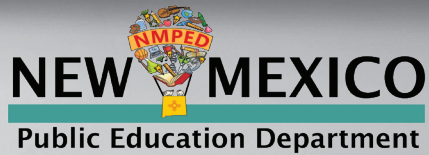


# School Support and Readiness Assessment Protocol (SSRA)



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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Updated February 2024

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# Part 1: Introduction

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

***W. Edwards Deming***

The School Support and Readiness Assessment (SSRA) 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 the school's performance challenges while identifying and celebrating strengths and promising practices already in place. The SSRA intends to support school leaders in forward movement, not to judge or demoralize them for their current performance.

The School Support and Readiness Assessment (SSRA) 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 SSRA 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.



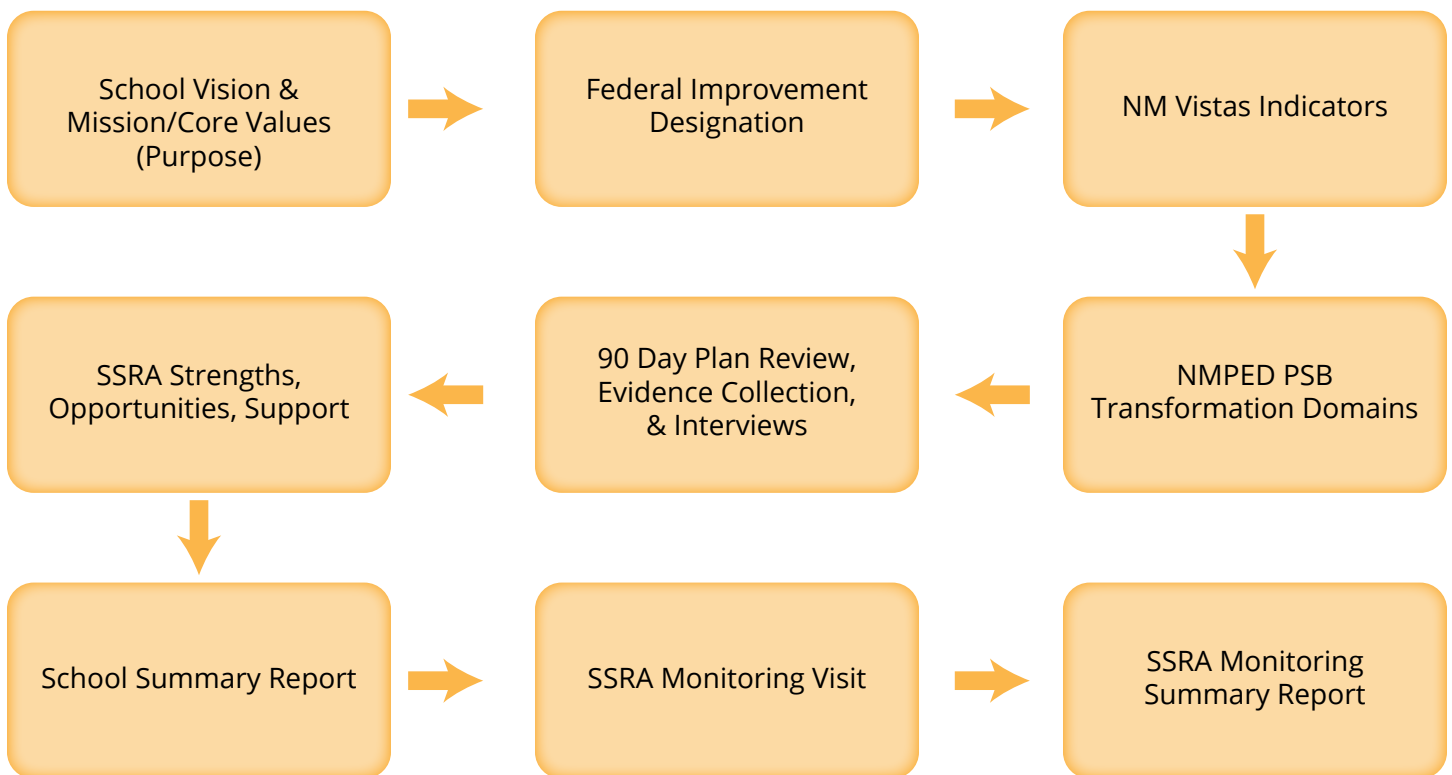
## The Process

**Step One:** The SSRA process begins by understanding the vision and mission of the school, its state improvement designation, and associated NM Vistas indicators. This information is gathered through an interview with the school leader and a School 360 Survey.

**Step Two:** Next, through the lens of the NMPED Priority Schools Bureau (PSB) Transformation Domains, the SSRA team reviews the school's Annual Plan or 90-Day Plan, conducts evidence reviews, interviews, and focus groups, designed to uncover and co-determine with school leaders and education partners the possible root cause(s) of the school's performance challenges.

**Step Three:** Upon completion of the visit, the SSRA Team will convene to examine themes uncovered during interviews and focus groups and compose a summary of findings for school and LEA leaders that will be posted to the NM PED ESSA Webpage.

**Step Four:** The team conduct's an SSRA monitoring visit to assess the school's progress toward identified school improvement goals, review the NM DASH Annual and 90-day plan progress, gather feedback on support provided this school year, and co-identify the next steps for the 2024-25 school year.





## NMPED PSB Domains

The SSRA 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 SSRA team will use to guide the school 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 has the school established 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 school leadership establish, communicate, support, and monitor school-wide 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 is the school's instructional infrastructure 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 school ensure effective teachers are hired, retained, developed, and leveraged 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 do school leaders establish and communicate expectations, monitor progress, provide support, and hold 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 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
<b>1. Academic Achievement Indicators</b>		
Math Proficiency	20	15
Reading Proficiency	20	15
<b>2. Academic Progress Indicators</b>		
Math Improvement	15	10
Reading Improvement	15	10
<b>3. English Language Proficiency Indicators</b>		
English Learner Progress	10	10
<b>4. School Quality/Student Success Indicators</b>		
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
<b>5. Graduation Rate Indicators</b>		
4-Year Graduation Rate	N/A	7
5-Year Graduation Rate	N/A	5
6-Year Graduation Rate	N/A	3
<b>Total Points</b>	<b>100</b>	<b>100</b>



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: SSRA Visit Overview

## SSRA: School 360 Survey

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

1. Information for completing the survey will be shared with schools identified for improvement 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 school leader.
3. The school leader will complete the school self-assessment.
4. The school leader will invite school-level raters to complete the survey via email. Raters will include
  - 1) School administrators (all)
  - 2) School leadership team members (all)
  - 3) Instructional staff – teachers, paraprofessionals, assistants, instructional coaches, etc. (all)
  - 4) Specialized support staff - counselors, social workers, psychologists, office staff, etc. (all)
  - 5) Parents (minimum of ten)
  - 6) Students (minimum of ten) \*middle and high schools only
5. Survey questions for each respondent can be found in Appendix B.
6. The self-assessment and all ratings should be completed before the SSRA site visit.
7. Survey results will be aggregated and included in the school's final summary.

## SSRA: Planning the Visit

At a minimum of ten days before the school visit, the SSRA Team Leader will contact the school leader or designee to -

1. Confirm the date(s) and time(s) of the visit.
2. Share the SSRA protocol.
3. Determine the focus area of the interviews. (Based on school type, grade levels served, school improvement designation, and NM Vistas Indicators).
4. Work with the school to define the site visit schedule parameters. This will include determining start/stop times, who will be interviewed, interview times and locations, classroom observations, etc. Once parameters are defined, the SSRA team leader will finalize the draft site visit schedule and submit it to the school for review and approval. For online schools, the team leader will work with the school leader or designee to plan a virtual visit to also include; determining the video conferencing platform and mechanics of scheduling and conducting virtual interviews. The final schedule should be completed at least five days before the visit. (See sample site visit schedule Appendix D & E)
5. During the initial planning call, the SSRA Team Leaders will request documents to inform and prepare the SSRA Team. Below is a list of required documents and data and possible optional documents the school may be asked to provide before the site visit.
  - Required Documents
    - ✓ A copy of the school Annual Plan and 90-day plan (even if in draft form)
    - ✓ Description of the school
    - ✓ Performance data related to the school's NM Vistas Designation
    - ✓ School map
    - ✓ MLSS Self-Assessment
  - Optional
    - ✓ Student enrollment and demographic information for the past three years
    - ✓ Student performance and growth data
    - ✓ Indicators of student engagement, including graduation rates, attendance, and discipline referrals
    - ✓ Master schedule for all staff, including periods/times teaching and room numbers
    - ✓ School bell schedule
    - ✓ Professional development calendar for the current and past school year
    - ✓ Minutes and agendas from previous collaboration meetings (can be the previous year)
    - ✓ Classroom observation form or template
    - ✓ Portrait of a Graduate (High Schools)
  - Online Schools Only
    - ✓ Protocols for evaluating the effectiveness of online teachers
    - ✓ A description of the curriculum and delivery platform
    - ✓ The process to access online course curriculum for review purposes
6. To prepare for the site visit, the school may want to collect, review, and have the following information and documents available. The school should not prepare a formal presentation. However, having this information readily available may help the SSRA team uncover additional strengths and opportunities.
  - Culture and Equity
    - ✓ Behavior and attendance data
    - ✓ Education partner climate and culture surveys
    - ✓ Evidence of school community relationships/engagement

- ✓ Disaggregated student outcomes
- ✓ Examples of social and emotional support programs and interventions
- Leadership
  - ✓ School's mission and vision documents
  - ✓ Leadership team agendas and notes
  - ✓ Portrait of a Graduate
  - ✓ Parent and education partner engagement data
- Instructional Infrastructure
  - ✓ Examples of curriculum, instructional priorities, lesson plans, reteach plans, etc.
  - ✓ Examples of interim, summative, and formative assessments
  - ✓ Data meeting or Collaboration/PLC protocols and notes
- Talent Management
  - ✓ Staff roster, including grade levels and subject areas taught, number of years of teaching experience, and number of years teaching at the school
  - ✓ Teacher retention data and other data related to staff satisfaction
  - ✓ Onboarding procedure and plan
  - ✓ Professional learning calendar for the present and past school year
- Support and Accountability
  - ✓ School goal-setting protocols and current/past goals
  - ✓ Evidence of 90-Day Plan monitoring and adjustment
  - ✓ Observation and feedback coaching cycle data
  - ✓ Teacher support plans
  - ✓ Technology usage data and access logs (online schools only)
  - ✓ Technology integration plans (online schools only)

## SSRA: Conducting the Visit

The SSRA Team will conduct interviews and focus groups with key staff and education partners and visit classrooms. For online schools, the SSRA visit and classroom observation(s) will take place virtually. The themes uncovered in these interviews and observations will support the SSRA team and school leaders with -

1. Identifying strengths and promising practices already established in the school.
2. Identifying possible improvement areas directly related to the five NMPED PSB Domains and NM Vistas Indicators.
3. Identifying next steps for school transformation.

Interviews and focus groups will be scheduled for 60-90 minutes. They will be guided by an interview protocol with questions aligned to NMPED PSB Domains and the NM Vistas Indicators. During the visit, the SSRA 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 school's identified improvement area(s).

Team members may request to conduct interviews and focus groups with the following individuals:

- **Principal, School Leader, or Designee:** Three interactions. One planning meeting via phone or Zoom before the visit (30 minutes). A structured interview at the start of the visit (60-90 minutes). A debrief after the visit to clarify information collected and share preliminary findings (30-45 minutes).

- **Assistant Principals, Instructional Coaches, Technology Administrators, and Leadership Team Members:** Individual interviews (60 minutes) to gather information on the five domains, school successes, challenges, and support required.
- **Specialists:** A focus group with specialists (90 minutes). This would include staff who play a significant role in meeting the needs of struggling student groups, such as the school's special education director, EL coordinator, curriculum coordinators, guidance counselors, online learning staff, and other relevant staff.
- **Teachers:** A focus group of four to six teachers (90 minutes) with teaching experience reflecting a range of content areas, grade levels, and student groups served by the school.
- **Parents:** A focus group of three to four parents (60 minutes) who represent the diversity and grade levels in the school (e.g., special education students, English Learners, students most at risk, and advanced/honors students). The SSRA team leader will collaborate with the school leader or designee to determine if the focus group is viable. If so, the school leader or designee will choose and invite parents to participate. When needed, the school should also arrange for interpreters.
- **Students:** Middle and high school only. A focus group of six to eight students (60 minutes) who represent the diversity and grade levels in the school. (e.g., special education students, English Learners, students most at risk, and advanced/honors students). The SSRA leader will collaborate with the school leader or designee to determine if the focus group is viable. If so, the school leader or designee will identify students who will participate and a school staff member who can supervise.

## Classroom Observations

The SSRA team may observe classrooms during the site visit. Classroom observations will be guided by the observation templates included in Appendices H and I. If the school or LEA has an observation template, we would recommend providing the SSRA team leader a copy of the form before the site visit.

If the SSRA Team requests classroom observations, the school leader or designee should choose a diverse sampling of classrooms that reflect a range of teacher experience, subject areas, grade levels, course types, and special classes, programs, or services offered by the school.

Depending on the time allotted for the site visit and the size of the school and the SSRA team, classroom observations will be scheduled for 20-30 minutes for planned observations and 5-15 minutes for random observations or walkthroughs.

If the school provides synchronous classes for students, and these classes occur during the virtual site visit, members of the team will coordinate with the school leader or designee to plan observations. If classes are not available for observation, the SSRA team leader may ask about the availability of recorded classes. If such classes are available, the SSRA team may use the Classroom Observation Protocol to observe at least one class in a core content area. Observations will be guided by the observation template included in Appendix I)

During the observation, teachers should not deviate from typical classroom planning and delivery of instruction. SSRA observers may walk around the classroom and view student work but will not interact with the teacher or ask questions.

The purpose of the SSRA site visit is to identify themes within the five NMPED PSB Domains. Therefore, SSRA team members will NOT provide feedback to teachers or share individual teacher observations with the school leader or any other school or LEA member.

## SSRA: After the Visit

Upon completion of the visit, the SSRA team will convene to examine themes uncovered during interviews and focus groups and compose a summary of findings for school and LEA leaders. The summary will provide the school with a description of noticings and patterns identified in the evidence collected, interviews, focus groups, classroom visits, and survey responses. The content of the summary will be determined based on the specific domains that address each school's unique strengths, areas for improvement, and NM Vistas Indicators. A draft will be shared with LEA and school leaders for final feedback, and then the final summary will be submitted to the NMPED.

The SSRA Site Visit Summary will have three objectives.

1. Help each school identify existing promising practices within the five NMPED PSB Domains aligned with the school's identified NM Vistas Indicators. While school transformation is about addressing challenges, improvement must also come from maximizing strengths. These strengths will be shared in the SSRA Summary.
2. Articulate key aspects of the five domains that will likely lead to accelerated school improvement. The team and school leaders will co-identify practices, systems, and structures within the five domains to help the school narrow its focus, energy, and resource allocation to accelerate transformation.
3. Co-identify the school's next steps and support provided/required for rapid transformation.

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

### Site Visit Summary Report Process

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



# Part 3: SSRA Monitoring Visit Overview

## Monitoring Visit Process Overview

### SSRA Visits – Year 1 (SY 2023-2024)

1. **School Support and Readiness Assessment (SSRA) Visit.** The SSRA begins by understanding the vision and mission of the school, its state improvement designation, and associated NM Vistas Indicator(s). Through the lens of the NMPED Priority Schools Bureau (NM PSB) Transformation Domains, the SSRA team reviews the school's Annual and 90-day Plans. Afterward, the team conducts document reviews, interviews, and focus groups to uncover and co-determine with the school leader the possible root cause(s) of the school's performance challenges. All findings will be shared with the school, LEA, NM PED, and the public once posted on the NM PED ESSA Website.
2. **School Support and Readiness Assessment (SSRA) Monitoring Visit.** At the end of year one, each school will receive an SSRA Monitoring Visit to assess progress toward identified school improvement goals. The monitoring team will review the school's SSRA Report and Annual and 90-day Plans, analyze relevant school-wide data, and interview school leaders and their leadership team members when appropriate. All findings will be shared with the school, LEA, NM PED, and the public once posted on the NM PED ESSA Website.

### SITM Visits – Years 2 & 3 (SY 2024-2025 & SY 2025-2025)

1. **School Improvement and Transformation Monitoring-Beginning of Year Visit.** All CSI and MRI schools will receive an initial implementation assessment, data review, and goal-setting and monitoring visit at the beginning of years two and three. The purpose of this visit is to assess the development and initial implementation of the school's Annual and 90-day plans and targeted school improvement strategies, review 3-year data trends, and identify the baseline data and metrics that will be used to monitor progress toward the achievement of school improvement goals. All findings will be shared with the school, LEA, NM PED, and the public once posted on the NM PED ESSA Website.

*Schools with incomplete Annual and 90-day plans or those making insufficient progress based on their state and self-identified district and school data may receive additional support and monitoring, including 90-day plan support, additional staff and stakeholder interviews, and targeted support and monitoring beyond the School Improvement and Transformation Monitoring process.*

2. **School Improvement and Transformation Monitoring Visits-Middle of Year and End of Year.** All MRI and CSI schools will receive MOY and EOY monitoring visits in years two and three of improvement. These visits will assess progress toward identified school improvement goals and provide district and school leaders with information they can use to make data-informed decisions and course corrections if needed. Additionally, information gathered during these visits will inform the school's Annual and 90-day planning, professional development opportunities, and resource allocation for current and subsequent years. All findings will be shared with the school, LEA, NM PED, and the public once posted on the NM PED ESSA Website.

Each SSRA Monitoring visit will consist of three phases through which the SSRA Team Leader will support the school:

- **Phase 1: Planning the Visit.** Scheduling, preparation, and preliminary document and data collection and review.
- **Phase 2: Conducting the Visit.** Interviews and evidence review.
- **Phase 3: After the Visit.** Debrief and reporting.

The following sections provide an overview of the components of each phase. Additional information and support documents can be found in Appendices K - M.

## Planning the Visit

The SSRA Team Leader will meet virtually or by phone with the principal or their designee before the visit to answer questions and ensure all necessary documentation and information is ready and available when the SSRA Team arrives. These introductory meetings will ensure the school is prepared for the visit and allow school leaders to share the school's purpose, mission, and other relevant information with the Team Leader. At a minimum of ten days before the school visit, the SSRA Team Leader will contact the school leader or a designee to –

1. Confirm the date and time of the monitoring visit.
2. Share the SSRA protocol and answer questions.
3. Verify that the Team Leader can access the school's most recent Annual and 90-day plans.
4. Define the site visit schedule parameters to include the determination of start/stop times, interview and work locations, and school leadership or core team members participating in the visit. For online schools, the SSRA Team Leader will work with the school leader or designee to plan a virtual visit, including determining the video conferencing platform and mechanics of collecting and sharing data. Once parameters are defined, the Team Leader will finalize the draft site visit schedule and submit it to the school leader or designee for final review. (See sample monitoring visit schedule Appendix L)
5. Request documents and data to inform and prepare the SSRA Team. The SSRA Team Leader will work with the school Leader to identify the evidence and data the school must provide during the SSRA Visit. Below is a list of evidence and data schools should be prepared to share with the SSRA Team before the visit.
  - ✓ A copy of the school's most recent annual and 90-day plans.
  - ✓ Root cause analyses or needs assessments completed by the School Core Team to prepare for the 2024-25 school year.
  - ✓ Data or evidence of progress toward school improvement goals identified in the SSRA Site Visit.
  - ✓ A description of the school's goal setting and data collection, analysis, and action step process or the 2023-24 school year.
  - ✓ Examples of school data utilized to assess progress toward goals. For example, data demonstrating progress toward improving graduation rates, attendance, discipline, and student achievement. See examples below. (Schools are not required to provide all data sets listed below. These are examples schools may want to use to demonstrate growth or improvement)

### CSI/MRI Graduation - High schools

- ✓ 4-year Cohort Graduation Rate
- ✓ 5-year Graduation Rate
- ✓ 6-year Graduation Rate
- ✓ Dropout Rate

- ✓ Stanford Achievement Test School Day (SAT School Day)
- ✓ Assessment of Science Readiness (ASR)
- ✓ Student Retention
- ✓ Student Attendance
- ✓ Discipline Referrals
- ✓ In-School Suspensions
- ✓ Out-of-School Suspensions
- ✓ Expulsions
- ✓ Alternative School Placements
- ✓ Students Off-Track for Graduation
- ✓ Students Enrolled in AP Courses
- ✓ Students Enrolled in CTE Courses
- ✓ Students Earning D/F in English Language Arts, Mathematics, Science, and Social Studies

CSI/MRI Student Performance - Elementary, Middle, Intermediate, and High Schools (Data sets will vary by school type, grade levels, and NM Vistas Designation)

- ✓ Graduation
- ✓ Stanford Achievement Test School Day (SAT School Day)
- ✓ Assessment of Science and Readiness (ASR)
- ✓ Measures of Student Success and Achievement (MMSA)
- ✓ IMMSA Interim – School-level & NM Vistas Designation(s)
- ✓ iStation - School-level & NM Vistas Designation(s)
- ✓ i-Ready - School-level & NM Vistas Designation(s)
- ✓ Dynamic Learning Maps (DLM) – Schools designated for SWD
- ✓ Student Attendance - Schoolwide & NM Vistas Designation(s)
- ✓ Teacher Attendance
- ✓ Discipline – In-school, out-of-school, expulsions, alternative referrals
- ✓ LEA or School Identified achievement and monitoring data - School-level & NM Vistas Designation(s)

## Conducting the Visit

The SSRA Monitoring visit will begin with an interview with the school leader and the school leadership or core team to review data and gather relevant information on implementing the School's Annual or 90-day Plans and progress toward school improvement and transformation goals identified in the school's SSRA Summary Report. The team will also review school-level data, gather feedback on support provided this school year.

After the initial interview, the SSRA Team will convene to review the data and evidence shared by the school, compose follow-up or clarifying questions, and identify areas of strength and potential opportunities for improvement.

The team will close the visit with a debrief with the school leader. During the debrief, the SSRA Team will pose follow-up and clarifying questions, share findings with the school leader, and document the school leader's intended next steps.

## After the Visit

Upon completion of the visit, the SSRA Team Leader will draft a summary of the team's observations and findings and the school leader's self-identified next steps. The summary will provide the LEA and school with an external review of their initial implementation of school improvement strategies and feedback on the

school's baseline data and goal identification.

The SSRA Monitoring Visit Summaries will have three objectives.

1. Document the school's current implementation of its Annual and 90-day Plans and progress toward identified school improvement goals related to its NM Vistas Designation.
2. Document the school's next steps and potential support required for rapid transformation.
3. Provide an external review of the school's progress to be used by the LEA and school to make data-informed decisions and course corrections if necessary.

The New Mexico Public Education Department Priority Schools Bureau (NMPED PSB) will use trends identified in SSRA Monitoring summaries to determine and provide targeted support and design professional learning opportunities for schools state-wide.

#### SSRA Monitoring Summary Report Process

1. The SSRA Team Leader will gather all notes and key evidence collected by the team during the SSRA visit and share them with the summary writer.
2. The summary writer and Team Lead will work together to develop a draft report documenting the findings, progress, and next steps collected by the SSRA Team.
3. The final summary will be sent to the LEA and school leader for review. If adjustments are needed, the Team Leader will make additional edits.
4. The SSRA Team Leader will submit the final summary to the LEA, school leader, and NMPED to be posted on the NMPED ESSA Website.

# Part 4: Appendix

## Appendix A: SSRA Site Visit Guiding Questions

The SSRA team will determine specific questions from each domain for each school based on the school's vision and mission, improvement 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 school.

### Domain 1: Culture and Equity

*To what degree has the school 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 in this school?
- 1.2: How does your LEA or school define equity?
- 1.3: Can you provide examples of how the school ensures every student receives the academic and social-emotional support and resources they need to reach their full potential?
- 1.4: Describe the school's systems and processes for preparing teachers and staff to support all learners
- 1.5: Describe your school's approach to discipline and creating a safe and nurturing learning environment

#### Online Schools

- 1.6: Are online learning resources and platforms accessible to all students, including those with diverse learning needs and abilities? How does the school ensure that online learning is adapted to meet the autonomy levels and self-regulated learning capabilities of all students?
- 1.7: How is the online learning environment designed to foster a sense of community and presence among teachers and students?
- 1.8: Are there opportunities for virtual community engagement, and do stakeholders and families have positive perceptions of the school's online initiatives?

### Domain 2: Leadership

*To what degree does school leadership establish, communicate, support, and monitor school-wide priorities*

- 2.1: In your own words, what is the vision and mission of the school? Its purpose?
- 2.2: Why do you think your school is in improvement status?

## APPENDIX B: SSRA LEA 360 Survey Questions

Category and Question	Survey Respondent						
	Principal	Admin	Leader Team	Support	Teacher	Parent	Student
Overall, students, parents, and staff members enjoy attending and being a part of my school.	X	X	X	X	X	X	X
At my school, ALL students, staff, and family members are treated with respect and dignity, and the leaders and staff make every effort to meet student's individual learning and growth needs.	X	X	X	X	X	X	X
My school provides a safe and nurturing learning space for all students and staff.	X	X	X	X	X	X	X
My school has resources to support the social and emotional needs of every student.	X	X	X	X	X	X	X
My School has rules, procedures, and expectations for positive student behavior, and most students follow them.	X	X	X	X	X	X	X
Leadership	Principal	Admin	Leader Team	Support	Teacher	Parent	Student
My school communicates frequently with students, staff, parents, and community education partners.	X	X	X	X	X	X	
My school has a functioning leadership team that engages in strategic, structured, and shared decision-making.	X	X	X	X	X		



My school has systems and strategies that promote student attendance and punctuality.	X	X	X	X	X	X	X
My school monitors student progress, provides appropriate support, and ensures every student is on track to graduate.	X	X	X	X	X	X	X
My school's leaders understand instruction and work continuously to improve teaching and academic programs.	X	X	X	X	X		
My school provides families, education partners, and community members opportunities to volunteer and interact with school leaders and teachers.	X	X	X	X	X	X	
<b>Instructional Infrastructure</b>	<b>Principal</b>	<b>Admin</b>	<b>Leader Team</b>	<b>Support</b>	<b>Teacher</b>	<b>Parent</b>	<b>Student</b>
My school has systems and expectations for planning, delivering, and assessing instruction.	X	X	X	X	X		
My school provides teachers with a comprehensive scope and sequence of K-12 learning objectives aligned with LEA, state, and national expectations.	X	X	X	X	X		
My school administers assessments that provide students, teachers, administrators, and families with the data and information they need to be successful.	X	X	X	X	X	X	X

My school provides teachers with time, space, and processes 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	X		
My school provides extra help for students who need additional support with academics and social skills.	X	X	X	X	X	X	X
<b>Talent Management</b>	<b>Principal</b>	<b>Admin</b>	<b>Leader Team</b>	<b>Support</b>	<b>Teacher</b>	<b>Parent</b>	<b>Student</b>
My school provides appropriate support and resources to new hires, helping them understand and implement the school's practices, processes, and procedures.	X	X	X	X	X		
My school recognizes high-performing teachers and intentionally leverages their knowledge and talent to support others and achieve school goals.	X	X	X	X	X		
My school provides professional learning activities aligned to data-driven district priorities, school performance challenges, and my individual needs.	X	X	X	X	X		
My school provides teachers and other instructional support staff opportunities to develop their knowledge and skills through focused observations, feedback, mentoring, and coaching.	X	X	X	X	X		

My school has leaders and teachers who care about students and believe every student can learn.	X	X	X	X	X	X	X
<b>Support &amp; Accountability</b>	<b>Principal</b>	<b>Admin</b>	<b>Leader Team</b>	<b>Support</b>	<b>Teacher</b>	<b>Parent</b>	<b>Student</b>
My school sets individualized, specific, and achievable student performance goals for students, teachers, and school leaders.	X	X	X	X	X	X	X
My school aggressively monitors student and teacher progress toward goal attainment.	X	X	X	X	X	X	X
My school has high expectations for all students and teachers and provides support to ensure expectations are met.	X	X	X	X	X	X	X
My school provides targeted and individualized support to teachers and instructional staff.	X	X	X	X	X		
My school provides the support and resources necessary for ALL students to be successful.	X	X	X	X	X	X	X
My school has systems and resources for supporting, developing, or removing struggling teachers.	X	X	X	X	X		

**Additional open-ended questions:**

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

## **APPENDIX C: SSRA Team Members' Guidance, Roles, and Responsibilities**

The SSRA team will consist of a diverse group of educators who will enter the process with an understanding that the SSRA 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 SSRA Team offers schools the following guidance as they initiate this support process:

1. Embrace the opportunity to reflect on the school's current reality and share a positive message with the school community.
  - a. The process is most productive when a school leader communicates a clear purpose of this opportunity with the faculty and staff through transparency and openness.
  - b. When the school leader encourages the faculty and staff to be thoughtful and reflective on the surveys and during interviews, the support of the SSRA 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. In particular, finding a time that minimally impacts teachers and collaboration.
3. Dialogue
  - a. When the draft summary is shared with the LEA and school leader, this is an opportunity to discuss the findings and recommendations. If the school leader has concerns, disagrees with, or doesn't fully understand the proposed recommendations, the school leader and the SSRA Team Member can dialogue and find agreement. The final summary may be revised before it is shared with NMPED.

### **SSRA Team Leader Responsibilities**

Roles and responsibilities of the SSRA team leader include:

- Adhere to and enforce the SSRA Site Visit Team Code of Conduct (Appendix C).
- Coordinate all aspects of the school site visit.
- Serve as a liaison between the LEA, school, SSRA team, and PSB.
- Contact the school to confirm the site visit date(s) and times, draft the SSRA Site Visit Schedule (See example in Appendix D), and ensure a meeting space is available for the SSRA team.
- Determine lunch options and share them with the SSRA team. The team should determine lunch plans before the visit and not disrupt the school staff for lunch options during any visit.
- Obtain school-specific pre-visit materials and evidence, and share them with the SSRA team before the visit.
- Finalize the school site visit schedule and assign SSRA team members to interviews. If time and logistics permit, assigning team members should be done collaboratively with the SSRA 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 school site visit.
- Collect and deliver all site visit notes and evidence to the summary report writer, who may or may not be the SSRA team leader or a member of the SSRA team.
- Oversee the summary report writing process.

## **SSRA Team Member Responsibilities**

- Adhere to the SSRA Site Visit Team Code of Conduct (Appendix C).
- Maintain an open line of communication with the SSRA team leader and be responsive to requests.
- Review all school-related information before the visit and fully understand the SSRA Site Visit Protocol.
- Maintain electronic, organized, type-written notes to share with the SSRA team leader.
- Engage and collaborate with the SSRA 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.

## **SSRA Site Visit Team Code of Conduct**

This Code of Conduct guides SSRA team members in fulfilling their responsibilities and ensures that schools are provided a site visit conducted with the utmost professionalism that honors the time and resources required to commit to this process. Each SSRA team member must 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 SSRA team leader and team.
  - b. Review the school site visit schedule.
  - c. Co-identify protocol questions for interviewees and focus groups aligned to the school's identified support needs.
  - d. Review all school data and evidence provided by the SSRA team leader and school.
  - e. Familiarize themselves with the school'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 SSRA 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 before 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 before, during, or after the visit.

8. Avoid providing advice or solutions during interviews and focus groups. The SSRA 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 schools ask for referrals or recommendations, refer them to the NMPED PSB team.
10. Be objective. Base feedback on evidence, not opinions. Remember, the SSRA 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. Never criticize the work of a teacher or anyone else involved with the school during an observation or focus group.
14. Always be respectful when discussing the school with other SSRA team members. Do not criticize or disrespect the school or staff in any way.





## APPENDIX D: SSRA Sample Site Visit Schedule–Traditional Schools

To minimize disruptions in the school, the SSRA Site Visit will be conducted in one day in most instances. Before the visit, the SSRA Team Leader will work with the principal or a designee to create a site visit schedule. Below is an example of a site visit schedule with additional details and explanations. Please note that SSRA teams may include two to four team members, depending on the school size. The schedule below is a sample with three team members attending.

Sample Site Visit Schedule			
Time	SSRA Team Member #1	SSRA Team Member #2	SSRA Team Member #3
8:00 – 9:00 AM	Principal or Director Location: Office		
9:00 - 9:45 AM	Assistant Principal Location: Conference Room	Guidance Counselor Location: Room 103	School Specialists Focus Group Location: Room 210 (9:00 – 10:00 AM)
9:45 - 10:30 AM	Parent Focus Group Location Conference Room (9:45 – 10:45 AM)	Classroom Visits	Classroom Visits (10:00 – 10:30 AM)
10:30 – 11:15 AM	Classroom Visits (10:45 – 11:15 AM)	English Teacher Location: Room 103	EL Teacher Location: Room 210
11:15 – 12:30 PM	Working Lunch: Mid-day meeting and SSRA Team debrief (consider emerging themes) Location: Conference Room or Offsite		
12:30 – 1:15 PM	Science Teacher Location: Conference Room	Dean of Students Location: Room 103	Mathematics Teacher Location: Conference Room
1:15 – 2:00 PM	SSRA Team Final Debrief & Preparation for Principal Meeting Location: Conference Room		
2:00 – 3:00 PM	Principal Debrief and Summary Meeting Location: Main Office		

When co-creating the schedule, please do your best to adhere to the following guidelines.

1. Ensure SSRA Team members have a consistent workspace throughout the day with access to the internet. If possible, SSRA Team members should remain in one location, and interviewees should come to them at the scheduled time. This allows the team to schedule interviews with little to no transition time.
2. Administrators, teachers, and support specialists are required to be interviewed. These can be done one-on-one or in focus groups if needed.
3. Parent and student focus groups should take place whenever possible. Parent focus groups should not include school employees.
4. Focus groups should consist of no more than 3-4 participants. These interviews should be scheduled for a minimum of 60 minutes.
5. Please refrain from coaching interviewees and providing pre-developed answers to the SSRA Site Visit questions. The purpose of this visit is to gather information for the school leader. Directing staff ahead of time reduces the quality of potential feedback.



## APPENDIX E: SSRA Sample School Site Visit Schedule–Online Schools

Before the visit, the SSRA Team Leader will work with the principal or a designee to create a site visit schedule. Below is an example of an online site visit schedule with additional details and explanations. Please note that SSRA teams may include two to three team members so schedules may vary. The schedule below is a sample with two team members attending.

Sample Site Visit Schedule		
Time	SSRA Team Member #1	SSRA Team Member #2
8:00 – 9:00 AM	Introductions and evidence review Location: Virtual Team Conference Room	
9:00 – 10:25 AM	Interview with Principal, Director, or Designee Location: Virtual Conference Room	
10:30 – 11:25 AM	Interview Assistant Principal(s) Location: Virtual Conference Room A	School Specialists Focus Group Location: Virtual Conference Room B
11:30 – 12:25 PM	Parent Focus Group Location: Virtual Conference Room A	Teacher Focus Group Location: Virtual Conference Room B
12:30 – 1:10 PM	Lunch: mid-day meeting and SSRA Team debrief (consider any emerging themes) Location: Virtual Team Conference Room	
1:15 – 2:10 PM	Interview Teacher Representative from School Leadership Team Location: Virtual Conference Room A	Student Focus Group Location: Virtual Conference Room B <i>If no student focus group, then Synchronous Classroom Visits or attend Teacher Interview</i>
2:15 – 3:10 PM	Instructional Coach Focus Group Location: Virtual Conference Room A	Synchronous Classroom Visits
3:15 – 4:00 PM	Team debrief, evidence sorting, prepare summary Location: Virtual Team Conference Room	
4:00 – 5:00 PM	Summary meeting with Principal or Director and LEA leadership Location: Virtual Conference Room	

Before the visit, the SSRA Team Leader will work with the principal or a designee to create a site visit schedule. Below is an example of an online site visit schedule with additional details and explanations. Please note that Alternative Schedule

## Sample Site Visit Schedule #2

Time	SSRA Team Member #1	SSRA Team Member #2
8:00 – 9:00 AM	Interview with Principal, Director, of Designee Location: Virtual Conference Room	
9:00 - 10:25 AM	Interview with Technology Specialist Virtual Conference Room A	Interview with Curriculum Specialist Virtual Conference Room B
10:30 - 11:25 AM	Interview Assistant Principal(s) Location: Virtual Conference Room A	School Specialists Focus Group Location: Virtual Conference Room B
11:30 - 12:25 PM	Parent Focus Group Location: Virtual Conference Room A	Teacher Focus Group Location: Virtual Conference Room B
12:30 – 1:10 PM	Lunch: mid-day meeting and SSRA Team debrief (consider any emerging themes) Location: Virtual Team Conference Room	
1:15 – 2:10 PM	Interview Teacher Representative from School Leadership Team Location: Virtual Conference Room A	Student Focus Group (If opted for by the school) Location: Virtual Conference Room B If no student focus group, then Synchronous Classroom Visits or attend Teacher Interview
2:15 – 3:10 PM	Instructional Coach Focus Group Location: Virtual Conference Room A	Synchronous Classroom Visits
3:15 – 4:15 PM	Team debrief, evidence sorting, prepare summary. Location: Virtual Team Conference Room	
4:15 – 5:00 PM	Summary meeting with Principal or Director and LEA leadership Location: Main Office	

## APPENDIX F: SSRA Parent Focus Group Guide

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

---

What are the ages and grade levels of your students?

---

What does your child like about school? What do you like about your child's school?

---

If you could change one thing about the school, what would it be?

---

Do you feel welcome or engaged in the school? If yes, describe what the school does to make you feel welcome. If not, what could be done differently?

---

Are there opportunities for parents to be involved in the school? If yes, provide examples.

---

How does the school communicate with parents?

---

How does the school inform you of your child's progress?

---

How do you support and prepare your child to do well in school?

---

How has the school provided support and training opportunities to help you and your child succeed in an online learning environment? (online schools only)

---

Do you believe your school is preparing your child for college or a career? Please explain.

---

Would you describe your child's classes as easy, appropriately challenging, or too difficult? Why?

---

Do you feel the school is a safe place for students? Explain.

---

On a scale of one to ten, with one being the worst and ten being the best, what score would you give the school? What could the school do to move up one point?

---

Is there anything else you would like us to know?

---

## APPENDIX G: SSRA Student Focus Group Guide

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

---

What do you like about your school?

---

If you could change one thing, what would it be?

---

How is your school preparing you for college or a career?

---

Do teachers work with you to set and monitor goals? If so, describe.

---

Describe a recent lesson taught by one of your teachers.

---

What aspects of learning do you find most engaging or challenging, and why?

---

How frequently do your teachers assess you and provide feedback on your progress?

---

Would you describe your classes as easy or difficult? Why?

---

How does the school support students who need extra academic support?

---

How does the school support students who need social or emotional support?

---

How often does the principal or other individuals visit classrooms?

---

What does your principal do most of the day?

---

Do you feel safe at your school? Please explain why.

---

Is there anything else you would like us to know?

---

## APPENDIX H: SSRA Classroom Observation Protocol- Traditional School

School:		
Teacher:	Grade/Content:	Time In/Out:
<b>Standards Alignment</b>		
<input type="checkbox"/> Standard referred to, posted, or stated <input type="checkbox"/> Learning target, objectives, or intention shared with students <input type="checkbox"/> High-Quality Instructional Materials (HQIM) <input type="checkbox"/> Grade-level materials (math problems, text, etc.) <input type="checkbox"/> Lesson posted for review/reference <input type="checkbox"/> Connection to real life, college, and career <input type="checkbox"/> Key vocabulary taught/reviewed	Cognitive demand on students (Bloom's Taxonomy - Check all that apply.) <input type="checkbox"/> Remember, recall, repeat, define <input type="checkbox"/> Explain, describe, discuss, identify <input type="checkbox"/> Solve, use, interpret, demonstrate <input type="checkbox"/> Differentiate, organize, relate, compare, question, experiment <input type="checkbox"/> Argue, judge, select, support, critique <input type="checkbox"/> Design, develop, author, formulate	
<b>Notes</b>		
<b>Engaging Instruction</b>		
<input type="checkbox"/> Ratio of teacher/student talk time _____ <input type="checkbox"/> Opportunities to Respond _____ <input type="checkbox"/> % of Students on Task Check 1 _____ Check 2 _____ Check 3 _____ <input type="checkbox"/> Clear instructions for task/activity <input type="checkbox"/> Visual representation of content <input type="checkbox"/> Hands-on materials <input type="checkbox"/> Culturally responsive teaching/materials <input type="checkbox"/> Instructional time maximized <input type="checkbox"/> Anchor charts used	Instructional Groupings (Check all that apply.) <input type="checkbox"/> Whole group instruction <input type="checkbox"/> Table/small group instruction <input type="checkbox"/> Partner work/discussion <input type="checkbox"/> Independent work  Gradual Release of Responsibility <input type="checkbox"/> I Do <input type="checkbox"/> We Do <input type="checkbox"/> You (plural-group/partners) Do <input type="checkbox"/> You (singular-independent) Do  Use of Technology <input type="checkbox"/> Whole group (smartboard, PowerPoint, etc.) <input type="checkbox"/> Individual access (laptops, etc.)	



**Notes**

**Differentiated Instruction**

- |   |   |
|---|---|
| <input type="checkbox"/> Co-Teaching/Push-In (two certified teachers) | <input type="checkbox"/> Differentiated instruction               |
| <input type="checkbox"/> Active Paraprofessional Support              | <input type="checkbox"/> Differentiated materials                 |
| <input type="checkbox"/> Specific accommodations observed             | <input type="checkbox"/> Differentiated activities/learning tasks |

**Notes**

**Data-Driven Instruction**

- |  |   |
|--|---|
| <input type="checkbox"/> Checks for understanding _____      | <input type="checkbox"/> Exit ticket used                     |
| <input type="checkbox"/> Academic Monitoring/Track not Watch | <input type="checkbox"/> Previous assessment discussed/shared |

**Notes**

**Classroom Environment**

- |   |   |
|---|---|
| <input type="checkbox"/> Safe and orderly             | <input type="checkbox"/> Student work displayed       |
| <input type="checkbox"/> Procedural routines observed | <input type="checkbox"/> Behavioral routines observed |

**Notes**

# APPENDIX I: SSRA Classroom Observation Protocol – Online Schools\*

## Guidelines for Observing Virtual Classroom Instruction

- Before the start of the virtual lesson, the SSRA team member should have their camera on, introduce themselves to the teacher, and ask about the expected number of children in the class. Once introductions have been made, the observer should turn off their camera and mute their microphone so as not to distract the teacher or students.
- Live-stream sessions are best observed in gallery view so the observer can understand how many children are talking and engaged.
- The observer should also monitor the chat box, as some students will use this to respond to teachers’ or peers’ remarks and questions.

<b>School:</b>	<b>Date:</b>	
<b>Teacher:</b>	<b>Grade/Content:</b>	
<b>Learning Platform:</b>	<b>Observer:</b>	<b>Time:</b>
<b>Design of Instruction: Synchronous / Asynchronous (circle one)</b>		
<b>Effective Use of Learning Time</b>		
<ul style="list-style-type: none"> <li>• Students know what to do during the session, as evidenced by their use of conventions established by the teacher—for instance, raising their hands.</li> <li>• Little wandering is observed, with children not frequently moving away from the computer/camera.</li> <li>• The teacher helps in an effective and timely manner to resolve problems related to navigating the online platform.</li> <li>• The teacher provides clear directions and responsibilities for group work.</li> <li>• The teacher clarifies what is expected, when it is expected, and how groups will proceed in the main room.</li> </ul>		
<b>Notes</b>		

### **Standards & Objectives**

- The teacher communicates lesson objective(s) and alignment to the standard(s) via a statement, slide, document, or video.
- The teacher lists and shares success criteria associated with objective(s).
- The teacher uses formative and summative checks to determine mastery of objectives or progress towards mastery (e.g., quizzes, discussion board posts, etc).

### **Notes**

### **Activities & Materials**

- The teacher provides a variety of activities that include student options and menus that are aligned to objectives.
- The teacher includes activities with more student-to-student interaction (e.g., breakout rooms, chats, discussion boards, surveys, etc.) than teacher lectures.
- The teacher uses checklists and rubrics as success criteria to help students monitor progress against expectations.

### **Notes**

### Engaging Instruction

- The teacher incorporates high-interest and culturally relevant activities and tasks with the lessons.
- The teacher provides relevant hooks when beginning a new concept (e.g., video clips) to spark interest and curiosity.
- The teacher supports students to make personal connections to the content.
- The teacher includes student voice and examples of work provided by students in responding to questions, reflections, texts, or problems.
- The teacher reinforces students' participation by adding to the chat or discussion board.
- The teacher references the agenda throughout the lesson.
- The teacher conducts frequent checks for understanding by stopping and asking questions and having students put learning in their own words.

### Notes

### Awareness and Responsiveness to Student Learning Needs

- The teacher provides individualized support through a breakout room or by setting up a time to meet individually with children outside of the whole group session.
- The teacher provides comfort and assistance by verbally checking in on children regarding their academic and emotional well-being.
- Accommodations are available to meet students' learning needs
- The teacher provides choice by preparing alternate online activities for children who finish their work ahead of others.
- The teacher ensures few disruptions by quickly addressing distractions that appear on camera—for example, a person wandering into the frame.
- The teacher notices a lack of understanding and difficulties by paying attention to disengagement cues, such as looking away from the screen and not responding.
- The teacher notices a lack of understanding and difficulties by monitoring the chat box and on-screen emoji reactions.
- The teacher helps in an effective and timely manner to resolve problems related to navigating the online platform.

## Notes

## Data-Driven Instruction

- The teacher uses a variety of virtual tools for students to show their thinking and solutions:
  - » Whiteboard
  - » learner surveys
  - » polls
  - » check-in calls, etc.
- The assessment strategy includes a variety of virtual assessments such as projects, pictures of products, presentations, and short answer assessments and includes criteria for success.

## Notes

## Environment

### Positive Climate

- The teacher greets all students by name as they enter the session
- The teacher communicates positivity through actions such as thumbs-up and on-screen emojis such as clapping hands, smiling faces, etc.
- The teacher actively engages students who may be disengaged

### Respectful Culture

- The teacher asks students to model digital citizenship and respect through questions and feedback provided to one another and demonstration of respectful behaviors:
- Teachers and students keep cameras on and keep their attention on each other.
- Teachers and students look at the screen when others are talking
- Teachers look directly at the camera to create a sense of eye contact with students
- Students listen to one another
- Students take turns speaking and answering questions

## Notes

Adapted from:

Guidance for Conducting CLASS Observations of Virtual Teaching.

National Institute for Excellence in Teaching (NIET). Instructional Strategies for Virtual Learning: A Companion Tool to the NIET Teaching and Learning Standards Rubric. What effective teaching looks and sounds like in a virtual setting. April 2021

## APPENDIX J: SSRA Site Visit Summary Report Template

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

### School Support and Readiness Assessment Summary Report

<b>School:</b>	<b>LEA:</b>
<b>School Leader:</b>	<b>LEA Leader:</b>
<b>SSRA Team Leader:</b>	<b>Date:</b>
<b>School Description</b> <i>The school leader should provide a written description of their school. The description could include the type of school, student population, a description of the community, specific school focus areas, etc.</i>	
<b>School Successes and Celebrations</b> <i>The school leader should provide the SSRA Team with recent and past successes and celebrations. These will be included in the school's final report to the PED.</i>	
<b>DOMAIN 1: CULTURE &amp; EQUITY</b> <i>To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?</i>	
<b>Promising Practices:</b> <i>Based on interviews, document review, and school leader insights, what is going well in this domain?</i>	
<b>Opportunities for Growth:</b> <i>Based on interviews, document review, and school leader insights, what are some barriers or challenges in this domain?</i>	



**Potential Next Steps:** *Based on interviews, document review, and school leader insights, what is the school leader's plan to improve in this domain?*

## **DOMAIN 2: LEADERSHIP**

*To what degree does school leadership establish, communicate, support, and monitor school-wide priorities?*

**Promising Practices:** *Based on interviews, document review, and school leader insights, what is going well in this domain?*

**Opportunities for Growth:** *Based on interviews, document review, and school leader insights, what are some barriers or challenges in this domain?*

**Potential Next Steps:** *Based on interviews, document review, and school leader insights, what is the school leader's plan to improve in this domain?*

## **DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE**

*To what degree is the school's instructional infrastructure in place, understood, and utilized by school leaders and teachers?*

**Promising Practices:** *Based on interviews, document review, and school leader insights, what is going well in this domain?*

**Opportunities for Growth:** *Based on interviews, document review, and school leader insights, what are some barriers or challenges in this domain?*

**Potential Next Steps:** *Based on interviews, document review, and school leader insights, what is the school leader's plan to improve in this domain?*

## **DOMAIN 4: TALENT MANAGEMENT**

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

## APPENDIX K: SSRA Monitoring Visit Protocol (SY 2023-24)

**Site Visit Purpose:** *To assess the school's progress toward identified school improvement goals, review the NM DASH Annual and 90-day plan progress, gather feedback on support provided this school year, and co-identify the next steps for the 2024-25 school year.*

### SECTION 1: SCHOOL INFORMATION

<b>School:</b>		<b>District:</b>	<b>Date:</b>
<b>School Leader:</b>		<b>SSRA Team Leader:</b>	
<b>School Type:</b>	<input type="checkbox"/> Traditional Public <input type="checkbox"/> Public Charter	<input type="checkbox"/> State Accredited Charter	<input type="checkbox"/> Online <input type="checkbox"/> Alternative
<b>School Designation:</b>	<input type="checkbox"/> Comprehensive Support and Improvement (CSI)	<input type="checkbox"/> Rigorous Interventions (MRI) More	
<b>NM Vistas Designation(s):</b>	<input type="checkbox"/> Graduation	<input type="checkbox"/> Student Performance	

### SECTION 2: SSRA MONITORING VISIT LEA AND SCHOOL PARTICIPANTS

LEA & School Team Participants		
Name	Role	Years in Role
	<input type="checkbox"/> School Leader	<input type="checkbox"/> 1-3 <input type="checkbox"/> >3
	<input type="checkbox"/> LEA Leader <input type="checkbox"/> School Leadership or Core Team	<input type="checkbox"/> 1-3 <input type="checkbox"/> >3
	<input type="checkbox"/> LEA Leader <input type="checkbox"/> School Leadership or Core Team	<input type="checkbox"/> 1-3 <input type="checkbox"/> >3
	<input type="checkbox"/> LEA Leader <input type="checkbox"/> School Leadership or Core Team	<input type="checkbox"/> 1-3 <input type="checkbox"/> >3
	<input type="checkbox"/> LEA Leader <input type="checkbox"/> School Leadership or Core Team	<input type="checkbox"/> 1-3 <input type="checkbox"/> >3
	<input type="checkbox"/> LEA Leader <input type="checkbox"/> School Leadership or Core Team	<input type="checkbox"/> 1-3 <input type="checkbox"/> >3
	<input type="checkbox"/> Other (please specify)	<input type="checkbox"/> 1-3 <input type="checkbox"/> >3
	<input type="checkbox"/> Other (please specify)	<input type="checkbox"/> 1-3 <input type="checkbox"/> >3

### SECTION 3: SCHOOL SUCCESSES & CELEBRATIONS

Please share two or three things you would consider a success or celebration this year.

### SECTION 4: PROGRESS TOWARD NEXT STEPS IDENTIFIED IN SSRA SUMMARY

Using the school's 2023-24 SSRA Summary, briefly describe progress toward completing the school's next steps co-identified with the school leader. Provide details on progress and the data or evidence the school has collected that corroborates their assessment of progress.

**SSRA Summary Next Step #1: (*List Action Step*)**

<input type="checkbox"/> Made Progress	<input type="checkbox"/> Did Not Make Progress	<input type="checkbox"/> Provided Data or Evidence	<input type="checkbox"/> No Data or Evidence
--	--	--	--

Summary of Progress: (2-3 paragraphs summarizing progress)

**SSRA Summary Next Step #2: (*List Action Step*)**

<input type="checkbox"/> Made Progress	<input type="checkbox"/> Did Not Make Progress	<input type="checkbox"/> Provided Data or Evidence	<input type="checkbox"/> No Data or Evidence
--	--	--	--

Summary of Progress: (2-3 paragraphs summarizing progress)

**SSRA Summary Next Step #3: (*List Action Step*)**

<input type="checkbox"/> Made Progress	<input type="checkbox"/> Did Not Make Progress	<input type="checkbox"/> Provided Data or Evidence	<input type="checkbox"/> No Data or Evidence
--	--	--	--

Summary of Progress: (2-3 paragraphs summarizing progress)

**SSRA Summary Next Step #4: (*List Action Step*)**

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Made Progress | <input type="checkbox"/> Did Not Make Progress | <input type="checkbox"/> Provided Data or Evidence | <input type="checkbox"/> No Data or Evidence |
|--|--|--|--|

Summary of Progress: (2-3 paragraphs summarizing progress)

**SSRA Summary Next Step #5: (*List Action Step*)**

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Made Progress | <input type="checkbox"/> Did Not Make Progress | <input type="checkbox"/> Provided Data or Evidence | <input type="checkbox"/> No Data or Evidence |
|--|--|--|--|

Summary of Progress: (2-3 paragraphs summarizing progress)

**SSRA Summary Next Step #6: (*List Action Step*)**

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Made Progress | <input type="checkbox"/> Did Not Make Progress | <input type="checkbox"/> Provided Data or Evidence | <input type="checkbox"/> No Data or Evidence |
|--|--|--|--|

Summary of Progress: (2-3 paragraphs summarizing progress)

## SECTION 5: NM DASH ANNUAL AND 90-DAY PLAN

Depending on the SSRA Monitoring visit date, the development and implementation of the school’s Annual and 90-day plan may vary.

New Mexico Data, Accountability, Sustainability, and High Achievement (NM DASH) Planning and Implementation	
Is the Annual and 90-day plan available and complete based on the time of the SSRA Monitoring Visit?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Did a Certified District Reviewer review the plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Was feedback provided? If yes, please share below.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Provide a brief description of the quality and implementation level of the school’s Annual and 90-day plans.	
Questions & Probes	Notes
Beyond the SSRA Site Visit during the 2023-24 school year, has the School Core Team completed additional needs assessments or root cause analyses to identify priorities for the 2024-25 school year? If so, provide a brief description of the process and outcomes below.	
Did the school achieve the most recent Progress Indicators for each Focus Area in the Fall 90-day Plan?	
Was there student growth? Explain.	
What adjustments were made and why?	
Has the school identified School Core Team Members for next year? If so, how were SCT Members identified? If not, when will this happen? How will the SCT Team Members be identified?	

## SECTION 6: SCHOOL DATA ANALYSIS, GOAL SETTING, AND MONITORING

<b>Data Analysis, Goal Setting, &amp; Monitoring (BOY, EOY)</b>	<b>Notes</b>
Describe the school's process for identifying and setting goals for the school, grade levels, subject areas, teachers, and students.	
Does the school have a process for collecting and analyzing data to identify and address individual students' academic needs? If yes, explain.	
Does the school have an assessment strategy or structured process for monitoring teaching and learning? If yes, explain.	
Once data has been analyzed, what are the expectations afterward? How are these expectations monitored?	
Does the school utilize an early warning system or have a structured process for predicting or identifying students not on track to graduate? If so, explain.	
Does the school have an observation and feedback process or system for monitoring classroom instruction? If so, please share observation data with the STIM Team.	

## SECTION 7: SSRA SUPPORT

Questions & Probes	Notes
<p>Does the school have any feedback on the SSRA Support and Monitoring Visits? Were they helpful? Would you change something?</p>	
<p>Did the school attend the SIT 1, SIT 2, or SIT 3 training in Albuquerque? If so, do you have any feedback on what was helpful or not so helpful? Sessions and topics as a reminder SIT 1: Change Simulation and Systems Thinking SIT 2: Core Teams, Root Cause Analysis, Aligning Stakeholders, Influencing the Organization SIT 3: 90-day planning, data cycles, goal setting</p>	
<p>What additional support would you like to receive in the future?</p>	



## APPENDIX L: Sample SSRA Monitoring Site Visit Schedule

The SSRA Team will customize the following sample schedule to accommodate the school's and SSRA Team's needs.

<b>Sample Site Visit Schedule – Standard Visit</b>	
<i>Annual &amp; 90-day Plans are complete and available, and data collected, organized, and readily available.</i>	
<b>Time</b>	<b>Meeting and Location</b>
8:30 – 10:30 AM	Action: School Leader and School Core Team Interview Participants: School Leader and School Core Team Location: School Conference Room
10:30 – 10:45 AM	Break
10:45 – 12:00 PM	Action: SSRA Evidence & Document Review Participants: SSRA Team Only Location: School Conference Room
12:00 – 1:30 PM	Lunch
1:30 – 2:00 PM	Action: Debrief Participants: School Leader and SITM Team Location: School Leader's Office





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