and how they influence behavior
- **Self-management:** the ability to calm down when upset, to set goals and work toward them, and to manage and control emotions

---

[4] Adapted from Hollie, S. (2011). *Culturally and linguistically responsive teaching and learning.* Teacher Created Materials

- **Social awareness:** the ability to recognize what is appropriate in certain settings and empathize with others
- **Responsible decision making:** the ability to make decisions that take into account social standards, consequences, and context
- **Relationship skills:** the ability to communicate well, to listen and respond appropriately, and to negotiate conflict

CASEL and other advocates for social and emotional learning contend that these competencies can be taught either through explicit stand-alone curricula (e.g., Second Step, PATHS) or through school- and classroom-wide interventions that integrate social and emotional learning strategies into every aspect of the school day (e.g., Responsive Classroom, Caring School Community). For more information on CASEL, see https://casel.org/

Rationale:

An SEL framework (program or curriculum) implemented with fidelity universally provides students with the supports and strategies necessary to increase self-management skills and may support a trauma-informed care approach to Adverse Childhood Experiences (ACEs). "Adverse childhood experiences (ACEs) are potentially traumatic events that can have negative, lasting effects on health and well-being. These experiences range from physical, emotional, or sexual abuse to parental divorce or the incarceration of a parent or guardian." Students with three or more ACEs are significantly more likely to be unable to perform at grade level, be identified as students in special education, be suspended, be expelled, or drop out of school. Students not reading proficiently by third grade are four times more likely to fail to graduate from high school.

LAYER 2

some students **Targeted Interventions**

Eligibility:
Students receiving Layer 1 and Layer 3 interventions

Parental notice and consent:
Highly recommended but not required for Layer 2 interventions or monitoring. Parental notice and consent are only required if data are gathered with the intent to evaluate a student for the presence of a disability under the Individuals with Disabilities Education Act or State rules.

The focus of Layer 2 interventions is to provide students strategic, evidenced-based and targeted interventions and supports so they can successfully acquire the core curriculum-related knowledge and skills, and based upon data-informed decisions, return to exclusive Layer 1 interventions. Students receiving Layer 2 interventions continue to receive high-quality Layer 1 core curriculum and instruction and interventions but with the benefit of more targeted Layer 2 interventions. The objective of Layer 2 interventions is to provide supplemental, strategic, and targeted support to students for whom Layer 1 instruction and universal interventions prove insufficient.

Introduction:

The focus of Layer 2 interventions is individualized and targeted interventions to support students' acquisition of the knowledge and skills identified in the CCSS and to support student success with Layer 1 high-quality differentiated instruction. Students receiving Layer 2 targeted interventions receive core curriculum and instruction plus targeted evidenced-based interventions. Targeted evidenced-based interventions may include, but are not limited to, applying evidenced-based interventions and data-driven instruction in small group learning settings, and/or instruction with reading or math coaches. Health and wellness interventions may include social or behavioral contracts or guided small group social work interventions. At the end of this section, readers should possess an extensive understanding of Layer 2 critical features. The State's literacy framework represents a continuum of layered reading instruction and materials, including supplemental Layer 2 programs and materials across grade levels for elementary and secondary grade levels and is highlighted in the chart below.

CONTINUUM OF READING INSTRUCTION AND MATERIALS ACROSS GRADES	
SUPPLEMENTAL PROGRAMS AND THEIR BENEFITS	
ELEMENTARY	SECONDARY
What are Supplemental Programs? What Benefits Do They Provide? • Provide instruction on more granular skills and provide additional practice on these skills. • May provide added instruction and practice on phonological awareness and phonics for students in kindergarten and grade 1 or supplemental fluency building or comprehension enhancement for students in grades 4-5. • May provide deeper instruction for a particular concept or skill, beyond what is normally presented in the core program. • May prompt teachers to increase the amount of modeling of a skill or task. • Students receive more opportunities to practice applying knowledge and skills learned in the core program. **Why use a Supplemental Program?** • Analyzing the core reading program, the school-based team discovered that the instructional design addressing the five essential elements of reading is weak and requires a programmatic supplement. A school may "supplement" the core program with a supplemental program, long term, or until the core program is replaced. In this case, the supplemental program would be used with ALL students who receive instruction. • To supplement programs or address the needs of one or more student groups for whom the core program is not sufficient to meet their specific needs.	**What are Supplemental Programs? What Benefits Do They Provide?** • Reading teachers and specialists can utilize assessment data to determine specific areas of need for students who are not reading at grade level and provide supplemental instruction. For example, some students may need explicit instruction on strategies to decode multisyllabic words, while others may need to build reading fluency. Teachers can then select a supplemental program to target the specific data-based needs of their students. **How to Schedule Supplemental Time:** • In grades 6-8, recommended practice is to include a reading class for all students. School staff can include the supplemental program as part of the reading instruction for students who need it. • A common implementation method for supplemental programs in grades 9-12 is use of homeroom, study hall, or elective periods to implement the programs. **For all Teachers:** • It is critical that secondary teachers provide opportunities for advanced word study, fluency-building activities with subject-area texts, explicit vocabulary instruction, and direct comprehension strategy instruction across all content areas. • While secondary content teachers do not implement supplemental reading programs in their courses, their role is significant in helping all students access required text or other text specific to a subject area. • It is important that all students, including struggling readers, receive opportunities to read texts across content areas.

Table 6. Continuum of Reading Instruction and Materials across Grades

Layer 2 also requires frequent progress monitoring to facilitate quick instructional adjustments if needed.

Any student being considered for retention must be receiving Layer 2 or 3 interventions prior to parents or guardians being notified of the school's desire to retain the student. The teacher shall notify the parent no later than the end of the second grading period that the parent's child is not academically proficient, and a conference consisting of the parent and the teacher shall be held to discuss possible remediation programs available to assist the student in becoming academically proficient, in accordance with 22-2C-6, NMSA 1978. The teacher shall explain specific academic deficiencies and remediation strategies to the student's parent and shall develop a written intervention plan containing timelines, academic expectations, and the measurements to be used to verify that a student has overcome academic deficiencies. Remediation programs and academic improvement programs include tutoring, extended day or week programs, summer programs, and other research-based interventions and models for student improvement (22-2C-6, NMSA, 1978). Students requiring a formal written intervention plan should be referred to the school's Student Assistance Team.

L2.1 Classroom teachers and health and wellness teams meet regularly to monitor students' academic, behavioral, and health and wellness data and to discuss Layer 2 Interventions for struggling students

Teachers and health and wellness teams meet during the school day to analyze intervention data, and plan and execute adjustments to interventions with minimal delay.

What to look for:
The school has identified teacher and health and wellness teams with specialized skills to analyze intervention data and update or make changes to interventions.

Rationale:
Having permanent teacher, health and wellness teams supports specialization of skills, selection of stronger, more effective interventions and simply results in developing increased capacity over time.

L2.2 Defined Layer 2 directs the adoption of strategic evidenced-based interventions targeting skill acquisition, enrichment, and behavioral success

What to look for:
The school has defined Layer 2 evidenced-based interventions, and included resources to support teachers in their implementation of identified interventions inside and/or outside the classroom. Classroom teachers can explain the interventions they provide and offer rationale for their use. Teachers and health and wellness staff receive training and feedback on implementing Layer 2 interventions. Implementation of Layer 2 interventions is monitored by teachers, and health and wellness teams. Both groups monitor the implementation of interventions and then monitor the impact or effects of implemented interventions on student learning and behavior.

Rationale:
Teachers or health and wellness teams should develop menus of evidence-based interventions that are available to students at each layer such that the teacher and health and wellness teams have a rich array of options to choose from to support students' individualized needs. In addition to interventions for academics and behavior, schools should deploy interventions to improve attendance.

L2.3 School-wide (or grade-level-wide) progress monitoring assessments and analysis tools with published progress monitoring expectations for students receiving Layer 2 interventions

What to look for:
Grade-level **common formative assessments** are in place and resulting data are used to monitor the impact that interventions implemented with fidelity have on academic and behavior skills.

Each student has a positive growth trajectory to or beyond a relevant standard and this standard is known by teachers, parents, and students.

Rationale:

Progress monitoring positions stakeholders to analyze data to determine the impact interventions are having on desired student performance, and if interventions need to be adjusted in terms of **fidelity of implementation,** alteration, or replacement.

L2.4 Layer 2: Targeted Behavioral Interventions

What to look for:

Interventions in Layer 2 may include a referral to the school counselor or social worker for targeted small group intervention or an individual behavior contract. As with instructional interventions, a menu of evidenced-based behavior interventions should be developed. Parental/guardian notice and consent are highly recommended but not required for Layer 2 interventions or monitoring. Layer 2 behavioral interventions are available for all students and may be short-term, intermediate, or long-term.

Rationale:

In the case that a student struggles with the school-wide behavioral expectations or needs further emotional health support, the teacher and school health and wellness team will gather and analyze data in order to identify possible interventions.

Layer 3:

Eligibility:

Students identified as experiencing **educational crisis**, or students receiving Layer 2 interventions and not making expected progress are eligible. Students receiving Layer 3 Interventions receive the core curriculum and instruction, plus targeted interventions, plus intensive evidence-based interventions. Layer 3 interventions are available for all students and are not exclusive to students with disabilities or students identified as gifted under New Mexico law.

Parental notice and consent:

Highly recommended but not required for Layer 3 interventions or monitoring, unless data are gathered with the intent to evaluate a student for a disability under the IDEA or State special education rules.

Introduction:

The focus of Layer 3 intensive interventions is to provide students with instruction to meet their individualized and significant learning, behavioral, or social-emotional needs. Students receiving Layer 3 interventions require varying levels of intervention provided through Layer 3, Layer 2, and Layer 1. These interventions may include school, health and wellness, and family and community supports. Layer 3 evidenced-based interventions may be provided for a longer duration than Layer 2 interventions, may be provided more frequently, be provided in smaller groups, or otherwise be more intensive. Students receiving Layer 3 interventions receive all Layer 1 and 2 interventions needed for the student to achieve a desired pattern of learning. Layer 3 intensive interventions may include, but are not limited to, pullout services provided by a reading specialist, push-in services provided by a behavior specialist, counseling services, or interventions provided by the general education teacher in the classroom. Layer 3 intensive interventions include progress monitoring on a biweekly basis to assess students' responses to intensive interventions. Frequent communication (at least biweekly) with parent(s) or guardian(s) regarding assessed student progress is mandatory during Layer 3 intensive interventions. At the end of this section, readers should possess an extensive understanding of Layer 3 critical features.

Layer 3 interventions include:

L3.1 Individualized and intensive evidenced-based interventions, programs, and practices provided to students across the continuum of instructional and non-instructional settings

What to look for:

Core curriculum and instruction plus intensive evidenced-based interventions, programs, and practices. Interventions are more intensive than Layer 2 interventions, such that interventions are longer in **duration**, occur more frequently, occur in smaller groups, or are otherwise more intensive than Layer 2 interventions. In addition to core instruction in the general education classroom, Layer 3 interventions may include pullout or push-in services by specialized personnel such as a reading interventionist, or may be provided by the general education teacher in the classroom setting. Pullout services should not occur during core instruction unless explicitly stated and agreed upon by the parent, general education teacher, and special education teacher. **Supplementary high-quality curricula** are available as needed. Students have access to the general curriculum at grade level.

The continuum of reading instruction and materials, including intervention programs, across grade levels for elementary and secondary is highlighted in Table 6 on the next page.

CONTINUUM OF READING INSTRUCTION AND MATERIALS ACROSS GRADES	
INTERVENTION PROGRAMS	
ELEMENTARY	SECONDARY
What are Characteristics of Intensive Intervention Programs? • Intensive reading programs are designed to address the needs of students well-below grade-level goals. • Instruction is usually more explicit and systematic. • Emphasis is placed on mastery learning – there are clear criteria for student demonstrations of what they have learned before moving to the next lesson. • Student progress on formative reading goals is carefully monitored – the goal is for students to make sufficient progress in intervention programs and to exit lower layers of intervention in grade-level reading class. **Keys to Effective Implementation?** • To select the most effective intervention programs, schools should identify evidence-based or research-based intensive programs. Intensive programs may target just one skill such as fluency or comprehension. • Select interventions to meet the precise needs of students. • Many core reading programs now include intervention materials. One benefit of utilizing intervention programs designed alongside the core reading program is the consistency in the scope and sequence between the core and intervention skills, facilitating parallel work on items such as the order of introduction of sounds, high frequency words, and phonic word patterns or types. • In some cases, core-based intervention programs may not be sufficiently intensive to meet the needs of students, necessitating more intensive interventions.	**What are Characteristics of Intensive Intervention Programs?** • Designed to differentiate instruction to close the gap between where struggling readers' skills are and where they need to be. • Typically, interventions are provided by reading specialists or teachers who have successfully completed thorough professional learning focusing on use of intensive reading programs. • Placement begins with initial screening to identify students who need extra help and is followed up by deeper diagnostic assessments to provide details on the student's literacy strengths and weaknesses.

Table 6. Continuum of Reading Instruction and Materials Across Grades

To provide students with the skills necessary to demonstrate proficiency in rigorous State academic standards at grade level, students must receive high-quality instruction targeting grade-level State standards. Based on individual student need, some students may require supplemental, high-quality curricula to succeed academically. Furthermore, all students should have meaningful interaction with their peers in the general education classroom such that all students understand the social requirements of school and future work settings and all students have the opportunity to develop social relationships with a variety of students. Staff are provided with job-embedded professional learning opportunities in order to implement and provide intensive interventions with fidelity supported by administrators.

L3.2 Non-punitive systems of supports for students to learn and use alternative behaviors in place of behaviors that impair learning, social interaction, and school climate

What to look for:

For students receiving Layer 3 intensive interventions, intervention plans should utilize non-punitive methods for teaching appropriate behaviors to replace behaviors impairing learning, social interaction, and school climate. Students receiving Layer 3 interventions are not suspended, in- or out-of-school at a greater **frequency** or for more time than other students receiving layer 1 or 2 interventions. Behavior plans should include data collection and analysis systems to determine their effectiveness in supporting student behavior. If behavior plan data fail to evidence a plan's effectiveness, the plan should be adjusted until learning supportive behaviors are attained.

Rationale:

Some students have difficulty perceiving, interpreting, and responding correctly to social cues. In some cases, correct perception, interpretation, and responses to social cues must be explicitly taught or modeled for a student. Gathering data about a student's behaviors can help staff and family members better understand a student's behavior (i.e., frequency of behavior, magnitude of behavior, frequent settings where behavior occurs, etc.). Behavioral and/ or social contracting specifies desired behaviors, communicates behavioral expectations, and forms a method of communication between student, teacher, and parents, and as a result, can support a student in demonstrating socially appropriate behaviors. Punitive discipline measures are less likely to encourage appropriate behavior because these strategies typically focus on the undesired behavior(s) versus insertion of desired behaviors in a student's behavioral repertoire as replacements to undesired behaviors.

L3.3 Progress-monitoring on goals at leastbiweekly

What to look for:

There is a system and a standardized form to encourage progress monitoring. Progress on goals is documented at least every two weeks, along with changes to instruction/intervention based on progress monitoring results. Families have regular (at least once every two weeks or two times monthly) access to progress-monitoring reports. Students are aware of their academic and behavioral goals and can effectively lead their own data conference with teacher and family. School leaders regularly review progress monitoring systems to evaluate their effectiveness in

helping students, teachers, and parents monitor interventions and to determine if interventions are producing their intended results.

Rationale:

Progress monitoring systems provide frequent information about the effectiveness of selected interventions, and can also be used to ensure interventions are implemented as intended, or with fidelity. Having a standardized tool or form encourages high-quality progress monitoring. If progress monitoring occurs less frequently than every two weeks, it is unlikely that adjustments to instruction/interventions will be sufficient to meet students' needs. School leadership should regularly review (i.e., within 48 hours) the results of progress monitoring to support instructional and health and wellness staff, and to ensure the efficacy of selected interventions, and finally, to ensure that students make sufficient progress. It may become necessary for staff to adjust interventions, supports, and resources to maximize the effectiveness of interventions, and in some cases, employ different interventions if selected interventions fail to produce expected achievement or behavioral results.

L3.4 Social-Emotional Learning (SEL)

What to look for:

The teachers and school health and wellness team, in collaboration with the district or a community behavioral health specialist, will assess the nature of the student's short-term, intermediate, or long-term behavioral health needs in order to provide appropriate supports (e.g. individual counseling, targeted individual support as may be defined in a student's individualized health plan or individualized education program, etc.). Layer 3 interventions are available to all students.

Rationale:

Students identified as experiencing behavioral crisis or those not making expected progress with Layer 2 interventions will have access to Layer 3 interventions.

Definition:

Social and emotional learning (SEL) is the process through which children and adults understand and manage **emotions**, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. For more information on SEL, see https://casel.org/.

New Mexico State Law, MLSS, and Istation

New Mexico State law 22-13-1.3, NMSA 1978 requires a Statewide reading initiative to improve reading proficiency. The New Mexico Administrative Code, Standards for Excellence, Section B(2) of 6.29.1.11 states that all kindergarten through third grade classes shall provide daily instruction in reading and language arts skills, including phonemic awareness, phonics and comprehension; and in mathematics. Students in kindergarten and first grades shall be screened and monitored for progress in reading and language arts skills, and students in second grade shall take diagnostic tests on reading and language arts skills. New Mexico's Statewide reading assessment is **Istation.** In addition, students in first grade shall be screened for dyslexia during the fall semester. Teachers will use this screening to identify those students who are at risk for dyslexia, and provide appropriate interventions within the classroom.

How does New Mexico's MLSS compliment and support the Istation Levels?

The illustration below highlights the five levels of proficiency in the Istation assessment. Students scoring in Level 5, and in the upper portion of Level 4 (70th percentile and above), are considered proficient. Students scoring in Level 3 (light green), Level 2 (yellow) and Level 1 (red) must receive documented interventions.

Figure 2. New Mexico Istation Levels

MLSS Layers do not equate to Istation Levels.

Data from the most recent Istation administration must be used to determine the MLSS Layer of Reading Interventions a student will need. All students scoring at Level 1 in Istation should be provided with MLSS Layer 3 intensive interventions, along with MLSS Layer 1 and 2 Interventions.

Students struggling in reading should have an Academic Improvement Plan (AIP) developed through the SAT process as required under 22-2C-6. Decisions regarding recommending a student for the Student Assistance Team (SAT) require accurate data and information from more than one source.

Resources

Key, coordinated resources are needed at each layer to support effective implementation of interventions and to impact student progress. Examples of resources include (this list is not exhaustive):

- An annual job-embedded, professional learning framework for the district or school in accordance with 6.65.2.8 NMAC that includes an implementation framework and fidelity assessment.
- A daily non-evaluative observation and feedback cycle including classroom walk-throughs and face-to-face direct feedback to teachers focused on specific action steps for improvement.
- District policies supporting observations and feedback of the school's leadership and administration on MLSS implementation.
- High-quality instructional materials and supplemental curricula and training to support effective implementation.
- Professional learning for teachers and health and wellness staff to support them in adopting interventions and implementing them at each layer.
- District policies that encourage alignment of practices and programs at classroom, school, and district levels.
- Dedicated collaboration times and expectations, holding collaborating teacher teams accountable.
- Intentional collection, analysis, reporting, and resulting action on student achievement data to improve student outcomes and elevate teacher effectiveness.
- Dedicated time to meet, organize, and solidify next steps designed to enhance student performance.

School Supports: Resources to support high-quality Layer 1, Layer 2, and Layer 3 instruction and interventions

SS.1 An annual job-embedded professional learning framework for the school, in accordance with 6.65.2.8 NMAC with an implementation fidelity assessment

What to look for:

There is a written plan for professional learning (PL) to support general and special education instructional staff and health and wellness staff to effectively implement MLSS. The plan includes high-quality PL that is ongoing and job-embedded, which results in changes in practice and is evidenced by changes in student performance. The professional learning programs meet the requirements for program design and implementation according to the NMAC.

School district and state-chartered charter school professional learning programs shall meet the highest standards for professional learning. New Mexico has adopted the national staff development council standards for staff development as requirements for designing, implementing, and evaluating professional learning programs. All state charter schools, and public school district professional learning programs and activities shall address and align with the following standards and shall articulate:

- **A.** Context standards which:
    - **(1)** improve the learning of all students by organizing adults into learning communities whose goals are aligned with those of the school district;
    - **(2)** require skillful school and district leaders who guide continuous instructional improvement;
    - **(3)** require resources to support adult learning and collaboration.
- **B.** Process standards which:
    - **(1)** improve the learning of all students by using disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement;
    - **(2)** use multiple sources of information to guide improvement and demonstrate its impact;
    - **(3)** prepare educators to apply research to decision making;
    - **(4)** use learning strategies appropriate to the intended goal;
    - **(5)** apply knowledge about human learning and change;
    - **(6)** provide educators with the knowledge and skills to collaborate.
- **C.** Content standards which:
    - **(1)** improve the learning of all students by preparing educators to understand and appreciate all students;

(2) create safe orderly and supportive environments, and hold high expectations for their academic achievement;

(3) increase educators' content knowledge;

(4) provide educators with research-based instructional strategies to assist students in meeting rigorous academic standards and which prepare them to use various types of classroom assessments appropriately;

(5) provide educators with knowledge and skills to involve families and other stakeholders appropriately.

The professional learning plan includes an implementation plan addressing the strategies to migrate acquired knowledge and skills from PL settings to classroom settings, and a system for monitoring by school administration and reporting on implementation.

Rationale:

High-quality, relevant PL can increase the quality of teaching. It is one of the most important resources administrators can provide for their staffs. For PL to have the greatest chance of changing instructional practices, the PL should be provided as close to the classroom as possible. Staff members should be involved in the development of plans for implementing new strategies and implementation of the strategies should be monitored.

In seeking new or deeper content knowledge, educators should determine the most effective manner by which to gain the knowledge (New Mexico Statewide Literacy Framework). The table below provides the most common types of professional learning, as well as their advantages and shortcomings.[5]

---

[5] Guskey, T.R. (2000). *Evaluating professional development.* Thousand Oaks, CA: Corwin.

TYPE OF PROFESSIONAL LEARNING: ADVANTAGES AND SHORTCOMINGS		
Type of Professional Learning	**Advantages**	**Shortcomings**
Training **Presenter or a team of presenters shares ideas and expertise through a variety of group-based activities. Training format includes large group presentation and discussions, workshops, seminars, etc.**	• Efficient and cost effective. • Provides a shared knowledge base and common vocabulary for participants.	• Offers few opportunities for choice or individualization. • May not be appropriate for varied levels of educators' skill and expertise. • Follow-up activities are needed to provide feedback and coaching necessary for the successful implementation of new ideas.
Observation/assessment Collegial observations to provide educators with feedback on their performance	• Provide important benefits to both the observers and the one being observed. • The observer gains expertise by observing colleagues, preparing feedback, and discussing common experiences. • The person being observed benefits from another's point of view, gains new insights, and receives helpful feedback. • Helps break down the isolation of teaching by having colleagues work together on shared goals.	• Requires the commitment of significant time for both the observer and the person being observed. • Both must be willing to coordinate calendars. • Care must be taken to separate the observation from the evaluation process.

Table 7. Type of Professional Learning: Advantages and Shortcomings

SS.2 A non-evaluative observation and feedback cycle to include classroom walk-throughs and face-to-face direct feedback to teachers focused on specific action steps for improvement

What to look for:
School administrators observe instruction in every class at least two times/month and have an effective system for providing feedback within 48 hours. The observation may be a classroom walkthrough; it need not be a formal observation. The nature of the feedback provided supports the improvement of instructional practices and is non-evaluative.

Rationale:
It is important for teachers to know that they are supported by the school administration and that they are accountable to the administration for the quality of their instruction. Two times/month classroom walkthroughs ensure that the administrator's presence in the classroom is routine, and two times/month feedback has the potential to improve instructional practices rapidly. Observation and feedback are key tools for implementing new strategies and for building and maintaining teacher effectiveness.

SS.3 High-quality instructional materials and the necessary professional learning for teachers to implement interventions at each layer

What to look for:
Core content teachers have high-quality instructional and supplemental curricula materials available to support Layer 1, 2, and 3 instruction and interventions. There are lists of interventions available for each layer and the high-quality instructional materials for these interventions are readily available. Teachers are provided with the necessary professional learning and support to effectively use the high-quality instructional and supplemental curricula.

Rationale:
Curricula, interventions, and the materials to support the interventions should be readily available to teachers at each layer. Having high-quality interventions and accompanying high-quality materials available for teachers helps to ensure a higher standard of instruction across classrooms.

SS.4 District policies that encourage alignment of practices and programs at the classroom, school, and district level

What to look for:
The district provides a framework of policies for schools and teachers to align practices and programs within and among schools. Policies and district-wide practices should provide support on a range of topics including MLSS, positive behavioral interventions and support, high-quality learning materials, data triangulation, vertical alignment of standards and curriculum, student health and wellness, small group instruction, differentiation, progress monitoring, attendance, homework, grading, pacing guides, curriculum maps, and scope and sequence.

Rationale:
To see systemic and lasting change across a school and district, policies should encourage alignment and standardization. Standards are vertically aligned. Standardization helps ensure high-quality classroom systems align with New Mexico State Standards.

SS.5 Dedicated collaboration times and expectations for staff and administrators hold teacher teams accountable

What to look for:
There is a formalized system of collaboration for all instructional staff with regular meeting times and locations. Collaboration times yield a product focused on supporting all students. Agendas and resolutions for collaboration times are published. Special program's staff participate with regular education staff as equals and both share responsibility for the product.

Rationale:
To provide all students with aligned, high-quality core content at grade level requires collaboration among instructional staff. The greater the collaboration among instructional staff,

the more likely core content and instruction will be aligned for students receiving interventions across the layers.

Interventions

Interventions are evidence-based programs and practices provided to help a student meet the rigorous State standards at grade level, or to help the student meet the school's behavioral expectations, or both. Interventions require changes in adult behaviors to support students. As the student's need increases, so should the intensity of interventions provided.

Reasonable accommodations such as moving a student's seat or allowing a student to take frequent breaks can be used as part of high-quality Layer 1 intervention.

Students should not be deprived of core instruction time in order to receive interventions. Interventions are a central component of core instruction and may supplement core instruction as needed, but should not replace it.

Layer	Intervention Type	Intervention
Layer 1	Academic	High-quality differentiated core instruction
		High-quality differentiated materials
		Differentiating work products to better meet student need
		Smaller group instruction
		More time receiving small group instruction
		More frequent small group instruction
	Behavior	5:1 positive reinforcement to corrective feedback
		Effective anti-bullying policies and messaging
		Positive social interaction with each student each day
		Processes and procedures for common classroom functions
		Social contracts
		Character development curriculum
		Explicit behavior expectations for common areas
In addition to Layer 1 interventions, students may require Layer 2 targeted interventions		
Layer 2	Academic	High-quality supplemental instructional programs or curricula
		Pullout instructional time to remediate students on specific skill deficits based on data
		Extended time to complete assignments
		Push-in staff supports to provide smaller group instruction, more time in small group or more frequent small group instruction
	Behavior	Token economies
		Counseling
		Small groups focused on social issues that may precipitate changes in behavior (e.g. divorce, grief, body image issues, anger management, etc.)
		Self-monitoring
		Daily behavior logs
		Behavior contracts
		Sensory tools
		Organizational tools
In addition to Layer 1 and Layer 2 interventions, students may require Layer 3 intensive interventions		
Layer 3	Academic	Pullout services to meet individualized needs
		Longer, more frequent, smaller group, or otherwise more intensive interventions
	Behavior	Behavioral contract
		Continuous adult supervision
		Social stories
		Individual schedule
		Structured breaks
		Communication log with family
		Proximity control

Table 8. Examples of Interventions

Differentiation

Differentiation is a key aspect of a successful Layer 1 program. Differentiation is based on data and includes differentiating materials, instruction, and products. Differentiation supports students by adjusting instructional practices to better meet individual student needs.

Differentiating materials is providing grade-level appropriate, high-quality, standards-based instructional materials appropriate for a student's level of understanding, or based on a student's interest. Differentiating materials includes, but is not limited to, providing reading materials at a variety of reading levels (such as leveled readers), providing more materials for students based on student need, and providing content through a variety of modalities, which may include video, audio, text, computer program, or other medium.

Differentiated instruction is providing instruction to students based on their needs. Differentiated instruction includes, but is not limited to, providing differing levels of teacher support based on student need, scaffolding instruction as needed, providing layered instructional activities to vary the activities' level of challenge, varying the amount of time students have to demonstrate proficiency in a grade-level standard, and using homogenous student groupings.

An effective method for providing differentiated instruction is providing data-driven instruction in a small group setting in which students with higher needs are provided smaller group instruction, more small group instruction time, and/or more frequent small group instruction. Students should be grouped based on analysis of data, and the groupings should be changed as necessary, based on assessments to determine whether students have mastered the skills in which they were deficient when previously grouped.

Differentiating products is providing a variety of means through which students demonstrate proficiency in grade-level appropriate State standards. Differentiating products helps ensure that students from a variety of achievement levels are appropriately challenged. Product differentiation includes, but is not limited to, providing a variety of assessments, providing assignments at varying degrees of difficulty based on student proficiency, and providing product rubrics that consider a student's achievement level or prior knowledge when determining proficiency in the assignment.

While it is important to provide instruction through a variety of modalities, and using multiple modalities can help struggling students, providing students with instruction based on their learning style preference has not been shown to lead to increased learning.

New Mexico implements a **coordinated school health approach,** as symbolized by the native yucca plant, to provide a programmatic framework for linking health and education. This model is based on the Centers for Disease Control and Prevention (CDC) Whole School, Whole Community, Whole Child approach, and requires a collaborative effort by parents, community partners, school staff and administration, and State agencies to help guide students and provide them with the opportunities to make healthy choices. It is the belief of the New Mexico Public Education Department (PED) that "healthy kids make better students, and better students make healthier communities." When all components of the Coordinated School Health approach are met, students are more likely to reach their full academic potential.

There are eight primary components to the coordinated school health model, which include health education and life skills, healthy and safe environment, nutrition, physical education and activity, health services, social and emotional wellbeing, staff wellness, and family, school, and community partnerships. Each school district and State charter school, also known as a Local Education Agency (LEA), is required to develop and implement a Wellness Policy addressing these eight components in accordance with NMAC 6.2.12. Each component of this model, when met, supports MLSS. The health education and life skills component reinforces age-appropriate health messages that are relevant for students, and according to the CDC (2015), "helps students acquire the knowledge, attitudes, and skills they need for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others."

The healthy and safe environment component ensures that a student's basic needs are met. According to Maslow's Hierarchy of Needs, in addition to having all essential physiological needs met, an individual must obtain safety prior to achieving higher potential. Families and communities expect schools to keep our children safe from threats (e.g., human-caused emergencies such as crime, violence, etc.) and hazards (e.g., natural disasters, disease outbreaks, and accidents) during the school day, on school grounds, and to/from/at off-site school activities. In collaboration with local government entities and community partners, schools can take steps to plan for potential emergencies through the creation of quality site-specific safe school plans.

Nutrition is another coordinated school health component that is defined as a basic need. Individuals must nourish their bodies with appropriate food and drink in order to maintain peak performance physically and mentally. Without proper nutrition, it is difficult for an individual to focus on academics and learn. Incorporating the United States Department of Agriculture's (USDA) National School Lunch Program (NSLP), School Breakfast Program (SBP), Fresh Fruits and Vegetables Program, and Afterschool Snacks along with the Children, Youth, and Families Department's (CYFD) Afterschool Meals Program can provide support to students through the provision of nutritious food choices.

Physical education and activity also play a crucial role in student performance and achievement. The CDC (2015) states, "A well-designed physical education program provides the opportunity for students to learn key concepts and practice critical skills needed to establish and maintain physically active lifestyles throughout childhood, adolescence, and into adulthood." By maintaining an active lifestyle, a student can reduce their risk of developing a chronic health condition in adulthood. To assist in health promotion and maintenance, students should also have access to quality health services both in school and in their community. For this reason, health services are another primary component of the school health model.

In addition to physical health services, it is essential to provide services that nurture students' social and emotional well-being. Social and emotional health has the potential to impact academics in the same way as physical health. As described by the CDC (2015), "a positive social and emotional school climate is conducive to effective teaching and learning." This statement describes the effect social and emotional well-being can have on the outcomes of the MLSS. It is also imperative to focus on staff wellness in addition to student wellness. Staff wellness programs can be incorporated by schools and can address health risk behaviors, improve morale, increase attendance and retention, and possibly enhance productivity. Healthy school staff have the potential to provide the highest quality of services to students and therefore increase the likelihood of academic success.

Family, school, and community partnerships should be a major focus of the coordinated school health approach. It best serves the students if all parties involved in their wellbeing can collaborate and coordinate their efforts for the greatest outcomes. Families and community partners should feel welcomed by the school, and communication of opportunities, services, and resources should be shared between the schools, families, and communities for the benefit of the students.

Student health and wellness should be a primary consideration integrated into each layer of the MLSS. This will help ensure students are healthy and ready to learn. All students, regardless of disability, are entitled to a free appropriate public education (FAPE) in the least restrictive environment. Many students who are currently attending public school campuses may have certain health conditions that require additional care while at school in order for them to access and benefit from the educational curriculum. In order for health care services to occur in an organized and effective manner, intervention plans developed by collaborative teams should be implemented. These plans may include **Individualized Healthcare Plans (IHP)**, Emergency Care Plans (ECP), Section 504 Plans, and IEPs.

Individualized Health Care Plans and Emergency Care Plans

An IHP is a written plan developed by the PED licensed school nurse in collaboration with the student (when applicable), parent, and healthcare provider. This plan is based on the nursing plan of care and includes nursing assessment, diagnoses, interventions, expected outcomes, and evaluation for students who require health services while at school. It is an evidence-based nursing practice which ensures continuity and consistency of care to provide the best outcomes for the student. The IHP consolidates student health information and provides a written plan of care for the student while on campus or school related activities and allows for safe delegation of nursing services to trained unlicensed personnel when appropriate. The IHP can be modified as needed by the PED licensed school nurse as a student's health care needs change or as ordered by the student's healthcare provider.

In certain cases, an IHP may be the only intervention plan a student needs to address health concerns and access education. In other situations, additional planning may be necessary for the benefit of the student. For example, if a student is diagnosed with a health condition that may require emergency intervention (e.g., life-threatening allergy, asthma, diabetes, seizure disorder, etc.), the student should also have an Emergency Care Plan (ECP) on file. The ECP is written in a manner that is understandable to the lay person who is trained to respond to a health crisis. The ECP is direct instruction on when and how to respond to an individual in an emergency situation. The ECP should include signs and symptoms of a crisis, clear steps on how to respond and intervene (based on healthcare provider orders), and appropriate individuals to contact in the event of emergency situations (e.g., 911, school nurse, parents, etc.). Individuals who may be responsible for responding to emergency situations (e.g., the student's teacher, bus driver, etc.) should be familiar with and trained on the ECP so they may respond appropriately should the need arise. The school nurse is often the most appropriate individual to organize and provide trainings related to the ECP. Student health information should always be protected, and only shared with select individuals on a need-to-know basis.

Health and Section 504

Section 504 of the Rehabilitation Act of 1973 (Section 504) prohibits discrimination against individuals with disabilities by entities receiving federal financial assistance. This includes all LEAs. Section 504 compliance is enforced through the Office for Civil Rights (OCR) and requires applicable entities to provide qualified students under Section 504 with regular or special education and related aids and services that are designed to meet the individual educational needs of the student with a disability in the same manner the LEA would provide for students without disabilities. LEAs are to make reasonable accommodations in order for students with disabilities to access FAPE. Therefore, students with qualifying disabilities are entitled to the development and implementation of a Section 504 plan with appropriate accommodations.

Though a written plan is not explicitly required by Section 504, it is recommended to document processes in place to identify and address the needs of the student. This documentation can also prevent unnecessary confusion or misunderstandings about the services being offered under the law.

According to the United States Department of Education (ED), "To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment." Furthermore, ED states "Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities." Major life activities, as defined in the Section 504 regulations at 34 C.F.R. 104.3(j)(2)(ii), include, but are not limited to, functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The Americans with Disabilities Act (ADA) Amendments Act of 2008 also expanded the definition of major life activities to include "major bodily functions" such as functions related to the immune system, digestive system, neurological, bowel or bladder, and many more. Each student suspected of having a physical or mental impairment that substantially limits one or more major life activities should be evaluated by the LEA, on a case-by-case basis, to determine whether or not they may qualify as having a disability under Section 504. According to the U.S. Department of Education, Office for Civil Rights, *Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools* (December 2016), "Section 504 requires that, for elementary and secondary school students, a group of knowledgeable persons draw upon information from a variety of sources in making this determination." This group of "knowledgeable persons" is often called the Section 504 team.

Schools must ensure that identification of students with disabilities occurs in a timely manner and also that appropriate services and protections, according to Section 504, are provided to the students (ED, 2016). Following the identification of a student with a disability and the appropriate individualized accommodations for that student, the team should conduct periodic reevaluations of the student's disability status and effectiveness of accommodations. The student must also be reevaluated prior to a significant change in placement (ED, 2016).

While the composition of a Section 504 team will vary by school, teams often include the following knowledgeable persons:

- School administrator

- Teacher(s)

- Parent

- Student (as appropriate)

- Other relevant staff as appropriate (e.g., school nurse, social worker, etc.)

Students with disabilities do not need to move through the SAT process in order to have a Section 504 plan, although in some cases it may be appropriate for the evaluation to occur through this process. Accordingly, teachers are not necessarily expected to document interventions prior to a student being evaluated for a disability under Section 504. It is a violation of Section 504 to delay

or deny student evaluation if a qualifying disability is suspected. In addition, parents may request a Section 504 team be convened to evaluate a student for a qualifying disability; however, according to the ED guidance, parents do not have an absolute right to have their child evaluated. Ultimately, "a school must evaluate a student if the school has reason to believe the student is in need of special education or related services because of a disability" (ED, 2016). If the school determines an evaluation is not to be conducted, they must notify the parent(s) of their right to challenge this decision. Procedural safeguards must be in place for this process.

Examples of accommodations provided to students with disabilities with a Section 504 plan include: specialized meal plans, student access to medication, organizational tools, scheduled nurse visits during the school day, mobility support, increased time for assignments, exceptions to attendance policies to accommodate doctor's appointments or chronic illness, etc. Although an uncomplicated pregnancy, by itself, would not be considered a disability under Section 504, complications arising from the pregnancy may qualify as impairments under the definition of disability. Pregnancy alone may not be a disability, although attendance policy exceptions must be made in accordance with NMAC 6.10.8.8 B. (2) which states "each local school board and charter school shall develop a written attendance policy that: provides excused absences for pregnant and parenting students." Further details can be found at *Compulsory School Attendance Rule*. To learn more about Section 504, please visit the U.S. Department of Education, Office for Civil Rights, *Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools* (December 2016).

Health and Special Education

Some students who qualify as having a disability under the **Individuals with Disabilities Education Act (IDEA)** and State rules may also require health services while at school. In the case of individuals who have a disability and also require regular health services, their health care needs should be addressed in the Medical/Significant Health Information section of the IEP. While basic information related to the student's health condition should be maintained in this section of the IEP, the detailed information regarding medical orders, medication dosage, etc. should be solely in the IHP. This allows for the health care plan to be modified without unnecessarily reconvening the entire IEP team. If a student who has an IEP also has an IHP on file with the school, it may be appropriate to attach the IHP to the IEP so the health care needs of the student can be considered in the educational program. The existence of the IHP should, at a minimum, be documented in the IEP so the team is aware of health concerns when developing the IEP.

Student Health Screenings

Student screenings can promote early identification and detection of health problems. Identification of health problems that may result in disability and/or interfere with learning can allow LEAs the opportunity to address such barriers and allow students to access and benefit from their education. Students shall receive all appropriate screenings and assessments which they are entitled to while in school. For example, in 2007, legislation was passed in New Mexico requiring vision screenings be administered to all pre-kindergarten, kindergarten, first grade, and third grade students as well as all new and transfer students without a record of vision screening

on file. Vision screenings must also be completed as part of the pre-referral documentation for an evaluation for special education and related services. The SAT and ultimately the **Eligibility Determination Team (EDT),** must consider and address any screening findings when developing interventions for the student. While there are not currently requirements in New Mexico for universal hearing screenings, it is required to consider a student's hearing abilities throughout the evaluation process for special education and related services. For additional information on how to consider vision and hearing screening results, see the New Mexico Technical and Evaluation Manual *NMTEAM*. Results of any universal or individual screenings, such as vision or hearing, should be considered when determining appropriate accommodations for students in any layer of intervention as well as in regards to Section 504. A general health assessment may also be appropriate depending on the student's individual needs. Additional information regarding student screenings can be found in Section III of the *New Mexico School Health Manual*.

Family Supports: Family Engagement

Parents can be engaged in their children's education in many different ways, including providing students a quiet time and place for homework, volunteering at school, reading to students, communicating with teachers, participating in parent teacher conferences, etc. Family engagement in education is a consistent predictor of student success, particularly for family engagement that is focused on student learning. Schools can leverage family engagement to support student learning by providing parents with strategies and skills to help support their children in meeting their learning targets. Parent involvement in the MLSS process is family engagement centered on student learning, and as such, is a high-leverage family engagement activity.

Family Supports and Family Engagement: Resources for Family School Partnerships

The Public Education Department has developed several supports for family school partnerships. These resources are available to make family school partnerships more meaningful with tools to help schools reach out to parents and information for parents to stay informed about their students' education.

New Mexico Engaged is a framework for family school partnerships, which includes:
- An annual timeline for family engagement activities
- The family engagement framework
- Focus areas to support implementation of the family engagement framework
- State and federal family engagement requirements
- Resources toolkit
- Other supports for partnering with parents

The New Mexico Parent Guide includes resources on a variety of topics to support parents, including:
- What students are learning in each grade
- Graduation requirements
- Standardized test preparation
- College planning
- Federal student aid
- Understanding your child's summative assessment results
- Opportunities for family and school partnerships
- Educational options including Bureau of Indian Education, charter and homeschool information
- Other learning tools for parents and students

Layer	Recommendations and Requirements
Layer 1	Family engagement is highly encouraged but not required. Universal interventions in Layer 1 include communication binders, parent-teacher conferences, sharing student and school data, student-lead data conferences, phone calls for successes, etc. Parents shall be notified no later than the end of the second grading period that their child is failing to make adequate yearly progress, and a conference consisting of the parent and the teacher shall be held to discuss possible remediation programs available to assist the student. Specific academic deficiencies and remediation strategies shall be explained to the student's parent and a written plan developed which contains timelines, academic expectations, and the measurements to be used to verify that a student has overcome academic deficiencies. Remediation programs and academic improvement programs include tutoring, extended day or week programs, summer programs, and other research-based models for student improvement (NMSA 22-2C-6). All districts have an obligation to communicate meaningfully with the parents and family members of English Learners. Such parents must be adequately notified of any program, service, or activity that is brought to the attention of all other parents. A district must have a process to identify parents and provide them with free and effective language assistance which includes translated materials and/or a competent and appropriate interpreter. Students, siblings, friends, and untrained staff members are not considered qualified translators or interpreters (English Learner Toolkit, 2015). Community representation is recommended on the core team for NM DASH. *If, in Layer 1, there is data gathering to evaluate for disability or giftedness, parent consent is required.*
Layer 2	Family engagement is highly encouraged but not required. Parents and families should be active participants. Schools are responsible for documenting their efforts to inform families about how parents can participate in the MLSS process. *If, in Layer 2, there is data gathering to evaluate for disability or giftedness, parent consent is required.*
Layer 3	Family engagement is strongly encouraged but not required. Parents should be active participants in the Layer 3 process and receive progress monitoring updates at least every two weeks. *If, in Layer 3, there is data gathering to evaluate for disability or giftedness, parent consent is required.*

Table 10: MLSS Family Engagement to Support Student Success

Family Supports: Advisory School Council

Every school is required by New Mexico State statute to have an **Advisory School Council (ASC)**, with half of its members representing families and the community, which supports the principal with school-based decision making. The ASC provides input on a variety of topics including instructional issues, curricula, budgets, creative ways to involve parents, and other topics, NMSA 22-5-16.

Parent Teacher Associations may, or may not, fulfill the role of Advisory School Council based on the membership of the association and on the function it serves.

Advisory School Councils should be informed partners throughout the MLSS implementation process. The ASC should be knowledgeable about and provide input on a range of MLSS-related topics including culturally and linguistically appropriate supplemental and alternate curricula; positive behavioral interventions and supports; incentives and discipline policies; interventions available at Layers 1, 2, and 3; and parental involvement in the process.

It is recommended that the Advisory School Council meet at least monthly with agendas and resolutions that are readily available to stakeholders throughout the school community.

Family Supports: Title I Family Engagement Requirements

Schools receiving Title I funds have additional family engagement requirements, including:

School parent and family engagement policy
Each Title I school must develop, together with parents, a written parent and family engagement policy that is agreed upon by the parents. The school policy must be made available to the local community in a language that is understandable to parents and updated periodically to meet the changing needs of the parents and school.

School-parent compact
Schools, in collaboration with parents, must develop school-parent compacts. The compact must outline how parents, school staff, and students will share the responsibility for improved student academic achievement.

Parents' right to know – teacher and paraprofessional qualifications
At the beginning of each school year, a school district must notify the parents of each student attending any school in the district of their right to request information regarding the professional qualifications of their child's classroom teacher, paraprofessionals and the principal of their child's school.

If a parent requests this information, the LEA must provide such information upon request in a timely manner, in an understandable and uniform format, and to the extent practicable, in a language the parents can understand.

Title I Part A meetings
Title I schools must hold annual meetings to provide parents information about the Title I Part A program. Schools must explain program requirements; parents' right to be involved; and the importance of regular, ongoing parent-teacher communication. Schools must also provide parents information about the curriculum used in the school, the assessments used to measure student progress, and the achievement levels of the challenging State academic standards.

English Learner (EL) – language instruction educational programs

Within the first 30 days of school, districts must inform parents of EL students participating in a Title I Part A-funded language instruction educational program, as determined under Title III, of the ESEA:

- Reasons for the identification;
- Level of English proficiency, how the level was assessed, and the status of the child's academic achievement;
- Methods of instruction used in the program and the methods of instruction in other available programs;
- How the program will meet the educational strengths and needs of their child;
- How the program will help their child learn English and meet age-appropriate academic standards for grade promotion and graduation;
- Exit requirements, including the expected rate of transition into classrooms not tailored for ELs, and expected rate of graduation for secondary students;
- In the case of a child with a disability, how the program meets the objectives of the child's IEP; and
- Rights they have as parents, including written guidance of the right to remove their child from the program and their right to decline services or to choose another program if available.

More information about Title I parent engagement requirements and other Title I requirements are available in the *[Title I Bureau Guide](#)*.
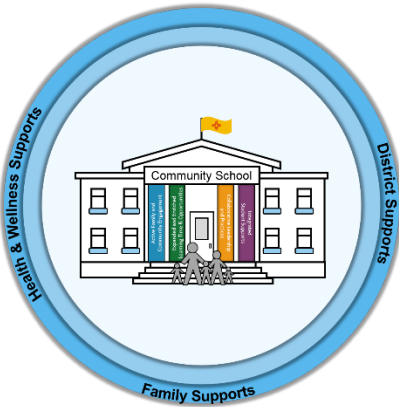
Community schools provide a strategy to organize the resources of a community to ensure student success while addressing the needs, including cultural and linguistic needs, of the whole student from early childhood programs and voluntary public pre-kindergarten through high school graduation. Additionally, community schools partner federal, state and local and tribal governments with community-based organizations to improve the coordination, delivery, effectiveness and efficiency of services provided to students and families. Schools work in partnership with community-based organizations and other public and private entities to bring services into the schools for families and community members resulting in the schools becoming the hub of the community.

New Mexico's Community School Framework as part of The Community Schools Act, 22-32-2 NMSA, 1978, requires evidence-based strategies and best practices that support students, families and communities in ensuring student success. The Community School Framework includes four pillars of a comprehensive community schools strategy.

1. **Integrated Student Supports:** address non-academic and out-of-school barriers to learning through partnerships with social and health service agencies and providers that may include school-based or school-linked health care, case management services and family stability supports coordinated by a community school coordinator and that are culturally and linguistically responsive to the needs of students and their families.

2. **Expanded and Enriched Learning Time and Opportunities:** including before-school, after-school, weekend, summer and year-round programs, that provide additional academic support, enrichment activities and other programs that may be offered in partnership with community-based organizations to enhance academic learning, social skills, emotional skills and life skills and are aligned with the school's curriculum.

3. **Active Family and Community Engagement:**
   a. Values the experiences of people from diverse backgrounds as empowered partners in decision making and encourages partnerships with parents or caregivers to develop and promote a vision for student success;
   b. Offers courses, activities and services for parents or caregivers and community members; and
   c. Creates structures and opportunities for shared leadership.

4. **Collaborative Leadership and Practice:** that build a culture of professional learning, collective trust and share responsibility using strategies that at a minimum include a site-based leadership team and a community school coordinator.

   For additional information on the four pillars of a comprehensive community schools strategy, see https://learningpolicyinstitute.org/

MLSS is part of the literacy learning process for each elementary student in New Mexico. In April 2019, Governor Michelle Lujan Grisham signed into law "New Mexico Dyslexia Early Interventions", 22-13-32 NMSA 1978. This new law ensures that all students receive reading instruction grounded in reading science. It also mandates screening of all first graders for characteristics of dyslexia, ensuring that the majority of students who will go on to struggle to learn to read are identified early, BEFORE THEY FAIL. These students should then receive appropriate, evidence-based intervention in the general education setting through the MLSS process.

Structured Literacy is an umbrella term coined by the International Dyslexia Association in 2016 to describe a science-based, explicit, systematic, cumulative approach to reading and writing instruction. This type of instruction is especially beneficial for some students, including:

- Those who learn and think differently: Research demonstrates that students with dyslexia benefit from interventions using explicit Structured Literacy instruction. Likewise, students who struggle with language comprehension benefit from explicit instruction on semantics (meaning) and syntax (the grammatical order of words).
- English language learners: Evidence-based literacy instruction can help English learners develop reading and writing skills. Specifically, knowing the elements of English (like orthography, morphology, and syntax) can connect English to a learner's other language and help demystify the structure of English while building vocabulary and comprehension(understood.org)

As Gough and Tunmer depicted above reading comprehension is the product of two factors: word recognition and language comprehension. Both are critical factors to success, and difficulty with one can have a negative impact on the other. Yet both are also comprised of underpinning components.

For more information on the science of reading, Structured Literacy, and screening for Dyslexia, click on the below link to see the New Mexico Dyslexia Handbook:
https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED-Dyslexia-Handbook.pdf

Districts should ensure that all language arts curriculum and instructional materials are aligned with the science of reading, emphasizing the following elements:

Elements of Structured Literacy
• Phonology – the study of the sound structure of spoken words • Sound-Symbol Association - the ability to map phonemes to printed letters • Syllable Instruction – instruction of the six basic syllable types in the English language: closed, vowel-consonant-*e*, open, consonant-*le, r*-controlled, and vowel pair as well as division rules for decoding and spelling multisyllabic words • Morphology – the study of morphemes including base words, roots, prefixes, and suffixes • Syntax – the set of principles that dictate the sequence and function of words in a sentence in order to convey meaning (includes grammar, sentence variation, and the mechanics of language). • Semantics – the aspect of language concerned with meaning (instruction includes comprehension of written language)

Appendix I: MLSS Implementation Rubric

The MLSS Implementation Rubric describes implementation of the MLSS Layers to support implementation and monitoring of the components. Full Layer implementation is the desired rating. Evidence to support full implementation can be found in the documentation column of the tool.

Layer 1: Universal	Layer 2: Targeted	Layer 3: Intensive

Rubric Part I: Layered Supports

Layers	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
Layer 1 (L1)					
L1.1 A high-quality, rigorous core curriculum that is culturally and linguistically responsive	None or some grade levels have a high-quality core curriculum in math and reading. The core curriculum may not be aligned with CCSS, may not meet students' needs, or may not be culturally or linguistically responsive. Teachers may be expected to supplement the curriculum with their own materials.	**Most grade levels** have a high-quality core curriculum in math and reading that is **aligned with CCSS** and that **meets students' needs.** There are **school-wide expectations** for using the core curriculum, but the expectations are not monitored by **administrators.**	**Each grade level** has a high-quality core curriculum in math and reading that is aligned with CCSS, meets students' needs, and is **culturally and linguistically responsive.** There are school-wide expectations for using the core curriculum and **the expectations are monitored by administrators.**		Scope and sequence aligned to standards Classroom walk-through forms Evidence-based core curriculum materials
L1.2 Demonstrable school-wide system of positive behavioral interventions and supports	Shared expectations for behavior are not evident. If school-wide behavior data are collected, they are not analyzed. **Positive-to-corrective feedback ratio** is below 3:1.	There are **shared behavioral expectations** in most classrooms. School-wide **behavior data are collected and analyzed**. Positive feedback ratio is between **3:1 and 5:1**.	There are shared behavioral expectations in **all classrooms and common areas including school buses.** Parent/Family Advisory Councils and students are a part of developing the expectations. Positive behavioral interventions and supports are included in the school's wellness policy. School-wide behavior data are analyzed and **used to modify the school environment and adult behavior**. Positive feedback ratio is **above 5:1**.		Social contracts or behavior intervention plans Disaggregated behavior data reports to include observation or anecdotal records Classroom walk-through forms School handbooks and wellness policy

Layers	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
L1.3 High-quality Layer I instruction that is differentiated to meet the needs of a majority of students and includes daily small-group differentiated instruction	Small-group instruction with the teacher may not be occurring with most students on most days during core instruction. Instruction may not be targeted to specific learning needs. Each small group of students receives the same instruction and completes the same activities. Student groupings may change less often than quarterly, and grouping may not be based on analysis of data.	High-quality small-group instruction with the teacher occurs with **most students most days** during core instruction for **both math and reading**. Instruction is based on data **targeted to specific learning needs** and varies based on the needs of the group. Students with more significant learning needs are provided **greater frequency, longer duration, or smaller groups**. Student groupings change at least quarterly.	High-quality small-group instruction with the teacher occurs with **each student every day** during core instruction for both math and reading. Instruction is targeted to specific learning needs **tied to the CCSS,** varies based on the needs of the group, is driven by data, and is based on the teacher action plans. Students with more significant learning needs are provided interventions with greater frequency, of longer duration, **and** in smaller groups. Student groupings change at least quarterly, **based on data**.		Lesson plans Teacher action plans Classroom walk-through forms and feedback Interim assessments that determine student groups Formative assessments IEPs for identified students
L1.4 Teacher teams including Professional Learning Communities (PLCs) that monitor student progress and meet regularly to review student data and discuss solutions for struggling students	There may not be regular teacher team meetings to review data and support student achievement prior to moving students to Layer 2 interventions. There may not be regularly scheduled times for teacher teams (grade-level teams, PLC teams, or other teams) to meet.	There are **teacher team meetings to review data and support student achievement** through Layer 1 interventions prior to moving students to Layer 2 interventions. There is a regularly scheduled time for teacher teams to meet.	There are teacher team meetings to review data and support student achievement **through differentiation** and Layer 1 interventions prior to moving students to Layer 2 interventions. There is a regularly scheduled time for teacher teams to meet **with an agenda that supports the review of individual student data**. Administrators participate in the meetings at least monthly.		Teacher team meeting agendas and resolutions Calendar of professional learning indicating differentiation for teacher learning opportunities

Layers	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
L1.5 Defined Layer 1 (core) interventions to support students	The school may not have clearly defined Layer 1 interventions or appropriate resources for teachers or health and wellness staff to implement interventions. Teachers may not receive training and feedback on implementing Layer 1 interventions. School administrators may not be monitoring implementation of Layer 1 interventions.	The school has **defined Layer 1 interventions** and **appropriate resources** for teachers or health and wellness staff to implement interventions. **Teachers receive training** on implementing Layer 1 interventions. School administrators **monitor implementation** of Layer 1 interventions, but monitoring may not be systematic.	The school has defined Layer 1 interventions and appropriate resources for teachers and health and wellness staff to implement interventions. **Teachers and health and wellness staff can explain the interventions they provide.** Teachers and health and wellness staff receive training **and feedback** on implementing Layer 1 interventions. School or district administrators have a **system for monitoring implementation** of Layer 1 interventions.		School MLSS plan Teacher action plans Classroom walk-through forms and feedback Agendas from teacher, health and wellness staff Trainings and PL
L1.6 Common assessments that occur at least three times a year with published cut scores and other objective criteria for moving students up and down layers of support	Grade-level-wide cut scores and other objective criteria may not be used for moving students between layers. The cut scores may not be published and available for school staff.	**In most grades, grade-level-wide cut scores** are used for moving students between layers. The cut scores are published and available for school staff so teachers know what level of achievement makes students eligible for more or less intense interventions.	School-wide and grade-level-wide cut scores **and other objective criteria** are used for moving students between layers. Cut scores are published and available for school staff so teachers know what level of achievement makes students eligible for more intense interventions. Students are aware of their targets and can articulate them.		Assessment data Agendas and minutes of data meetings Published cut scores Student-led data conferences

Layers	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
L1.7 English language development (ELD) for students identified as English Learners (ELs)	There is no distinct block of instruction to specifically teach the English language, and content courses do not use the ELD standards to shelter instruction.	There is a **distinct block of instruction of at least 45 minutes, during core classroom instruction or not during core classroom instruction, to specifically teach the English language to ELs**. ELs are not intentionally grouped. This block of time may not explicitly address receptive language (listening and reading) and expressive language (speaking and writing). The instruction provided in the content areas may not be sheltered.	There is a distinct block of instruction of at least 45 minutes, not during core classroom instruction, to specifically teach the English language to ELs. **ELs are grouped based on their English language proficiency level**. This block of time addresses not only receptive language (listening and reading) but especially expressive language (speaking and writing). ELD can be a pullout class or course or a dedicated block within the self-contained classroom in the elementary setting. **The ELD standards are used to shelter content instruction.**		School course schedules and student schedules ELD standards Language objectives with a focus on receptive and expressive language ACCESS data

Layers	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
L1.8 Culturally and Linguistically Responsive (CLR) Instruction	If students practice determining what cultural or linguistic behavior is most appropriate for a situation, they do not regularly do so. Validation and affirmation of students' home cultures and languages does not consistently happen school-wide. If there are school-wide expectations for implementation of CLR instruction, they are not clearly communicated to the staff or documented. Leadership does not monitor instruction.	Students regularly practice determining what cultural or linguistic behavior is most appropriate for a situation. **Teachers validate the home culture and language of students**, legitimizing use of the home language. **Teachers affirm the home culture and language as a positive asset** to students and the community. Teachers make efforts to reverse negative stereotypes of non-dominant cultures and languages. Teachers create connections between the home culture and language and the expectations of school culture and language for success in school. **There are school-wide implementation expectations for CLR instruction, and instruction is monitored by administrators.**	Students regularly practice determining what cultural or linguistic behavior is most appropriate for a situation. School staff validates the home culture and language of students, legitimizing use of the home language. Teachers affirm the home culture and language as a positive asset to students and the community. School staff makes **intentional and consistent** efforts to reverse negative stereotypes of non-dominant cultures and languages. School staff creates connections between the home culture and language and the expectations of school culture and language for success in school. There are school-wide implementation expectations for CLR instruction and behavior interventions, and **implementation is systematically monitored by administrators.**		Statement affirming home languages and cultures of students included in student/parent handbook or planner Communication log by and between teachers/administrators Lesson plans which reflect multicultural experiences/lessons Parent/teacher conference log Interest survey/student survey

Layers	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
L1.9 Social -Emotional Learning (SEL)	School does not possess or promote school-wide behavioral norms, nor does it teach social-emotional competencies such as "self-awareness," "self-management," "social awareness," "decision making," or "relationship development skills."	**School possesses and promotes** school-wide behavioral norms, but does not teach them, nor does it teach social-emotional competencies such as "self-awareness," "self-management," "social awareness," "decision making," or "relationship development skills."	School possesses and promotes school-wide behavioral norms, **and explicitly teaches them along with social-emotional competencies** such as "self-awareness," "self-management," "social awareness," "decision making," or "relationship development skills."		Student handbooks including school-wide behavioral norms Evidence of packaged or school-developed social-emotional competency curricula School scope and sequence of skills to be taught Lesson plans of skills taught

Layers	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
Layer 2 (L2)					
L2.1 Classroom teachers and health and wellness team members meet regularly to monitor students' academic, behavioral, and health and wellness data to discuss the effectiveness of Layer 2 Interventions	The school may not have identified staff to support students and families. Meetings may not take place regularly.	The school has **identified staff** to support students and families. Teacher and health and wellness team **meetings** are scheduled during the school day.	The school has identified staff **with specialized skills** to support students and families. Teacher and health and wellness team meetings are **regularly** scheduled during the school day and **allow sufficient time** for necessary referrals and/or follow-up meetings.		Teacher and health and wellness team agendas and resolutions Governance indicating roles and responsibilities of team Identified evidence-based interventions, programs, or practices
L2.2 Defined Layer 2 evidence-based interventions targeted to skill acquisition, enrichment, and behavioral indicators	The school may not have clearly defined Layer 2 interventions or appropriate resources for teachers to implement interventions. Teachers and wellness staff may not receive training and feedback on implementing Layer 2 interventions. School and district administrators monitor implementation of Layer 2 interventions.	The school has **defined Layer 2 interventions** and **appropriate resources** for teachers and health and wellness staff to implement interventions inside and/or outside the classroom. **Teachers and health and wellness staff receive training** on implementing Layer 2 interventions. School **leadership monitors implementation** of Layer 2 interventions. Monitoring by school and district administrators may not be systematic.	The school has defined Layer 2 interventions and appropriate resources for teachers and health and wellness staff to implement interventions inside and/or outside the classroom. **Teachers can explain the interventions they provide.** Teachers receive training **and feedback** on implementing Layer 2 interventions. School and district administrators have a **system for monitoring implementation** of Layer 2 interventions.		School MLSS plan Teacher action plans Classroom walk-through forms Agendas from teacher and health and wellness staff trainings and PL

Layers	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
L2.3 School-wide (or grade-level-wide) progress-monitoring assessments and analysis tools with published progress-monitoring expectations for students receiving Layer 2 interventions	Common formative assessments (CFAs) may not be in place at all grade levels. CFA data may not be used for progress-monitoring expectations for students receiving Layer 2 interventions. District and school administrators may not be monitoring CFA administration and progress-monitoring.	School-wide (or grade-level-wide) **common formative assessments (CFAs) are in place**. CFA **data are used for progress-monitoring** expectations for students receiving Layer 2 interventions. Monitoring of CFA administration and progress-monitoring by district and school administrators may not be systematic.	School-wide (or grade-level-wide) common formative assessments (CFAs) are in place; data are used for progress-monitoring interventions. Each student has a **growth trajectory expectation** that is known by teacher, parent, and student. District and school administrators have a **system for monitoring CFA implementation and progress-monitoring.**		CFA results Teacher action plans Classroom walk-through forms and feedback sessions Student data folders
L2.4 Targeted behavioral interventions	School staff are not trained to identify behavioral concerns that impair a student's social and behavioral development. Staff do not know how to refer nor is there a method for referring, a student for targeted or small-group behavioral intervention. A menu of small-group or targeted behavioral interventions is not available to select from. Behavioral progress is not monitored. Behavioral goals are not set to support a student's social and behavioral success.	**School staff are trained** to identify behavioral concerns that impair a student's social and behavioral development. **Staff know how to refer a student for targeted or small-group behavioral intervention**. There is no menu of small-group or targeted behavioral interventions to select from. Behavioral progress is not monitored until goals supporting a student's social and behavioral success are achieved.	School staff are trained to identify behavioral concerns that impair a student's social and behavioral development. Staff know how to refer a student for targeted or small-group behavioral intervention. **A menu of small-group or targeted behavioral interventions** is available to select from. **Behavioral progress is monitored until goals supporting a student's social and behavioral success are achieved.**		Training records Referral tools and procedures Menus of small-group or targeted behavioral interventions Progress-monitoring goals and data collection tools Data-based decision records

Layers	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
Layer 3 (L3)					
L3.1 Individualized and intensive interventions provided to students across the continuum of instructional and non-instructional settings	Students receive interventions that may not be evidence-based nor based on individual needs. Students may be pulled out of core instruction time to receive interventions. There is no differentiation between Layer 2 and Layer 3 interventions.	Students receive interventions **that are intensive in nature and individualized, and that differ from Layer 2 interventions**. Interventions are **based on screening and formative and diagnostic assessments.** Supplementary curriculum may not be available or is not high-quality. Staff may or may not have received the necessary professional learning to implement and provide the interventions with fidelity.	Students receive interventions that are intensive in nature and individualized, and that differ from Layer 2 Interventions. Interventions are **based on valid and reliable screening and on formative, diagnostic, and outcome measures** to target instruction. Evidence-based curriculum and supplementary high-quality curricula and learning materials are aligned to state standards. The materials are differentiated to meet individual student needs. **School staff are supported by administrators and provided with coordinated job-embedded professional learning** in order to implement and provide interventions with fidelity.		Student schedules and supplementary and alternate curricula Professional learning for all school staff including support staff (e.g. custodians, cafeteria, and bus drivers) PLC agendas and resolutions

Layers	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
L3.2 Non-punitive systems of supports across school settings for students to learn and use as alternatives to inappropriate behaviors	For students receiving Layer 3 interventions, behavioral interventions are not implemented, applied inconsistently or not followed through. Overreliance on the school's or district's discipline policies, resulting in a high number of office referrals, emergency removals, or suspensions in school or out of school, consequently leading to a loss of instructional time and participation in activities.	For students receiving Layer 3 interventions, intervention plans **with non-punitive methods for teaching appropriate skills and supporting appropriate decision making** (such as token systems, direct behavior instruction, behavioral contracts, and self-monitoring) **are developed and followed for students with difficult behaviors**. Students receiving Layer 3 interventions are suspended (in and out of school) at a greater frequency or for more time than other students. **Staff may or may not have had the necessary professional learning to implement intensive interventions.**	For students receiving Layer 3 interventions, intervention plans with non-punitive methods for teaching appropriate skills and supporting appropriate decision making (such as token systems, direct behavior instruction, behavioral contracts, and self-monitoring) are developed and followed for students with difficult behaviors. **Students receiving Layer 3 interventions are not suspended at a greater frequency or for more time than other students.** Progress discipline matrices are utilized within the school setting, and all staff have a working knowledge of the matrix. **Office referrals and emergency removals are reduced or non-existent. School staff is provided with the necessary professional learning in order to implement the intervention with fidelity, and staff is supported by administrators.**		Student removal data disaggregated by layer Professional learning for all staff that is specific to promoting positive behavior

Layers	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
L3.3 Progress-monitoring on intensive interventions and goals at least biweekly	Progress-monitoring does not occur, or there is no school-wide progress-monitoring collaboration process for all teaching staff and health and wellness teams, or progress on goals is not documented at least once every two weeks or twice monthly along with data-based and informed changes to instruction/intervention.	**Multiple staff are involved in progress-monitoring** for students receiving Layer 3 interventions. There is a standardized tool/form for progress-monitoring. Updates on intensive interventions and goals are **documented at least biweekly, along with any changes** to instruction/intervention. School administrators may not be monitoring or following up on progress-monitoring systems.	Multiple staff are involved in progress-monitoring for students receiving Layer 3 interventions. There is a standardized tool/form for progress-monitoring. Updates on intensive interventions and goals are documented at least biweekly, along with any changes to instruction/intervention. Changes are communicated to families within 48 hours. School or district administrators observe Layer 3 intensive interventions and provide meaningful feedback to staff within 48 hours. **School administrators have meetings (at least quarterly) to review the progress of intervention groups, evaluate the implementation of interventions, and adjust PL plans for staff.**		Schedule for progress-monitoring, tool for progress-monitoring, and schedule for review of intervention groupings

Walk-throughs or non-evaluative feedback form |

Layers	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
L3.4 Social-Emotional Learning (SEL)	Teachers and school health and wellness teams do not collaborate to assess the nature of students' social-emotional learning and are not developing supports for this learning. Teachers are not implementing identified supports and monitoring their effectiveness. Teachers are not reporting their effectiveness to others, including parents. Professional Learning (PL) opportunities on social-emotional learning (SEL) are identified for teachers and school health and wellness teams.	Teachers and school health and wellness **teams collaborate to assess the nature of students' social-emotional learning** and have developed supports for this learning, but are not implementing these supports, nor are they monitoring their effectiveness and reporting their effectiveness to others, including parents. **Teachers and school health and wellness teams incorporate appropriate strategies** and resources from SEL PL opportunities to inform supports.	Teachers and school health and wellness teams collaborate to assess the nature of students' social-emotional learning, and then develop supports for this learning**, implement these supports, and then monitor their effectiveness and report their effectiveness to others, including parents**. Select administrators, teachers, and school health and wellness team members serve as PL support on **SEL strategies and resources for new staff and for staff requesting further assistance during the school year.**		

Rubric Part II: MLSS Core Components

Program Elements	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
		School Supports (SS)			
SS1 An annual, coordinated professional learning plan in accordance with 6.65.2 NMAC with fidelity of implementation assessment	There may not be an annual written PL plan to support general education and specialized instructional staff and health and wellness staff. If there is a plan, it may not support the implementation of MLSS or may not include PL that is ongoing and job-embedded.	There is an **annual written PL plan** to support general education and specialized instructional staff and health and wellness staff. The plan **supports the implementation of MLSS**. The plan includes PL that is **ongoing and job-embedded**.	There is an annual written PL plan to support general education and specialized instructional staff and health and wellness staff. The plan supports the implementation of MLSS. **The plan includes PL that is ongoing and job-embedded**. Staff is provided with the resources they need to effectively implement what they have learned. The PL plan includes an **implementation plan** and a **system for monitoring the fidelity of implementation and reporting** on implementation of the plan.		PL plan Implementation plan Classroom walk-through forms Non-evaluative feedback forms Annual calendar indicating differentiation of professional learning for instructional staff
SS2 A non-evaluative observation and feedback cycle to support teachers that occurs at least biweekly	The school administrator observes instruction in every class less frequently than biweekly (two times/month), and may not be consistently providing effective and timely feedback.	The school administrator observes instruction in **most classes at least biweekly** (two times/month) and provides effective, useful, and timely feedback within 48 hours.	The school administrator observes instruction in **every class** at least biweekly (two times/month) and has **an effective system** for providing effective, useful and timely feedback within 48 hours. **The observation may be a classroom walk-through. Teachers receive support and coaching to implement feedback, and school administrators follow through.**		Classroom walk-through forms Evidence of support and coaching to teacher

Program Elements	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
SS3 High-quality instructional materials for teachers to implement interventions at each layer	Core content teachers may not have sufficient curricula aligned to the CCSS or content standards available to support Layer 1 core instruction, Layer 1 universal interventions, Layer 2 targeted interventions, or Layer 3 intensive interventions. Special education teachers may not have sufficient grade-level curricula and supplemental materials available to meet the needs of students with disabilities. Teachers may or may not receive professional learning on how to implement the curriculum.	Core content teachers have high-quality core **curricula to support Layer 1 core instruction** aligned **to the CCSS or content standards, Layer 1 universal interventions, Layer 2 targeted interventions, and Layer 3 intensive interventions**. Special education teachers have high-quality curricula and supplemental materials available to **meet the needs of students with disabilities**.	Core content teachers have curricula to support Layer 1 core instruction aligned to the CCSS or content standards, Layer 1 interventions, and Layer 2 targeted interventions. Special education teachers have high-quality curricula and supplemental materials available to meet the needs of students with disabilities. There are **lists of interventions** available for each layer and the high-quality instructional **materials for these interventions** are readily available, and health and wellness personnel have the resources necessary to implement the necessary interventions.		Curricula Supplemental materials Lists of approved interventions Lesson plans Teacher action plans List of resources for health and wellness personnel Data to support decisions

Program Elements	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
SS4 District policies that encourage alignment of practices and programs at the classroom, school, and district level	Teachers create their own classroom systems without alignment across grade levels and schools.	**District policies encourage alignment on some topics.** There are not clear expectations across grade levels and schools for what positive behavioral interventions and supports (PBIS) look like, how to use data triangulation and universal screening, or to what extent students have access to small-group differentiated instruction. Or, teachers are not provided high-quality instructional materials, pacing guides, or curriculum maps. **Health and wellness personnel provide input on school-level decisions.**	District policies and practices exist to **provide support on a broad range of topics including** MLSS, positive behavioral interventions and supports (PBIS), high-quality materials, data triangulation, universal screening, small-group instruction, progress-monitoring, expectations for learning, homework, pacing guides, curriculum maps, scope and sequence, and vertical alignment of curriculum. **Health and wellness teams are recognized as an essential and necessary part of school transformation. School Health Advisory Committees (SHAC) are established and meet on a regular basis.**		District policy, school policy, pacing guides, curriculum maps, scope and sequence aligned to common core standards

Vertical alignment of curriculum

School Health Advisory Committees established with agendas and meeting notes |

Program Elements	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
SS5 Dedicated collaboration times and expectations for staff	There may not be a system of collaboration for staff. Collaboration times may not yield a product that is focused on supporting all students, particularly those most at risk of not meeting grade-level standards.	There is a **system of collaboration** for staff. Collaboration times yield a **product focused on supporting all students**, particularly those most at risk of not meeting grade-level standards. Special programs instructional staff participate with regular education staff as equals. Responsibilities for progress-monitoring and intervention plan implementation are divided among special programs and regular education staff.	There is a **formalized** system of collaboration for staff **with regular meeting times and locations**. Collaboration times yield a product focused on supporting all students, special programs instructional staff participate with regular education staff and health and wellness staff as equals, and all **share responsibility** for the product. **Agendas and resolutions for collaboration times are published**. Responsibilities for progress-monitoring and intervention plan implementation **are documented**.		Collaboration meeting schedules, agendas, resolutions, and sign-in sheets

Program Elements	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
<td colspan="6" align="center">**Family Engagement (FE)**</td>
FE1 Advisory School Council (22-5-16, NMSA 1978)	The advisory school council (ASC) (22-5-16 NMSA 1978) may or may not be established. If in place, the ASC meets less frequently than once per month or does not have non-staff parent/family member involvement.	**An active ASC including non-staff parent/family members who are meaningfully involved in the school**. ASC meets **at least once per month**; the council has a clearly defined and published role that encompasses providing input on a wide range of school issues. Issues include instruction and curriculum, school policies such as positive behavioral interventions and supports (PBIS), discipline and incentives, parent trainings, and school and district budgets.	An active ASC including non-staff parents and **at least one community member** meaningfully involved in the school. ASC meets at least once per month, and the council has a clearly defined and published role that encompasses providing input on a wide range of school issues. Issues include instruction and curriculum, school policies such as positive behavioral interventions and supports (PBIS), discipline and incentives, parent trainings, and school and district budgets. **The school council develops creative ways to involve parents/families in the school. Where appropriate, the school council coordinates with any existing workforce development boards or vocational education advisory councils to connect students and school academic programs to business resources and opportunities. The school council serves as the champion for students in building community support for schools and encouraging greater community participation in the schools.**		Advisory council membership and constituents represented

Agendas and meeting minutes

Vision, mission, core values, and goals

Published annual report

Newsletters or other forms of communication from and to stakeholders (surveys or other forms of feedback) |

Program Elements	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
FE2 School Compact	If the school has a school compact and family engagement policies, they are either not up to date, or they do not include the required components.	The school's compact and family engagement policies are **up to date and include all required components.**	The school's compact and family engagement policies are up to date and include all of the required components. **The advisory school council was involved in the development of the documents and approved them in the minutes.**		School Compact Advisory School Council agenda and meeting minutes
FE3 Partnerships with Families	Family and community partnerships are not in place. Families and community members have a very limited role in supporting literacy efforts and initiatives.	**The school has established family and community partnerships** that support the school's literacy efforts and initiatives. Initiatives include family literacy events and workshops for parents and families on how to support the students. **Teachers communicate students' progress in literacy to parents/families on a regular basis.**	The school has established family and community partnerships that support the school's literacy efforts and initiatives. Initiatives include family literacy events and workshops for parents and families on how to support the students. Schools have established partnerships with community organizations that support literacy including mentorship programs, extended learning opportunities, and grants**. Community organizations regularly celebrate the students' and school's progress. The school has a comprehensive literacy assessment system. Progress-monitoring across the school is systematic, and parents/families are notified of the students' progress after each interim assessment.**		Lists of events Mentors Stakeholder documentation that clearly details support/partnerships Communication log and progress-monitoring

Community Schools Act (CSA)					
Program Elements	**Opportunity for Improvement**	**Partial Implementation**	**Full Implementation**	**Rating**	**Documentation**
CSA1 Collaborative Leadership Pillar	The principal is the main driver of community school development. A community school coordinator implements some programs and services. Meetings with stakeholders are held and minutes reflect outcomes from decisions regarding non core-instruction and community-related school activities. Data from existing school surveys (i.e. Quality of Education survey) is shared with the community.	School administrator demonstrates shared leadership and meets regularly with the community school coordinator. **Most decisions for the community school are made by the SBLT.** Coordinator works to **integrate and leverage existing partnerships** into the work of the school. **New partnerships are developed** in response to the annual needs assessment.	Has a fully functional SBLT made up of a **diverse group of representative stakeholders** that meets on a regular basis to review data, coordinate services, approve partners/programs, analyze program effectiveness, and is fully empowered as a decision making body within the school's community. **The school's and partner's goals and priorities reflect one another.** The principal and community school coordinator **meet on a regular basis to coordinate strategies and ensure adequate progress** is being made towards shared goals. **A deep needs assessment and asset map is conducted and updated annually,** and programs, services and resources are adjusted according to the data.		SBLT meetings are held every two weeks SBLT members are diverse SBLT members attend meetings 50% of the time or more Record of Principal and Coordinator meeting weekly Deep needs assessment and asset map SBLT has formal partnership agreements in place

Program Elements	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
CSA2 Integrated Student Supports Pillar	Services/supports offered to students on-site and by non-district partners (e.g. dental clinic, vision screening). Student referrals to community services/supports are tracked and reported to the SBLT. School requests feedback from students and families on existing Integrated Student Support services through survey.	Schools and partneres regularly **collect data on student and community needs**, as well as macro-community data (poverty, trauma, health, housing, etc.). These data, disaggregated by race, gender, disability, income, and other relevant factors, **inform the development of services/supports** (i.e. food pantry is started). **School based or school linked health providers are members of the SBLT** and participate in data sharing and decision making.	Integrated Student Supports are **deeply connected to the school's overall mission and vision**. Highly effective community schools find ways to **connect providing Integrated Student Supports with improving teaching and learning conditions schoolwide**, including a positive school climate in which students report that they feel safe and cared for. Implementation is overseen by a well-prepared community school coordinator who works closely with a diverse SBLT. **Physical and behavioral health providers are seen as integral partners** in the school as members of the SBLT. The SBLT focuses on increased access to health services as an equity strategy for students and their families.		School mission or vision statement aligned with Integrated Student Supports Meeting notes and documentation of work completed by the community school coordinator Meeting attendance records that demonstrate that physical and behavioral health providers are consistently included in SBLT meetings

Program Elements	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
CSA3 Expanded and Enriched Learning Pillar	Community partner organizations manage and run out-of-school time activities. Collaborative meetings are held to discuss expanded learning opportunities and include a diverse group of stakeholders (parents, families, students, community organizations). The majority of students are surveyed annually to identify out of school time clubs and activities desired and activities are directly linked to results from student voice.	Expanded and enriched learning programs/activities provide a **menu of youth-voice-driven opportunities.** Opportunities include activities that are directly linked to academic achievement and activities that enrich the academic experience and close the opportunity gap and enhance student engagement. Community based childcare providers offer options for parents/families for before and after school care. **Out of school time staff, including childcare provider partners, attend SBLT meetings.** Programming is supported by diverse and unique funding sources.	Expanded learning is **part of the core work of the community school and leaders message it as a school priority**. Professional learning around integrating and aligning school day and out-of-school programming enables educators and partners to develop consistent practices, shared language, and collaborative relationships. High-quality programs monitor attendance, reach out to families when a student is absent, build close relationships with families and youth, and provide support around issues that might undermine attendance both in the out of school time program and the school day. **The SBLT stakeholders are active partners in expanded learning program development, implementation and evaluation.**		Schedule of OST activities demonstrates alignment to indicators in the school's 90-day plan Schedule of community partner support with managing after school clubs List of funding sources leveraged by the community school Sign-in sheets from SBLT meetings Notes from data analysis that includes student, family and community data

Program Elements	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
CSA4 Active Family and Community Engagement Pillar	School encourages and tracks attendance at parent teacher conferences and school-wide family events. School administrator intentionally invites family members to participate in decision-making meetings. Family leadership structures (PTO/PTA) are in place and intentionally reach out to and include diverse family members.	Increased efforts to **engage parents and community leaders in planning, implementation and oversight of non-academic programs.** Active parent leadership is evident as parents lead school or class activities. Parents utilize **dedicated and accessible parent space** (family resource center) within the community schools. **Community leaders are engaged in efforts to improve conditions** for learning for students at the community school.	Structures and practices in schools **support a continuum of family and community engagement practices.** Teachers and school staff have opportunities to value and learn from the experiences of parents and communities, seeing them as having "funds of knowledge" that can inform classroom practices and curriculum, making them more relevant to students' cultural backgrounds and experiences. This, in turn, fosters stronger relationships with parents and families. **Regular, consistent, and bidirectional channels of communication between families and school staff** to ensure families understand the student's academic progress and are aware of school programs, events, and opportunities. **Families and community members are engaged at all steps** of the assessment, planning, implementation, and evaluation of the community schools strategy. **Partner organizations are incorporated into the school by a full-time community school coordinator.**		Meeting minutes and notes demonstrate the incorporation of local knowledge

Professional learning schedule and agendas

Schedules of opportunities for parents and families

Diversity of meeting participants reflect a strong cross-cultural network |

Program Elements	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
CSA5 Leveraging funds for community schools implementation and meeting the needs of the whole child	There are no consistent funding streams to support the community schools implementation framework. Programs for students are short-term and sporadic. Programs are not based on the annual needs-and-assets assessment.	**Schools are leveraging local, state, and federal funds** to implement programs for students based on the annual needs-and-assets assessment. **Programs and services are in place for students before and after school**, during school breaks and summer, and during the school day**. A community school coordinator is in place.** Programs and services are provided for families and community members. **There is a broader use of public school facilities** in which school buildings become the hubs of neighborhood events, activities, advocacy, and civic life.	Schools are **afforded by their districts operational flexibility in programming, curriculum, staffing, budgeting, and scheduling** so that the community school can fully implement a comprehensive community school framework. Schools are leveraging local, state, and federal funds to implement programs for students, families and community members based on the ongoing needs-and-assets assessment. The community school framework is designed to focus on improving the community school climate, student academic achievement, attendance, behavior, family engagement, and, for high schools, graduation rates and readiness for college or a career**. Braided and blended funding is dedicated to supporting community school implementation.** The district **utilizes Title funds or operational dollars** to sustain community school coordinator positions. Community partners, local government agencies, private foundations, and others contribute to the development of community schools. **The SBLT has a school-level funding/strategic plan in place.** The community-wide leadership team has a long-term funding/strategic plan in place.		Community school budget

District policy

SBLT funding/strategic plan

Community-Wide Leadership Team funding/strategic plan |

Program Elements	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
Structured Literacy Framework (SLF)					
SLF1 Universal Dyslexia Screener	No students enrolled in first grade are screened for dyslexia.	**Some** students enrolled in first grade are screened for dyslexia.	**All** students enrolled in first grade are screened for dyslexia.		Dyslexia screener tool Screener report
SLF2 Structured Literacy Framework	None or some grade levels have a clear framework for implementing structured literacy.	**Most** grade levels have a clear framework for implementing structured literacy.	**Each** grade level has a clear framework for implementing structured literacy.		District-wide literacy plan PLC planning Grade-level intervention tracker
SLF3 Layered Literacy Interventions	The school may not have clearly defined layered interventions for phonology, orthography, syntax, morphology, semantics, and organization. Teachers may not receive training and feedback on implementing interventions. School administrators may not be monitoring implementation of these interventions.	The school **has clearly identified and defined layered interventions** for phonology, orthography, syntax, morphology, semantics, and organization. Teachers receive training on implementing interventions. School administrators may monitor interventions, but monitoring may not be systematic.	The school has clearly identified and defined layered interventions for phonology, orthography, syntax, morphology, semantics, and organization. **Teachers and wellness staff can explain the interventions they provide (time/frequency/type).** Teachers receive training **and feedback** on implementing interventions. School administrators **monitor interventions systematically**.		Teacher action plans Classroom walk-through forms and feedback Trainings and professional learning

Program Elements	Opportunity for Improvement	Partial Implementation	Full Implementation	Rating	Documentation
SLF4 Interventions are aligned with the Structured Literacy Framework	The school **does not have** an outline of layered support using systematic, cumulative, explicit, diagnostic, and **multi-sensory interventions** that includes deep content knowledge and specific teaching expertise that focuses on the elements of phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the **sentence and paragraph levels** for the prevention of reading deficits.	The school **has an outline** of layered support, but implementation **may not be systemic and explicit.** systematic, cumulative, explicit, diagnostic, and **multi-sensory interventions** that includes deep content knowledge and specific teaching expertise that focuses on the elements of phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the **sentence and paragraph levels** for the prevention of reading deficits.	The school has a **clearly defined** outline of layered support using systematic, cumulative, explicit, diagnostic, and **multi-sensory interventions** that includes deep content knowledge and specific teaching expertise that focuses on the elements of phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the **sentence and paragraph levels** for the prevention of reading deficits.		Outline of layered SLF supports that are multi-sensory Professional learning plan for teachers to implement SLF interventions
SLF5 Gathering Data and Progress Monitoring for Literacy Development	Teachers may not use data to make instructional decisions for each student. Instructional choices are made at the beginning of the year, but may or may not be evaluated as the school year progresses.	**Teachers analyze data,** but may not use the Dyslexia Screener to make instructional decisions for each students. Instructional choices are **monitored twice per year** in consideration of progress monitoring data.	Teachers **analyze data from Dyslexia Screener** with school literacy support team to make instructional decisions for each student. **A Common Formative Assessment progress monitoring tool has been identified and is in regular use to monitor progress** of students in Structured Literacy development. Instructional choices for each student are **re-evaluated at least several times per year** in consideration of progress monitoring data.		Notes and outcomes from data analysis Progress monitoring timelines Teacher lesson plans

Table 11: MLSS Implementation Rubric

Appendix II: Tiers of Evidence in ESSA

The Elementary and Secondary Education Act (ESEA), as amended by The Every Student Succeeds Act (ESSA), has directed educators to implement interventions grounded in research. These evidence-based interventions include programs, practices, and strategies or activities to help increase the impact of educational investments by ensuring that interventions being implemented have proven to be effective in leading to desired outcomes, namely improving student achievement. Many ESSA programs encourage State educational agencies (SEAs), local educational agencies (LEAs), and schools to prioritize and include evidence-based interventions, strategies, or approaches. Using supplementary, high-quality curriculum Tier 1 research could add as much as seven months' worth of student learning – and for a very modest outlay (G. Whitehurst, 2009).

Evidence-based interventions are practices or programs that have been proven effective in producing results and improving outcomes. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

CATEGORY ONE: Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes.			CATEGORY TWO: Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.
Tier 1 STRONG EVIDENCE	**Tier 2** MODERATE EVIDENCE	**Tier 3** PROMISING EVIDENCE	**Tier 4** "STRONG THEORY"
Based on at least 1 well-designed and well-implemented experimental study.	*Based on at least 1 well-designed and well-implemented quasi-experimental study.*	*Based on at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.*	*Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.*

Table 12: Policy Brief ESSA and Evidence: Why it Matters

Below are links to Evidence-Based Intervention Clearinghouses:

- What Works Clearinghouse: With over 700 publications available and more than 12,000 reviewed studies in the online searchable database, the WWC identifies studies that provide credible and reliable evidence of the effectiveness of a given practice, program, or policy and disseminates summary information and free reports online. https://ies.ed.gov/ncee/wwc/

- Best Evidence Encyclopedia: A free website created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) that gives educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12. http://www.bestevidence.org/

- Evidence for ESSA: A free, authoritative, user-centered database to help anyone – school, district or State leaders, teachers, parents, or concerned citizens – easily find programs and practices that align to the ESSA evidence standards and meet their local needs. https://www.evidenceforessa.org/

- Results for America Evidence in Education Lab: Resource Page http://results4america.org/ed-lab-resources/

- Results for America Our Work: Evidence in Education Lab http://results4america.org/our-work/evidence-in-education-lab/

Appendix III: Glossary of Terms

Academic Language: The language used in textbooks, in classrooms, and on tests; different in structure (e.g. heavier on compound, complex, and compound-complex sentences) and vocabulary (e.g. technical terms and common words with specialized meanings) from Standard English (Hollie, 2011).

Advisory School Council (ASC) 22-5-16, NMSA 1978): Council that supports the principal with school-based decision making. Membership should reflect an equitable balance between school employees, parents, and community members, and the school principal should be an active member. The ASC advises the principal on policies relating to instructional issues, curricula, budgets, and ways to involve parents in the school.

At-Risk Student: A student who is not experiencing success in school because he/she is struggling academically and/or behaviorally. This is not the same as "at-risk index."

Behavioral Indicators: Observable behaviors that indicate the presence or absence of student behavior supporting academic achievement, classroom expectations, and classroom learning. Positive behavioral indicators (e.g., interacting positively with peers or teacher, focusing on individual or classroom activity, demonstrating awareness and understanding of classroom norms and expectations, etc.) support students in learning to initiate and complete tasks, to monitor and change behavior, and to plan future behaviors when faced with new situations.

Child Find: The district's responsibility to maintain an ongoing program to find unserved students who might qualify for special education or Section 504 services.

Common Core Extended Grade Band Expectations (CCEGBEs): Expectations designed to assist teachers in providing access to the general education curriculum for students with significant cognitive disabilities. For each standard, there are three levels of expectations from highest to lowest complexity. Instruction targets expectations appropriate to individual strengths which may vary across standards.

Common Core State Standards (CCSS): A set of high-quality standards in mathematics and English language arts (ELA) adopted by New Mexico. The CCSS also include reading and writing standards for social studies, science, and technical subjects.

Common Formative Assessments: Formative assessments differ from summative assessments in a few ways. For one, formative assessments don't necessarily need to be graded. Since they serve as checkups, it is more about the information rather than the end score. The information gleaned helps shape instruction and future content. Whereas a summative assessment usually takes the form of a final pen-and-paper test or final project, a formative assessment can take many forms including a simple writing assignment, a chance to draw, a quiz, or even a short discussion.

Community School:-As used in the Community Schools Act: A. "community school" means a public school that partners with families and the community, including tribal partners, nonprofit community-based organizations and local businesses, to provide well-rounded educational opportunities and supports for student success through the implementation of a community school framework.

Community School Framework: As used in the Community Schools Act: The "community school framework" shall ensure the use of research- and evidence-based strategies and best practices that support students, families and communities in ensuring student success and shall include:

(1) integrated student supports that address non-academic and out-of-school barriers to learning through partnerships with social and health service agencies and providers that may include school-based or school-linked health care, case management services and family stability supports coordinated by a community school coordinator and that are culturally and linguistically responsive to the needs of students and their families;

(2) expanded and enriched learning time and opportunities, including before-school, after-school, weekend, summer and year-round programs, that provide additional academic support, enrichment activities and other programs that may be offered in partnership with community-based organizations to enhance academic learning, social skills, emotional skills and life skills and are aligned with the school's curriculum;

(3) active family and community engagement that: (a) values the experiences of people from diverse backgrounds as empowered partners in decision making and encourages partnerships with parents or caregivers to develop and promote a vision for student success; (b) offers courses, activities and services for parents or caregivers and community members; and (c) creates structures and opportunities for shared leadership; and

(4) collaborative leadership and practices that build a culture of professional learning, collective trust and shared responsibility using strategies that at a minimum include a site-based leadership team and a community school coordinator.

Coordinated School Health Model: An eight-component model designed to promote health and learning in schools. The eight components include health education; physical education; health services; nutrition services; social and emotional wellbeing; healthy and safe environments; staff wellness; and family, school, and community partnerships. This model has been expanded through the *Whole School, Whole Community, Whole Child (WSCC)* collaborative approach to promoting health and academic success.

Core Instruction: High-yield instructional strategies administered to all students, aligned with grade-level standards.

Core Math: A full year curriculum that addresses all the Common Core Standards for a given grade level or math course.

Culturally and Linguistically Responsive (CLR) Instruction: The validation and affirmation of the home (indigenous) culture and home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society (Hollie, 2011). It is important to build upon what the student already knows through their culture and language to support holistic understanding.

Culture: Deep patterns of values, beliefs, practices, and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected

(Muhammad & Hollie, 2012). This socially-acquired knowledge may be learned and is shared among individuals in the home, community, and/or institutions.

Cut Score: A minimum level of performance to demonstrate that a student is meeting basic requirements. Cut scores are typically used with a universal screening tool, such as an interim assessment and as part of decision rules for interventions. Students scoring below or above a cut score may be considered for increasing or decreasing the intensity of interventions.

Differentiated Core Curriculum: The creation of multiple paths to learning for students so they all have equal and appropriate access to the core curriculum. Educators can develop these multiple paths by varying classroom instruction through content, processes, and product. (King-Shaver & Hunter, 2003).

Duration: The length (number of minutes) of a session.

Educational Crisis: An emotional or environmental situation that may be transitory or permanent in nature and that impacts the resiliency of a student and his or her potential for academic success. An educational crisis may be the result of social determinants of health. A crisis may be precipitated by school, community, and/or family factors including negative or unsafe school or community environment, a sustained lack of educational opportunity or rigor, food scarcity, lack of cross-cultural sensitivity, suicidal ideation or suicide attempts, death of family or friend, student or family drug/alcohol addiction, domestic violence, child abuse, and/or homelessness/unstable housing, among others.

Eligibility Determination Evaluation Process: Process by which an individual, who by nature of his or her disability or giftedness, is determined to need special education and related services or gifted services in order to receive an appropriate education.

Eligibility Determination Team (EDT): A group of qualified professionals who use data from the multidisciplinary evaluation report, the SAT, and other data sources to determine a student's eligibility for special education, gifted, and/or related services.

English Learner (EL): A students whose first or heritage language is not English and who is unable to read, write, speak, or understand English at a level comparable to grade-level English proficient peers and native English speakers.[6]

English Language Development (ELD) Standards: Standards that represent the social, instructional, and academic language in which students need to be able to engage peers, educators, and the curricula in order to participate successfully in school. Five ELD standards serve as the framework for ensuring that ELs develop the language necessary for accessing and learning content.[7]

---

[6] New Mexico Bilingual Multicultural Education Law (2004) and Regulation (2005).

[7] WIDA's *2012 Amplification of the ELD Standards* is retrievable at http://wida.us/standards/eld.aspx. Click on *The English Language Development Standards* manual to download. Links to tutorials and pdf are additionally available at this site.

Expanded Grade Band Expectations: These establish pedagogical and assessment expectations for students with significant cognitive disabilities.

Fidelity: Occurs when education professionals use instructional strategies and deliver interventions in the manner they were designed to be used and delivered, and if evidence-based, the practice or process is delivered in the same manner as when it was identified as "evidence-based."

Flexible Grouping: A procedure allowing students to move among different groups based on their performance and instructional needs.

Formative Assessment: A process by which teachers utilize formal and informal assessment of student progress to monitor and adjust teaching to the level students comprehend and benefit from instruction.

Frequency: The number of times a student receives an intervention in a given timeframe (e.g., daily, twice, weekly).

Gifted Student: A student who demonstrates a high degree of intellectual and/or creative abilities, exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who requires special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities. In New Mexico, a student classified as gifted receives services as prescribed in an IEP.

Group Size: Individual, small-group, or whole-group instruction can be used as an intervention format in any layer. Group size will vary by layer, school, and student need.

High-Quality Instructional Materials (HQIM): School textbooks and other educational media that are used as the basis for instruction, including combinations of textbooks, learning kits, supplementary material, and electronic media and that are content-rich, fully accessible, free from bias, research-based, and aligned to New Mexico State standards. They are written with clear purpose, effective lesson structure, and pacing to provide flexibility for teachers to best suit the learning styles of all students while also encouraging inquiry and curiosity. HQIM may also provide a variety of relevant assessments to equip teachers with professional tools to evaluate student comprehension of the content and provide deeper understanding of the standards.

High-Quality Rigorous Core Instruction: An inclusive set of intentionally aligned, components-clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies - organized into sequenced units of study that serve as both the detailed road map and the high-quality delivery system for ensuring all students achieve the desired end (i.e., Attainment of their designated grade or course-specific standards within a particular content area) (Ainsworth, Rigorous Curriculum Design, 2010).

Home Language: The language utilized by family members in the home and others in the community that is different enough from the parameters defined by language from Standard English (Hollie, 2011).

Implementation Fidelity: Determination of how well a program is being implemented in comparison with the original program design (i.e., Is the program being delivered as it was designed and implemented in its efficacy and/or effectiveness trials?). There are four primary components examined when considering program fidelity (Dane & Schneider, 1998):

1. Adherence refers to whether the program service or intervention is being delivered as it was designed or written, i.e., with all core components being delivered to the appropriate population. Staff are trained appropriately; using the right protocols, techniques, and materials; and in the locations or contexts prescribed.

2. Exposure may include any of the following: the number of sessions implemented, length of each session, or the frequency with which program techniques were implemented.

3. Quality of Program Delivery is the manner in which a teacher, volunteer, or staff member delivers a program (e.g., skill in using the techniques or methods prescribed by the program, enthusiasm, preparedness, and attitude).

4. Participant Responsiveness is the extent to which participants are engaged by and involved in the activities and content of the program.

Individualized Education Program (IEP): A written document that is developed, reviewed, and revised in accordance with IDEA or State rules that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability or who is gifted. It includes a statement of achievement and functional performance, a statement of measureable annual goals, and a description of how those goals are to be measured.

Individualized Healthcare Plans (IHP): A written plan developed by the PED licensed school nurse in collaboration with the student (when applicable), parent, and healthcare provider for a student requiring ongoing health services while at school.

Individuals with Disabilities Education Act (IDEA): Federal legislation that ensures students with disabilities are provided with Free Appropriate Public Education (FAPE) in the Least Restrictive Environment that is tailored to their individual needs so that they have the same opportunity for education as students who do not have disabilities.

Intensity: The frequency and duration of interventions.

Interim Assessment: Administered three times per year – beginning, middle, and end of year – to measure the progress a student is making over the course of the year. Interim Assessments may be used as universal screening tools. Examples of interim assessments include the Early Childhood Observation Tool, the Discovery Education assessment, the NWEA Map assessment, Istation, etc.

Interventions: Evidence-based strategies that are designed to support a struggling student to succeed in the general education setting.

Istation: The State's reading assessment for grade kindergarten through second grade. Indicators of Progress (ISIP) early reading and ISIP Lectura Temprana are sophisticated, web-delivered, computer-adaptive testing (CAT) systems that provide continuous progress monitoring (CPM) by frequently assessing and reporting student ability in critical domains of reading and Spanish early reading, respectively, throughout the academics year.

Job-embedded Professional Learning: Teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school- or classroom-based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

Multi-Layered System of Supports (MLSS): A framework that provides layered levels of support for students according to their needs. The goal is to provide high-quality instruction and interventions matched to student need. Student progress data should be analyzed frequently, and be used in instructional decision making. Though MLSS is sometimes used interchangeably with Response to Intervention (RtI), MLSS is more comprehensive, going beyond academics to include social and emotional supports and resources for implementation. MLSS is New Mexico's adaptation of MTSS (Multi-Tiered System of Supports). Additionally, nested within MLSS is the key "response to intervention" feature. That is, layer related interventions effectiveness are evaluated by student's responsiveness to them, as determined by an analysis of intervention data.

New Mexico Content Standards: Benchmarks of what students need to know and be able to accomplish at the end of each grade level. The New Mexico Content Standards include the Common Core State Standards in math and English language arts.

Parent:
(1) A biological or adoptive parent of a child;
(2) A foster parent;
(3) A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child;
(4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare;
(5) A surrogate parent who has been appointed; or
(6) A person identified through a judicial decree or order to act as the "parent" of a child.

Positive Behavioral Interventions and Supports (PBIS): A framework or approach for implementing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

Positive to Corrective Feedback Ratio: The ratio of positive reinforcements to instances of corrective feedback or negative interaction with a student or classroom.

Progress monitoring: An evidence-based practice used to assess a student's academic progress and evaluate the effectiveness of instruction. Progress monitoring tells the teacher what the student has learned and what still needs to be taught. Progress monitoring can be implemented with individual students or an entire class. In progress monitoring, the teacher uses short tests to evaluate the student's progress in specific areas. The teacher may test the student often - every week or two.

Progress monitoring of Interventions: The formal, evidence-based process of assessing student progress or performance in areas in which the student is identified by universal screening assessment data as being at risk for failure and evaluating the effectiveness of instruction. A method used to determine students' benefit from core instruction and adequacy of progress, it informs teachers' development of effective interventions. Progress monitoring is a specific MLSS component for students not progressing as expected and can be distinguished from the informal process of monitoring student progress in which teachers are constantly involved for students who are progressing as expected.

School Culture and Climate: School culture refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. School climate refers to the school's effects on students, including teaching practices; diversity; and the relationships among administrators, teachers, parents, and students.
http://www.ascd.org/research-a-topic/school-culture-and-climate-resources.aspx

School Health Advisory Council: A school health advisory council is an advisory body consisting of parent(s), school food authority personnel, school board member(s), school administrator(s), school staff, student(s), and community member(s). The school health advisory council shall have the responsibility to make recommendations to the local school board in the development, revision, implementation, and evaluation of the district or state charter wellness policy consistent with New Mexico Administrative Code 6.12.6, School District Wellness Policy. The school health advisory council shall meet for this purpose a minimum of two times annually.

Short Cycle Assessments: Periodic, formative assessments (daily, weekly, bi-weekly, monthly) that provide regular, ongoing feedback based on which teachers adjust their instruction according to student results. These include Istation, daily reading checks, learning logs, exit tickets, etc. They assess whether students are learning and applying the knowledge being taught.

Small Group Instruction: Small group instruction is an intervention. Group size will vary depending on student need and the required intensity of intervention. In Layer 1, groups may consist of between three to twelve students. In Layer 2 or 3, groups should be smaller, consisting of two to three students.

Social Stories: Narratives that model appropriate social interaction to help students learn appropriate social norms by describing a situation with relevant social cues, others' perspectives, and a suggested appropriate response.

Special Programs Staff: Teaching and support staff from bilingual, special education and Title I programs.

Student Assistance Team (SAT): A school-based group of people whose purpose is to provide additional support to students who are experiencing academic or behavioral difficulties that are preventing them from benefiting from general education because they are either performing below or above expectations. The SAT is comprised of a core group that anchors the team. Core members must have good communication skills and a solid working knowledge about a variety of supports (types of interventions, educational and community resources, etc.). Core team members may vary by school, but should include at minimum: an administrator, regular education staff, and specialists in accordance with Section (J)(4) 22-2C-6 NMSA, 1978. Supports provided are discussed in the context of the existing language in NMAC 6.29.1.

Student-led Conferences: These provide students with the opportunity to reflect on learning and share their progress with their families. In the process, they build important communication skills and further their sense of responsibility for their own learning.

Summative Assessments: Formal assessments administered at the end of a unit, course, or year to determine a student's proficiency level of the tested standards.

Supplementary High-Quality Curricula: Innovative programs which are complementary to the core curriculum, utilizing evidence-based interventions, programs, practices and strategies, or activities and should reflect one of the highest three levels of evidence (Strong, Moderate, and/or Promising) defined in the Every Student Succeeds Act (ESSA). Its aim is to provide students with additional instruction which will help fulfil their learning potential.

Universal Screening Assessments: Common, standards-based assessments administered multiple times during a school year to identify students who are at risk in the areas of general wellness, academics, or behavior. Examples of universal screening assessments include screenings for vision, hearing, general health, social and behavioral health, language proficiency, and academics.

Wrap-Around Services: Services often exemplified in community schools with a collaborative decision-making process that includes parents, school personnel, and community partners. Collaborative decision making creates a school community which can offer health, behavioral, and societal supports for students and families within the school environment. Personalized services are provided to support and strengthen the social, emotional, and behavioral needs of students and families. Examples of types of personalized services include school-based primary health, mental health, dental care, family engagement, including adult education, academic enrichment and out-of-school time learning opportunities among others.