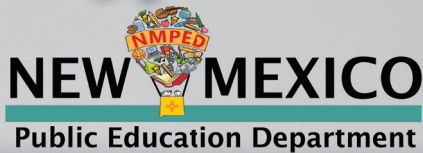


District Support and Readiness Assessment Protocol (DSRA)



Prepared by the New Mexico Public Education Department, Priority Schools Bureau in collaboration with the following partners: Kight & Associates, Intentional Design Consulting, and New Mexico District and School Leaders.

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Notes

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Part 1: Introduction

**“Every organization is perfectly designed to get the results it is getting.”
W. Edwards Deming**

The District Support and Readiness Assessment (DSRA) is part of the New Mexico Differentiated System of Support for Schools and Districts. Its purpose is to co-identify and address the root causes of their school’s performance challenges while identifying and celebrating strengths and promising practices already in place. The DSRA intends to support LEA leaders in forward movement, not to judge or demoralize them for their current performance.

The District Support and Readiness Assessment (DSRA) Protocol utilizes a qualitative design in which interviews are conducted, observations are made, and multiple sources of data and information are collected and analyzed to identify strengths and opportunities for improving student performance outcomes. This protocol is designed to be a resource for LEA leaders, school leaders, NMPED staff, and contracted consultants who may conduct site visits or support identified LEAs and schools. It articulates the site visit process, the roles and responsibilities of all parties, and the expected outcomes for the visits.

The DSRA process involves a small team of two to three external consultants and Public Education Department staff. One of the two to three team members is designated the team leader.

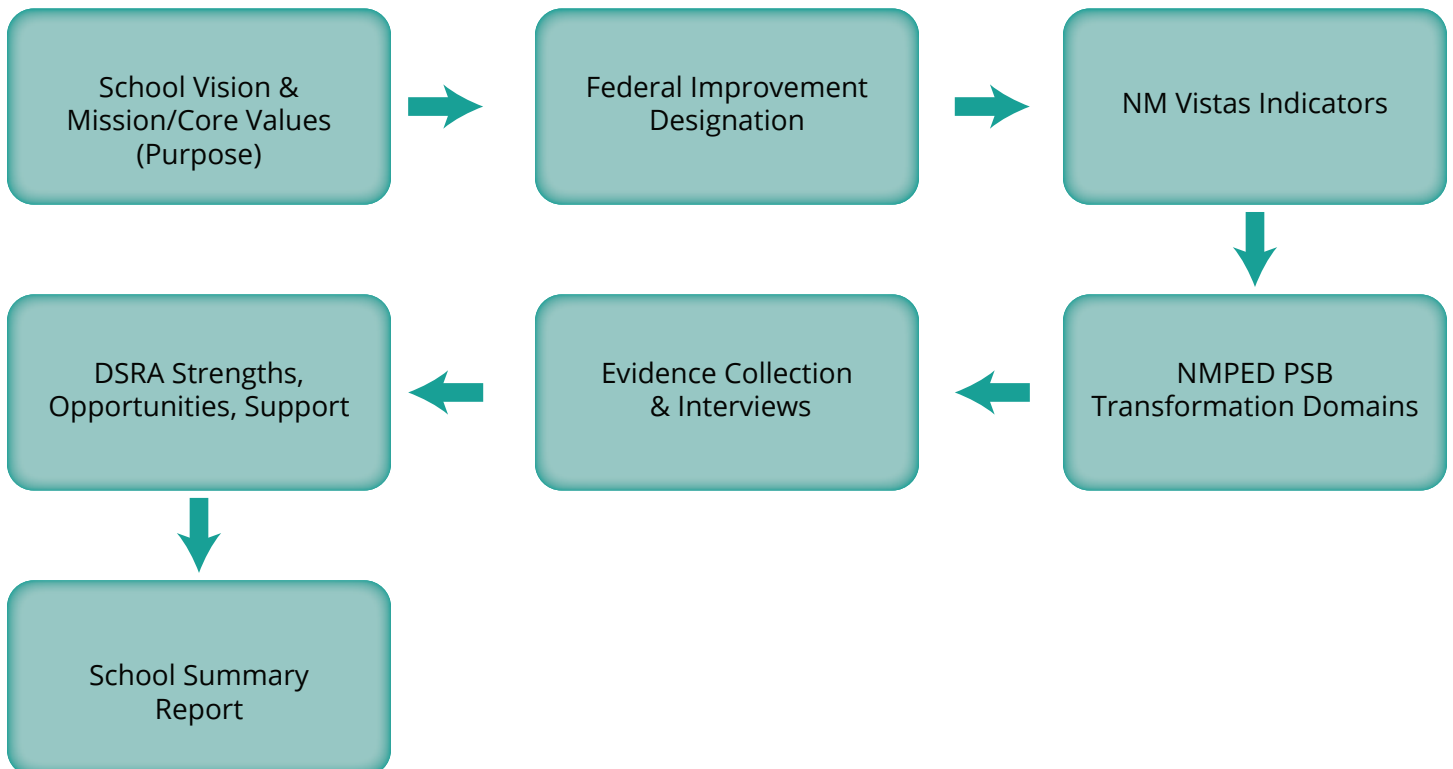


The Process

Step One: The DSRA process gathers information from a wide range of staff and community education partners. This information is gathered through a Local Education Agency (LEA) 360 Survey.

Step Two: Next, through the lens of the NMPED PSB Transformation Domains, the DSRA team conducts evidence reviews, interviews, and focus groups, with key staff and education partners, to identify the strengths and promising practices already established in the LEA and possible improvement areas for the LEA directly related to their identified schools' NM Vistas indicators and NMPED PSB Transformation Domains, and to identify areas of focus or priorities for future school transformation initiative.

Step Three: Upon completion of the visit, the DSRA team will convene to examine themes uncovered during interviews and focus groups and compose a summary of findings for LEA leaders that will be posted to the NMPED ESSA Webpage.



NMPED PSB Domains

The DSRA protocol focuses on five overarching domains identified through research and interviews with successful LEA leaders, school leaders, and educators throughout New Mexico. In the table below, each domain is highlighted by themes and key questions the DSRA team will use to guide the LEA site visit. All collected evidence, artifacts, and responses will align with these questions and their respective domain.

Note: **Domain 1: Culture and Equity**, includes isolated questions in the site visit question protocol. However, PSB unequivocally believes equity must be considered and embedded throughout every system and structure within the LEA and school.

Domain 1: Culture and Equity

To what degree does the LEA support the school(s) with establishing equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?

- **Equitable Practices:** Do behaviors, systems, processes, resources, and environment ensure every school member is provided fair, just, and individualized learning and growth opportunities?
- **Staff and Student Culture:** Is there a safe and secure teaching and learning environment for ALL teachers and students?
- **Education Partner, Family, and Community Perception and Engagement:** Do education partners, families, and community members have a positive perception of the school, and are there opportunities for them to engage with school leaders and teachers?
- **Student Social Emotional Support:** Are systems in place to address ALL students' social and emotional needs?
- **Student Behavior:** Are structures in place to promote positive student behavior?

Domain 2: Leadership

To what degree does the LEA support the school(s) leadership with establishing, communicating, supporting, and monitoring school-wide improvement priorities?

- **Vision & School-Wide Goals:** Is a clear, compelling vision and mission with aligned strategic goals available and communicated to all education partners?
- **Leadership Team:** Does a functioning leadership team engage in strategic, structured, and shared decision-making?
- **Communication:** Is there a systematic communication strategy that ensures staff members, students, and parents are fully informed and aware of school priorities and initiatives?
- **Education Partner Engagement:** Are there opportunities for all education partners to interact and provide feedback on school-wide initiatives and priorities?
- **Instructional Leadership:** Do school leaders prioritize and actively guide the central processes for improving teaching and learning?
- **Attendance:** Are systems in place to monitor and reduce chronic absenteeism?
- **Graduation:** Is there a systemic approach for monitoring graduation rates and ensuring all students meet graduation requirements?

Domain 3: Instructional Infrastructure

To what degree does the LEA support the school(s) with ensuring instructional infrastructure is in place, understood, and utilized by school leaders and teachers?

- **Instruction:** Are processes in place to ensure classroom instruction is intentional, engaging, and challenging for all students, including intervention and extension?
- **Curriculum:** Does the school have a stated scope and sequence of K-12 learning objectives aligned with LEA, state, and national expectations?
- **Assessment:** Is there an assessment strategy that effectively measures teaching effectiveness and provides the data required to make informed decisions?
- **Data Analysis & Action:** Is there a system for collecting and analyzing data?
- **Collaboration:** Does the school provide time, space, and processes for teachers to analyze data, reflect on practice, develop and share expertise, plan rigorous instruction, and create action plans to address student needs?
- **Student Groups:** How are the needs of specific student groups identified and attended to during the assessment/planning/teaching process?

Domain 4: Talent Management

To what degree does the LEA support the school(s) with hiring, retaining, developing, and leveraging effective teachers to improve student outcomes?

- **Onboarding:** Are new hires trained and supported to ensure they understand expectations and can implement school practices, processes, and procedures consistently and effectively?
- **Retaining & Leveraging Effective Teachers:** Are high-performing teachers recognized and intentionally leveraged to support school goals?
- **Professional Development:** Are professional learning activities purposefully and intentionally aligned with data-driven LEA priorities, school performance challenges, and individual teacher needs and facilitated to the degree that they change adult behavior in the classroom?
- **Observation, Feedback, and Coaching:** Are opportunities created for school staff to develop knowledge and skills through focused observations, feedback, mentoring, and coaching?
- **Support for Struggling Teachers:** Does the school use observation, feedback, coaching, teacher evaluation systems, student achievement, and other data to support struggling teachers?

Domain 5: Support & Accountability

To what degree does the LEA support school leaders with establishing and communicating expectations, monitoring progress, providing support, and holding staff accountable?

- **Clear Expectations:** Are there clear expectations in place for teaching and learning?
- **Goal-Setting:** Is there a process for setting specific, measurable, data-based performance goals at the school, grade, subject, teacher, and student levels?
- **Targeted Support:** Does the school provide targeted and differentiated support to staff?
- **Monitoring:** Are goals, improvement plans, school-wide initiatives, performance goals, teaching, and learning effectively monitored?
- **Resources:** Are resources (human, physical, financial, etc.) equitably allocated based on need?

New Mexico Vistas Indicators : School Accountability Index

The framework for the NM Vistas system of accountability and support recognizes that school performance should be assessed within five overarching categories: 1) academic achievement, 2) academic progress, 3) English language proficiency, 4) indicators of school quality that contribute to college and career readiness, and 5) graduation.

NM Vistas Indicator	Elementary and Middle School	High School
1. Academic Achievement Indicators		
Math Proficiency	20	15
Reading Proficiency	20	15
2. Academic Progress Indicators		
Math Growth	15	10
Reading Growth	15	10
3. English Language Proficiency Indicators		
English Learner Progress	10	10
4. School Quality/Student Success Indicators		
Science Proficiency	5	5
Regular Attendance	5	5
College and Career Readiness	N/A	5
Educational Climate Survey	10	5
Growth in 4-Year Rate	N/A	5
5. Graduation Rate Indicators		
4-Year Graduation Rate	N/A	7
5-Year Graduation Rate	N/A	5
6-Year Graduation Rate	N/A	3
Total Points	100	100

NM Vistas uses a set of indicators that show different ways schools can succeed. For each indicator, NM Vistas includes one or more measures that help identify schools that are succeeding and schools that need more support in the area represented by the indicator. NM Vistas includes 13 measures across five indicators, as shown in the table above. Each measure's points are added to create an overall score for each school. Schools receiving fewer points than other schools are identified so that they can be given extra support to ensure they are successful. Not every school will have data for all measures. For example, only high schools are included in the graduation measures. When a school does not have data for a measure, the measures for which the school does have data are expanded so that the total number of points a school can earn is always 100.



Part 2: DSRA Process Overview

DSRA: LEA 360 Survey

To gather information from a wide range of staff and community education partners, every LEA will complete an LEA 360 Survey. The survey will include questions for Superintendents, LEA leaders, school leaders, and instructional staff aligned with the NMPED PSB Domains. The process and timeline for completing the survey are as follows-

1. Information for completing the LEA 360 Survey will be shared with LEAs during an introductory school improvement informational meeting in the Summer of 2023.
2. After the informational meeting, an email invitation with directions for completing the survey will be sent to the Superintendent or LEA leader.
3. The LEA leader will complete the LEA self-assessment.
4. The LEA leader or a designee will invite LEA raters to complete the survey via email. Raters must include the following -
 - 1) LEA team members (Core team members who have direct knowledge of the systems of support for schools in the LEA. For small LEAs, this may include everyone in the LEA office. In large LEAs, the LEA may choose to include direct reports to the Superintendent or LEA leader, key LEA instructional staff, and principal supervisors)
 - 2) School leaders/principals (A minimum of ten unless the LEA has fewer than ten school leaders. In this case, ALL school leaders should be invited to participate)
 - 3) Teachers/Instructional Staff/Support Staff (A minimum of twenty. For LEAs with less than twenty, all staff should be invited to participate.)
 - 4) Note: for any rater category with less than three raters, the LEA 360 Survey will not generate ratings. This is intentional to ensure the anonymity of responses. For example, if the LEA only has two LEA team members completing the survey, their results will not be aggregated in the final report.
5. Survey questions for each respondent can be found in Appendix B.
6. The self-assessment and all ratings should be completed before the DSRA site visit.
7. Survey results will be aggregated and included in the LEA's final summary.

DSRA: Planning the Visit

Prior to the LEA visit, the DSRA team leader will contact the LEA leader or LEA designee to -

1. Confirm the date(s) and time(s) of the visit.
2. Share the DRSA protocol.
3. Determine the focus area of the interviews (Based on the LEA type, grade levels, school type(s), school improvement designation(s), and identified NM Vistas Indicators of LEA school(s) identified for improvement).
4. Work with the LEA leader or designee to define the site visit schedule parameters. This will include determining start/stop times, who will be interviewed, interview times and locations, etc. Once parameters are defined, the DSRA team leader will finalize the draft site visit schedule and submit it to the LEA for review and final approval. The final schedule should be completed at least five days before the visit. (See sample site visit schedule Appendix D)
5. During the initial planning call, the DSRA team leader may request documents to inform and prepare the DSRA team. Below is a list of documents and data the LEA may be asked to provide before the site visit.
 - LEA Vision and Mission documents.
 - Copies of identified school(s) 90-Day and Annual plans (even if draft form)
 - LEA and identified school(s) student enrollment and demographic information for the past 3 years.
 - LEA and identified school(s) student performance and growth data.
 - LEA and identified school(s) graduation rates, attendance, and discipline data.
 - LEA professional development calendar for the current and past school year.



DSRA: Conducting the Visit

The DSRA team will conduct interviews and focus groups with key staff and education partners. The themes uncovered in these interviews will support the DSRA team and LEA leaders with -

1. Identifying strengths and promising practices already established by the LEA.
2. Identifying possible improvement areas for the LEA directly related to their identified school's(s') five NMPED PSB Domains and the NM Vistas Indicators.
3. Identifying areas of focus or priorities for future school transformation initiatives.

Interviews and focus groups will be scheduled for 60-90 minutes. They will be guided by an interview protocol that includes questions aligned to the NMPED PSB Domains and the NM Vistas Indicators. During the visit, the DSRA team members will ask questions related to each domain. However, intentional emphasis will be placed on the areas within each domain most aligned with the LEA's school's identified support and improvement area(s).

Team members will conduct interviews and focus groups with the following individuals:

- **Superintendent or LEA Leader:** Three interactions. One planning visit via phone or Zoom before the visit (30 minutes). A structured interview at the start of the visit (60-90 minutes). A short debrief after the visit to clarify the information collected and share preliminary findings (30-45 minutes).
- **Assistants or Deputy Superintendents:** Individual interviews (60 minutes) to gather information related to the five domains, LEA successes, challenges, the support provided, and potential support required.
- **Principal Supervisor(s):** Individual interviews (60 minutes) to gather information related to the five domains, LEA successes, challenges, supports provided, and support required.
- **LEA Instructional Leaders:** Individual interviews (60 minutes) to gather information related to the five domains, LEA successes, challenges, the support provided, and potential support required.
- **School Board Member:** Individual interview (45 minutes) to gather information related to the five domains, LEA successes, and challenges.
- **Principals or School Leaders:** A focus group of 3-5 principals in schools not designated for improvement (60 minutes) to gather information related to the five domains, LEA successes, challenges, the support provided, and potential support required. For smaller LEAs, with fewer than three school leaders, the DSRA team leader will determine if a school leader focus group is needed.
- **Teachers:** A focus group of 4-5 teachers (60 minutes) to gather information related to the five domains, LEA successes, challenges, the support provided, and potential support required. For smaller LEAs with fewer than three campuses, the DSRA team leader will determine if a teacher focus group is needed.
- **Parents:** A focus group of 3-5 parents (60 minutes) who represent the diversity of schools in the LEA (e.g., special education students, English Learners, students most at risk, and advanced/honors students). The DSRA team leader will collaborate with the LEA leader or designee to determine if the focus group is viable. If so, the LEA leader or designee will choose and invite parents to participate.

DSRA: After the Visit

Upon completion of the visit, the DSRA team will convene to examine themes uncovered during interviews and focus groups and compose a summary of findings for the LEA or charter leader. The summary will provide the LEA with a description of findings and patterns identified in the evidence collected, interviews, and focus groups. The content of the summary will be determined based on the specific domains that address the LEA's unique strengths, opportunities for growth, and the identified school's/schools' NM Vistas Indicators. A draft will be shared with LEA or charter leader for final feedback, and then the final summary will be submitted to the NMPED.

The DSRA Site Visit Summary will have three objectives.

1. **Help the LEA identify existing promising practices within the five NMPED PSB Domains** aligned with the LEA's identified school's/schools' NM Vistas Indicators. While many feel school transformation is about fixing problems, there are times when improvement comes from maximizing strengths. These strengths will be shared in the DSRA Summary.
2. Articulate key aspects of the five domains that will likely lead to accelerated improvement. The team and LEA or charter leaders will **co-identify practices, systems, and structures within the five domains to help the LEA narrow its focus, energy, and resource allocation and to accelerate transformation in identified schools.**
3. **Co-identify the LEA's next steps** and support provided/required for rapid transformation.

The NMPED PSB will use themes identified in school summaries to provide targeted support and to design professional learning opportunities for schools across the state.

Site Visit Summary Report Process

1. The DSRA team leader will gather all notes and key evidence collected by the team during the DSRA visits. All information will be provided to the summary report writer, who may or may not be the DSRA team leader or a member of the DSRA team.
2. The summary report writer will develop a draft report documenting the findings and DSRA team suggestions and send it to all DSRA team members for review and feedback.
3. DSRA team members will review the summary, provide comments if needed, and return it to the writer for finalization.
4. The final draft report will be sent to the DSRA team leader to share with the LEA leader. The LEA leader will review the draft, share feedback, or question discrepancies and return it to the DSRA team leader.
5. The DSRA team leader will make agreed-upon edits and send the final summary to the LEA leader and NMPED.

Part 3: Appendix

Appendix A: DSRA Site Visit Guiding Questions

The DSRA team will determine specific questions for each LEA based on the LEA's vision and mission, school support designations, NM Vistas Indicators, and other relevant information collected before the site visit.

Note: **Domain 1: Culture and Equity**, will have isolated questions in the site visit question protocol. However, PSB unequivocally believes equity must be considered and embedded throughout every system and structure within the LEA and school.

Domain 1: Culture and Equity

To what degree has the LEA established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?

- 1.1: How would you describe the climate and culture of the LEA? What would you contribute this to?
- 1.2: How does the LEA support schools with student discipline and ensure they provide a safe and nurturing learning environment?
- 1.3: How does your LEA define equity?
- 1.4: How does the LEA support schools with creating the systems and processes necessary to ensure all students and staff have an opportunity to reach their full potential?

Domain 2: Leadership

To what degree does the LEA support the school(s) leadership with establishing, communicating, supporting, and monitoring school-wide improvement priorities?

- 2.1: In your own words, what is the vision and mission of the LEA? Its purpose?
- 2.2: Why do you think the LEA school(s) is/are in improvement status?
- 2.3: How does the LEA support schools in developing NMDASH Annual and 90-Day Plans?
- 2.4: How does the LEA support school leaders with establishing, communicating, supporting, and monitoring school-wide improvement priorities?
- 2.5: How does the LEA ensure schools have established the requisite systems and structures for teachers and students to succeed? How are they monitored?
- 2.6: How does the LEA promote and encourage education partner engagement?

2.7: What has the LEA done to increase student attendance and reduce chronic absenteeism?

2.8: Describe the LEA's process for monitoring and verifying student graduation rates and outcomes. What is the LEA doing to increase graduation rates?

Domain 3: Instructional Infrastructure

To what degree does the LEA support the school(s) with ensuring instructional infrastructure is in place, understood, and utilized by school leaders and teachers?

3.1: Does the LEA provide every school with a comprehensive curriculum that includes unpacked NM content standards, curriculum maps, suggested pacing guides, and aligned materials and resources?

3.2: Does the LEA have a consistent instructional framework for all schools, or does each create its own? For example, are there LEA lesson planning and instructional delivery frameworks?

3.3: How does the LEA monitor teaching, learning, and goal attainment throughout the school year?

3.4: Describe the LEA assessment strategy.

3.5: Does the LEA have a data system that can be accessed by school leaders, teachers, parents, and students? What are the expectations for using the system?

3.6: How does the LEA support schools in establishing the conditions for successful collaboration structures (PLC)?

3.7: How does the LEA address the learning needs and support the growth of English Learners (EL)?

3.8: How does the LEA address the learning needs and support the growth of Students with Disabilities (SWD)?

Domain 4: Talent Management

To what degree does the LEA ensure effective school leaders and teachers are hired, retained, developed, and leveraged to improve student outcomes?

4.1: What structures or systems are in place for the LEA to recruit and hire effective school leaders? Teachers?

4.2: What percentage of the LEA's teachers are TESOL certified? How are you working to increase the number of certified teachers?

4.3: Describe the structures in place to share feedback with school leaders about their performance and help them develop their practice.

4.4: How does the LEA determine professional learning needs for school leaders? Teachers?

4.5: Describe the last one or two LEA-provided professional learning opportunities for school leaders and/or teachers.

4.6: Does the LEA have instructional coaches in schools? If so, describe how the LEA supports instructional coaches.

4.7: To what degree do end-of-year administrative evaluations align with school transformation and student outcomes?

4.8: How does the LEA utilize and leverage instructional leadership experience and expertise to improve learning conditions in schools in improvement?

Domain 5: Support & Accountability

To what degree does the LEA establish and communicate expectations, monitor progress, provide support, and hold staff accountable?

5.1: What does the LEA or board hold school leaders accountable for?

5.2: What does the LEA or school leader hold teachers accountable for?

5.3: What support does the LEA provide for the school leader? Teachers?

5.4: How often do LEA leaders visit the school? What is their usual purpose for visiting?

5.5: How often do LEA leaders visit the classrooms? What is their usual purpose for visiting?

5.6: Does the LEA require schools to set student performance goals? If so, describe the process. How are they monitored?

5.7: At what point are school leaders put on performance assistance plans? How many school leaders have been through the process in the last two years?



APPENDIX B: DSRA LEA 360 Survey Questions

Category and Question	Survey Respondent			
	Superintendent or LEA Leader	LEA Team Member	Principal/School Leader	Instructional/Support Staff
Culture & Equity				
Employees enjoy working for my LEA.	X	X	X	X
My LEA establishes a safe and secure teaching and learning environment at every school for ALL leaders, teachers, and students.	X	X	X	X
My LEA has established systems and structures that ensure every leader, teacher, and student have access to the resources and support they need to be successful.	X	X	X	X
My LEA provides systems and structures to address the social and emotional needs of ALL students.	X	X	X	X
My LEA provides systems and structures that effectively address student discipline needs.	X	X	X	X
Leadership				
My LEA has a compelling vision and mission and has established and communicated clear expectations for leaders, teachers, and students aligned with the vision and mission.	X	X	X	X

My LEA provides support and resources for developing, implementing, and monitoring NM DASH School 90-Day and Annual Plans.	X	X	X	X
My LEA leaders understand and prioritize instruction and work continuously to improve teaching and academic programs in all schools.	X	X	X	X
My LEA provides every school with the support and resources necessary to promote student attendance and reduce chronic absenteeism.	X	X	X	X
My LEA monitors student progress, provides appropriate support, and ensures every student is on track to graduate.	X	X	X	X
Instructional Infrastructure	Superintendent or LEA Leader	LEA Team Member	Principal/School Leader	Instructional/Support Staff
My LEA has systems and expectations for planning, delivering, and assessing instruction.	X	X	X	X
My LEA provides leaders and teachers with a comprehensive scope and sequence of K-12 learning objectives aligned with LEA, state, and national expectations.	X	X	X	X
My LEA has an assessment strategy that provides students, teachers, administrators, and families with the data and information they need to be successful.	X	X	X	X

My LEA provides teachers with the time, space, and structures required to analyze data, reflect on their practice, develop and share expertise, plan rigorous instruction, and create action plans to address student needs.	X	X	X	X
My LEA provides the appropriate support and resources to address the needs of English Learners.	X	X	X	X
My LEA provides the appropriate support and resources to address the needs of Students with Disabilities	X	X	X	X
Talent Management	Superintendent or LEA Leader	LEA Team Member	Principal/School Leader	Instructional/Support Staff
My LEA has a recruitment and hiring strategy that ensures every school has effective leaders and teachers.	X	X	X	X
My LEA provides professional learning activities aligned to data-driven LEA priorities, school performance challenges, and my individual needs.	X	X	X	X
My LEA ensures every school provides teachers and other instructional support staff with opportunities to develop their knowledge and skills through focused observations, feedback, mentoring, and coaching.	X	X	X	X

My LEA has high expectations for all students and does not accept excuses from leaders or teachers for poor student performance.	X	X	X	X
My LEA provides intensive support for struggling leaders and teachers when needed and is willing to remove those who do not make adequate growth.	X	X	X	X
Support & Accountability	Superintendent or LEA Leader	LEA Team Member	Principal/School Leader	Instructional/Support Staff
My LEA sets individualized, specific, and achievable performance goals for students, teachers, and school leaders and holds them accountable for achieving them.	X	X	X	X
My LEA aggressively monitors student, teacher, and school leader progress toward goal attainment.	X	X	X	X
My LEA has high expectations for all students, teachers, and school leaders and provides support to ensure expectations are met.	X	X	X	X
My LEA provides targeted and individualized support to school leaders, teachers, and instructional staff.	X	X	X	X
Members of my LEA team frequently visit the school to provide support to school leaders and teachers.	X	X	X	X

Additional open-ended questions:

1. What are one or two things your LEA does really well?
2. What are one or two things you would like to change about your LEA?

APPENDIX C: DSRA Team Members' Guidance, Roles, and Responsibilities

The DSRA team will consist of a diverse group of educators who will enter the process with an understanding that the DSRA may cause discomfort, frustration, anger, and anxiety for those identified for support. To proactively address these emotions, team members will include current and past educational leaders who possess extensive knowledge of school transformation, an understanding of the climate and culture of New Mexico schools, and specific insights into the communities these schools serve. The team will repeatedly communicate that the process is collaborative and forward-thinking without judgment. The DSRA team offers LEAs the following guidance as they initiate this support process:

1. Embrace the opportunity to reflect on the LEA's current reality and share a positive message with the LEA community.
 - a. The process is most productive when an LEA leader communicates a clear purpose of this opportunity with the schools and community through transparency and openness.
 - b. When the LEA leader encourages the LEA team to be thoughtful and reflective during interviews, the support of the DSRA will be authentic and provide useful guidance.
2. Create a space for honest conversations.
 - a. All interviews should be scheduled in the same office/campus so that everyone involved knows exactly where to go during their scheduled interview or focus group. Optimally, the location should be in a quiet space allowing for confidentiality.
 - b. Ensure that the site visit schedule minimally disrupts the regular day as much as possible.
3. Dialogue
 - a. When the draft summary is shared with the LEA leader, it is an opportunity to discuss the findings and recommendations. If the LEA leader has concerns, disagrees with, or doesn't fully understand the proposed recommendations, the leader and the DSRA team leader can dialogue and find agreement. The final summary may be revised before it is shared with NMPED.

DSRA Team Leader Responsibilities

Roles and responsibilities of the DSRA team leader include:

- Adhere to and enforce the DSRA Site Visit Team Code of Conduct (Appendix C).
- Coordinate all aspects of the LEA site visit.
- Serve as a liaison between the LEA, DSRA team, and NMPED PSB.
- Contact the LEA to confirm the site visit date(s) and times, draft the DSRA Site Visit Schedule (See example in Appendix D), and ensure a meeting space is available for the DSRA Team.
- Determine lunch options and share them with the DSRA team. The team should determine lunch plans before the visit and not disrupt the LEA staff for lunch options during any visit.
- Obtain LEA-specific pre-visit materials and evidence and share them with the DSRA team prior to the visit.
- Finalize the LEA site visit schedule and assign DSRA team Members to interviews. If time and logistics permit, assigning teams should be done collaboratively with the DSRA team.
- Facilitate and manage logistics for the site visit. This may include identifying lodging, pre- and post-visit meeting times and locations, travel plans to and from the school, etc.

- Facilitate all team meetings before, during, and after the LEA site visit.
- Collect and deliver all site visit notes and evidence to the summary report writer, who may or may not be the DSRA team leader or a member of the DSRA team.
- Oversee the summary report writing process.

DSRA Team Member Responsibilities

- Adhere to the DSRA Site Visit Team Code of Conduct (Appendix B).
- Maintain an open line of communication with the DSRA team leader and be responsive to requests.
- Review all LEA-related information prior to the visit and fully understand the DSRA Site Visit Protocol.
- Maintain electronic, organized, type-written notes that can be shared with the DSRA team leader and summary report writer.
- Engage and collaborate with the DSRA team and school members professionally, positively, and with a mindset of curiosity and support.
- Follow all timelines for submitting and reviewing notes, evidence, draft reports, etc.



DSRA Site Visit Team Code of Conduct

This Code of Conduct guides DSRA team members in fulfilling their assigned responsibilities and ensures LEAs are provided a site visit that is conducted with the utmost professionalism that honors the time and resources the LEAs are required to commit to this process. Each DSRA Team Member will be required to understand and fully commit to the following guidelines:

1. Set aside the appropriate amount of time required to prepare for each visit. This includes time to:
 - a. Meet with the DSRA team leader and team.
 - b. Review the LEA site visit schedule.
 - c. Co-identify protocol questions for interviewees and focus groups aligned to the LEA's school's(s) identified improvement needs.
 - d. Review all LEA data and evidence provided by the DSRA team leader and LEA.
 - e. Familiarize themselves with the LEA's vision, mission, and the community it serves.
2. Dress appropriately; business casual.
3. Arrive at the school on time and follow the schedule for the day. Inform the DSRA team leader or school immediately if emergencies arise.
4. Refrain from using cell phones during interviews and focus groups for any purpose other than emergencies.
5. Conduct the site visit without personal or professional bias and act accordingly, including disclosing any possible conflicts of interest, e.g., prior relationships with school staff, students, or families prior to the visit.
6. Ensure that all communications with the school are professional and respectful.
7. Maintain strict confidentiality. This applies to any information shared or reviewed prior to, during, or after the visit.
8. Avoid providing advice or solutions during interviews and focus groups. The DSRA team will convene at the close of the visit to determine common themes and identify possible opportunities and supports.
9. Refrain from offering consulting services or recommending vendors or products beyond educational research articles or books approved by the NMPED PSB. If LEAs ask for referrals or recommendations, refer them to the NMPED PSB Team.
10. Be objective. Base feedback on evidence, not opinions. Remember, the DSRA team listens for common themes, not one-off comments.
11. All findings and recommendations must be supported by explicit evidence and aligned with the NM Vistas Indicators and five NMPED PSB Domains.
12. When summarizing findings, do not share names or make any reference to individuals who may have shared or confirmed the information without their permission. All interviews and feedback are confidential and should remain anonymous.
13. Always be respectful when discussing the LEA with other DSRA team members. Do not criticize or disrespect the LEA or staff in any way.

APPENDIX D: DSRA Sample Site Visit Schedule

The DSRA may be conducted over the course of one or two days, depending upon the number of interviews required. The DSRA team will customize the following sample schedule to accommodate LEA needs.

Sample Site Visit Schedule Day 1		
Time	DSRA Team Member #1	DSRA Team Member #2
8:00 – 9:00 AM	Introductions and evidence review Location: Conference Room	
9:00 - 10:25 AM	Interview with LEA or Charter Leader Location: Main Office	
10:30 - 11:25 AM	Director of Instruction Location: Conference Room	Deputy Superintendent or Director Location: Board Room
11:30 - 12:25 PM	Chief Academic Officer Location: Conference Room	Assessment & Data Director Location: Board Room
12:30 – 1:10 PM	Lunch: mid-day meeting and DSRA Team debrief (consider any emerging themes) Location: Conference Room	
1:15 – 2:45 PM	Principal Focus Group Location: Conference Room	Parent Focus Group Location: Board Room
2:45 – 3:30 PM	Assistant Superintendent/Director - Secondary Education Location: Conference Room	
3:15 – 5:15 PM	Team debrief, evidence sorting, prepare summary (Off-Campus)	

Sample Site Visit Schedule Day 2		
Time	DSRA Team Member #1	DSRA Team Member #2
9:00 – 10:30 AM	Summary meeting with LEA or charter leader Location: Conference Room	

APPENDIX E: DSRA Principal/School Leader Focus Group

The DSRA team will determine specific questions for each focus group based on the vision and mission of the LEA, school support designations, and other relevant information provided before or during the LEA site visit.

What do you see as the LEA's strengths and opportunities for growth?

How would you describe the climate and culture in _____ (Insert LEA name)

In your own words, what is the vision and mission of the LEA? Its purpose?

What does the LEA hold you accountable for? How do they monitor progress?

How does the LEA support you as a School Leader?

How does the LEA support schools with attendance challenges?

How does the LEA monitor and support schools and students in meeting graduation requirements?

Are there LEA or contractual barriers that prevent your school from reaching its potential?

How does the LEA prioritize and support certain schools or student populations?

How effective is the process for identifying and addressing school leader or teacher underperformance?

Tell us about the LEA curriculum. Is it standards-based or resource-driven (textbooks, programs, etc.)?
How does the LEA monitor delivery of the curriculum? Effectiveness?

What is effective and ineffective about the LEA's strategy to support schools in building teacher understanding of standards and aptitude to plan for tier-one instruction?

Are curriculum mapping and pacing guides comprehensive and accessible? Do teachers understand how to leverage them to enhance instructional planning and delivery?

What LEA assessments is your school expected to administer? How do the LEA and school use the data generated from these assessments?

Do your school leaders and teachers know how to use data to drive instructional decisions? Describe the data-driven decision-making support provided by the LEA.

Does the LEA require schools to provide collaboration time for teachers? If so, or if the school has its own systems, describe the process.

Additional Questions:

APPENDIX F: DSRA School/Charter Board Member Meeting

The DSRA Team will determine specific questions for each focus group based on the vision and mission of the LEA, school support designations, and other relevant information provided before or during the LEA site visit.

What do you see as the LEA's strengths? Opportunities for growth?

Describe how the Board and LEA Leader interact. What are the roles and responsibilities of each?

What are the most critical issues the Board is facing currently? What keeps you up at night?

How does the Board monitor the progress of the school(s)? In what areas are you excelling? Where would you like to see improvement?

Why do you think your school(s) is/are in improvement status?

Does the Board have a plan to support schools in improvement status? If so, please describe.

Additional Questions:

*Allow at least 10 minutes for the Board Member to ask clarifying questions.

APPENDIX G: DSRA Final Summary Meeting

The DSRA team leaders will use this template to guide the final summary meeting with the LEA Leader.

Introduction – Thank you for your hospitality and the thoughtfulness that your team has provided. We want to use this time to share some preliminary reflections regarding the data and information we gathered.

Be sure to reiterate the purpose of the DSRA:

- Assist LEAs in identifying the overarching strengths and opportunities for improvement related to the NMPED PSB Domains and their school(s) identified for improvement.
- Provide LEA leaders with objective data and information to support or deepen their root cause analyses of student performance challenges related to specific NM Vistas Indicators in their identified schools.
- Co-identify the LEA's next steps and support provided/required for rapid transformation.

Promising Practices: (2-3 strength areas) – Identify promising practices and the evidence supporting the conclusion. *Take time to answer any questions and to discuss each area.*

Culture and Equity

To what degree has the LEA established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?

Promising Practices:

Evidence:

Leadership

To what degree does the LEA support the school(s) leadership with establishing, communicating, supporting, and monitoring school-wide improvement priorities?

Promising Practices:

Evidence:

Instructional Infrastructure

To what degree does the LEA support the school(s) with ensuring instructional infrastructure is in place, understood, and utilized by school leaders and teachers?

Promising Practices:

Evidence:

Talent Management

To what degree does the LEA ensure effective school leaders and teachers are hired, retained, developed, and leveraged to improve student outcomes?

Promising Practices:

Evidence:

Support and Accountability

To what degree does the LEA establish and communicate expectations, monitor progress, provide support, and hold staff accountable?

Promising Practices:

Evidence:

Opportunities: (3-4 opportunity areas) – Identify opportunity areas, the evidence supporting the conclusion, and potential next steps the school may take to address the opportunity. Take time to answer any questions and to discuss each area.

Culture and Equity

To what degree has the LEA established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?

Promising Practices:

Evidence:

Potential Next Steps:

Leadership

To what degree does the LEA support the school(s) leadership with establishing, communicating, supporting, and monitoring school-wide improvement priorities?

Promising Practices:

Evidence:

Potential Next Steps:

Instructional Infrastructure

To what degree does the LEA support the school(s) with ensuring instructional infrastructure is in place, understood, and utilized by school leaders and teachers?

Promising Practices:

Evidence:

Potential Next Steps:

Talent Management

To what degree does the LEA ensure effective school leaders and teachers are hired, retained, developed, and leveraged to improve student outcomes?

Promising Practices:

Evidence:

Potential Next Steps:

Support and Accountability

To what degree does the LEA establish and communicate expectations, monitor progress, provide support, and hold staff accountable?

Promising Practices:

Evidence:

Potential Next Steps:

APPENDIX H: DSRA Site Visit Summary Report Template

Each LEA will receive a summary report using the template below. The template includes all five domains. However, the specific domains included in each LEA Summary Report will be identified based on the LEA's school support designations, NM Vistas Indicators, and information gathered during site visit interviews, focus groups, and evidence review.

District Support and Readiness Assessment Summary Report

School:	LEA:
School Leader:	LEA Leader:
DSRA Team Leader:	Date:
LEA Description	
DOMAIN 1: CULTURE & EQUITY <i>To what degree has the LEA established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?</i>	
Promising Practices:	
Opportunities for Growth:	
Potential Next Steps:	
DOMAIN 2: LEADERSHIP <i>To what degree does the LEA support the school(s) leadership with establishing, communicating, supporting, and monitoring school-wide improvement priorities?</i>	
Promising Practices:	
Opportunities for Growth:	
Potential Next Steps:	
DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE <i>To what degree does the LEA support the school(s) with ensuring instructional infrastructure is in place, understood, and utilized by school leaders and teachers?</i>	
Promising Practices:	
Opportunities for Growth:	
Potential Next Steps:	

DOMAIN 4: TALENT MANAGEMENT

To what degree does the LEA ensure effective school leaders and teachers are hired, retained, developed, and leveraged to improve student outcomes?

Promising Practices:

Opportunities for Growth:

Potential Next Steps:

DOMAIN 5: SUPPORT & ACCOUNTABILITY

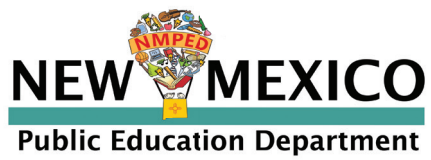
To what degree does the LEA establish and communicate expectations, monitor progress, provide support, and hold staff accountable?

Promising Practices:

Opportunities for Growth:

Potential Next Steps:

LEA Site Visit Participants	DSRA Team Members



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