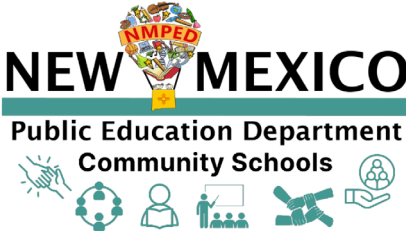


NEW MEXICO'S COMMUNITY SCHOOLS Evaluation Plan & Status Report

June 2024



Prepared for:



This report was prepared by:



Apex is an evaluation consulting firm specializing in systems evaluation. Apex has worked in the education, health, and social service sectors for nearly two decades. We provide program planning, evaluation, facilitation, and technical assistance for a wide range of initiatives that address social conditions that pose barriers to individual, organizational, and community success. To learn more, visit apexeval.org.

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ACKNOWLEDGEMENTS

There were many who contributed to and supported this Evaluation Plan and Status Report to whom the authors are grateful. This document is the product of over six months of careful collaboration and thought partnership, to include regular meetings and coordination with:

- The New Mexico Public Education Department, Community Schools and Extended Learning Time Bureau, namely Julie Brenning, Tyson Ledgerwood, Nate Williams, Asha Villafañe Hernandez, Jill Bratton, Sabrina Villalba, and Feliz Garcia; and
- The Southwest Institute for Transformative Community Schools (SWIFT), namely Angelo Gonzales and Timothy Hand.

The Evaluation Plan and Status Report also benefited from early consultation and guidance from NMPED's Research, Evaluation, and Accountability Bureau including necessary data to ground the beginning of this work. The authors give special thanks to ABC Community School Partnership Bernalillo County for the images of New Mexico teachers, coordinators, school staff, families, and students found throughout this report.

This document would not be possible without the legislative funding that supports the community school grant program, and now, for the first time, the beginning of a statewide evaluation. This work is exciting and necessary, and the authors perceive this funding as another indication of New Mexico's continued commitment to invest in the community school strategy.

Finally, the authors must acknowledge that this document builds upon the past and current efforts of our statewide and local leaders in the community school movement, as well as the ongoing contributions of families, school staff, community members, and students across our state. With that, the authors also acknowledge their voice and direct feedback are not yet represented in this evaluation plan and report. Intentional feedback cycles are built into the evaluation plan. It is the authors' intentions that this Evaluation Plan and Status Report is not seen as a static document, but rather it is their best thinking and offering to date. As this work evolves, so will this plan to better reflect the dynamic voices and needs of New Mexico's students and families.

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June 2024

EXECUTIVE SUMMARY

New Mexico's Community Schools Evaluation Plan and Status Report is a comprehensive and systematic approach for evaluating the state's system of community schools. As a status report, the plan begins with a review of the rationale for the community school strategy, its history in New Mexico, and a description of state-funded schools with baseline data - highlighting chronic absenteeism as one of many indicators that will be used to assess progress over time.

To be clear, the plan is not about presenting findings or drawing conclusions. Rather, it is about building a foundation for a multi-year plan to support the New Mexico Public Education Department in evaluating the state's investment in community schools and its strategy for state-level systems and school-level transformation. The plan revolves around a logic model that describes this strategy and establishes indicators that will be the basis for gathering a credible body of evidence for sense-making, decision-making, and assessing progress. Stages of development will be used to differentiate expectations for outcomes and impact.

The plan uses Systems Learning, an approach grounded in equitable evaluation principles and systems thinking and informed by utilization-focused, developmental, and principles-focused evaluation theories. Five learning questions cover (1) stakeholder experiences with community schools; (2) local and statewide conditions for success; (3) evolution of the statewide system; (4) how schools adopt and adapt the strategy; and (5) impacts for mature community schools on student outcomes.

Answering these questions requires a credible body of evidence which will be supported by a Community School Data Hub, a concept that brings together data from existing sources, creates tools for collecting new information including context and story, links data sets from different sources over time, and produces a suite of timely reports for different purposes and audiences. One tool in building the body of credible evidence is the ROI App. It is based on a case study that examined the financial return of a community school coordinator. The ROI App will be available in the first year of the evaluation and will capture contextual variables and stories that will inform evaluation questions.

The evaluation plan is designed and led by a consortium of seasoned and passionate evaluation professionals, jointly called the Learning Partners, who bring both individual expertise and organizational capacity to support the breadth and depth of the statewide initiative. The plan involves close integration of evaluation with implementation, technical assistance, and professional development including the accreditation process underway with HM44 Task Force. This will maximize efficiency and value to the field and accelerate learning during these developmental stages of the state system. This collaboration is operationalized by forming a Collective Impact among the Learning Partners (Apex Education, Insight Allies, and Born Ingenuity), SWIFT Community Schools, ABC Community Schools Partnership, the New Mexico Coalition for Community Schools, and NMPED's Community Schools team including its regional Quality Management Coordinators (QMCs). Together they will prioritize co-creating a Stages of Development Tool, addressing data governance and data sovereignty, and exploring a youth-engaged component to the evaluation. The plan concludes by identifying and prioritizing key activities, deliverables, and timelines over the next three years.



BACKGROUND

In 2024, the New Mexico Public Education Department (NMPED) commissioned an evaluation plan from Apex Evaluation (Apex) in response to provisions for an annual statewide evaluation of the community schools strategy laid out in New Mexico House Bill 2. The Evaluation Plan for New Mexico’s Community Schools is presented here along with a review of some of the national and local history of the community school movement, how the strategy is well-suited to the strengths and needs of New Mexico’s students and schools, data on the current status of New Mexico’s community schools, as well as the research demonstrating its impact. This evaluation plan emerges from a period of discovery and collaboration over several months with multiple stakeholder groups whose depth of experience and knowledge have been invaluable.

INTRODUCTION

New Mexico is known as the “Land of Enchantment” for our vast landscapes, stunning sunsets, and vibrant culture. We enjoy an abundance of land, culture, language, and diversity - not to mention our world-famous red and green chile. For hundreds of years, our diverse communities have lived together peacefully drawing on the cultural traditions and knowledge that are deeply embedded into our communities. New Mexico is linguistically diverse - the only state with more than one official language. We are one of six “majority-minority” states where less than 50% of our population are non-Hispanic white with approximately 49% Hispanic, 11% Native American, 3% Asian, 3% African American, and 36% white. Thirty-four percent (34%) of New Mexicans speak a language other than English at home - predominantly Spanish but including Diné and other native languages.

Significant economic disparities are also a reality for New Mexico’s diverse population. The needs are severe, with 23% of all New Mexico’s children living in poverty, well above the national average of 16%.¹ The poverty rates are even higher for our American Indian students (42%) and Hispanic or Latino students (24%). Compared to 15% for their white peers. Such poverty is a major contributor

to New Mexico being mired for generations at the wrong end of most of the rankings regarding health, education, and social conditions, particularly as they relate to the quality of life for our children. The 2024 Kids Count



Data Book from the Annie E. Casey Foundation ranks New Mexico last in overall childhood well-being. The ratings encompass education, health, adverse childhood experiences, and social determinants of health. According to a recent Legislative Finance Committee report, New Mexico has the highest increase in chronic absenteeism in the country up 119% between 2019 and 2023 - 50% higher than the national average.

These conditions are not new. In 2018, the landmark Martinez and Yazzie Consolidated Lawsuit ruling found that New Mexico had not met its constitutional obligations to provide adequate and equitable education for its children, particularly those who are low-income, Indigenous, English language learners, and have disabilities. The court’s ruling emphasized the need for quality Pre-K & K-3 Plus, culturally and linguistically relevant education, small class sizes, dual language programs, extended learning, social services, and sufficient funding for teacher recruitment, retention, and training.² New Mexico educators and advocates coalesced around the community school strategy as a vehicle to address these educational inequities for the most at-risk students. In 2019, the Community Schools Act was amended by the New Mexico State Legislature to fund implementation of the community school strategy through grants to be administered through NMPED. NMPED’s subsequent action plan to address the Martinez and Yazzie ruling identifies the Community School strategy under options related to extended learning and the community school strategy is among the interventions being prioritized by NMPED.

As of the 2024-25 school year, there will be 94 community schools supported by the NMPED grant program with an estimated additional 59 schools self-identifying as community schools. These 150 community schools are transforming the landscape of education with an array of integrated and coordinated supports and services for students, families, and communities across the state. New Mexico’s investment in community schools is aligned with the now vast research base which demonstrates that investing in community schools “brings improved attendance, behavior, engagement, and academic outcomes, **especially for students with poverty-related learning challenges.**”³

A 2020 Learning Policy Institute (LPI) study focused on New Mexico substantiated the Community Schools strategy as a viable solution: “Given the high percentage of New Mexico students facing a multitude of nonacademic barriers to learning, such as adverse childhood experiences, poverty, and food insecurity, the community school approach offers education stakeholders a way to bridge schools with the communities they serve to tackle student barriers together.”⁴

94 community schools supported by the NMPED grant program with an estimated additional 59 schools self-identifying as community schools.

2024-2025 SY

ABOUT COMMUNITY SCHOOLS

While the movement grows with increasing local, state, and national adoption, community schools are not new to New Mexico. The underlying principles of community and collaboration are not new to New Mexico either. They are part of the strength that has allowed New Mexico's historical populations to survive and thrive despite a turbulent history. Presently, our state is recognized as a leader for its ongoing investment in the community school strategy, and with that, its commitment to support the academic and personal lives of our students and their families.⁵

Community schools are an equitable response to the inequitable experiences and reality for many of New Mexico's children and their families. Community schools catalyze community change, serving as a "vehicle for pursuing a broader equity strategy that must also address income inequality, affordable housing, decent jobs, and access to quality childcare and early learning opportunities."⁶

For this response to endure, and for New Mexico to continue to invest in the community school strategy, we must invite more leaders, educators, students, families, and community members into this movement. Our evaluation plan and design supports this invitation by beginning to answer the following overarching questions that could threaten our statewide community school movement—What is a community school? Are community schools working, and if so, for whom? And why must we continue to invest in a statewide community school strategy?

The following sections detail the foundation upon which New Mexico's community schools are built, including local and national evidence that affirm community schools are the most promising response for improving conditions for better outcomes for our students.

What is a community school?

While national and local definitions vary slightly, community schools are designed to cultivate partnerships and align resources to bring mutually beneficial supports to the school and community. New Mexico's Community Schools Act defines a community school as a "public school that partners with families and the community, including tribal partners, nonprofit community-based organizations and local business, to provide well-rounded educational opportunities and supports for student success through the implementation of a community school framework."⁷ These supports often include physical and mental health care, social services, expanded learning time, family and community involvement, and community-connected learning environments.

Community schools offer far more than an engaging academic curriculum and generally offer the following core elements or key practices for Community School Transformation which New Mexico has

“Community schools are an equitable response to the inequitable experiences and reality for many of New Mexico's children and their families.”

adopted as part of its community school strategy:⁸

- 1. Powerful student and family engagement:** Families and students are actively involved in the school community and play a crucial role in decision-making processes, influencing the school's environment, priorities, and partnerships. The insights and experiences of families guide the strategies for student success. Consequently, schools evolve into central hubs that offer opportunities for both adults and youth.
- 2. Collaborative leadership and shared power and voice:** Families, students, teachers, principals, and community partners collaborate to establish a culture of professional learning, mutual trust, and shared responsibility. They participate in decision-making through formal organizing structures, such as site-based leadership teams and less formal engagements such as community gatherings or hallway conversations.
- 3. Expanded and enriched learning opportunities:** Programs offered before and after school, on weekends, and during the summer create more opportunities for learning and engagement. These programs encompass academic instruction, enrichment activities, extracurricular pursuits, and personalized support. They allow students to pursue their interests, apply their knowledge, and strengthen their knowledge and skills.
- 4. Rigorous, community-connected classroom instruction:** Teaching and learning in a community school infuses high-level content and skills with real-world learning opportunities. The curriculum is connected to the local community and students' identities, cultures, and experiences. This provides opportunities for students to engage in meaningful inquiry-based learning and problem-solving.
- 5. Culture of belonging, safety, and care:** The school climate is welcoming and fosters trust among students, families, partners, and staff. Each person in the school community is valued for their rich diversity of experiences and is encouraged to share their views, knowledge, and culture. The school becomes a place grounded in healthy relationships, in which members feel safe and comfortable navigating conflicts and taking risks. Students feel connected to and are active participants in the school community.
- 6. Integrated systems of support.** To promote healthy learning and development, a dedicated team composed of school staff and community partners intentionally and systematically coordinates services, supports, and opportunities that foster individual and collective well-being, using an assets-based approach to nurture the strengths and address the needs of students and families.



It is important to note that the organizational structures and approaches of the community school strategy, and our understanding of the strategy, have vastly evolved over the past 30 years.⁹ We have learned that implementation of the community school strategy matures over time through observable stages of development which require careful and meaningful collaboration among educators, families, students, and community partners. This process of development and maturation of implementation looks different at each school and the timeline depends on each unique context. We do know that predictable and sustained support aids this journey. This evolution for New Mexico Community Schools is detailed below.

Community Schools in New Mexico

Communities supporting their local schools to meet the diverse needs of students and families has always been part of New Mexico’s educational narrative. However, a more intentional interest and movement toward formally acknowledging “community schools” started in 2007 when New Mexico was selected by Atlantic Philanthropies to launch Elev8, a national community schools model for middle schools in low-income communities.¹⁰ This support further fueled local initiatives across the state, growing the number of community schools and contributing to the 2013 Community School Act. While the Act put forth that any public school could become a community school, provided a definition of community schools, identified strategies for implementation, and set forth eligibility criteria for schools to apply for state grant funding, no funds were appropriated at the time. The amendment to the Community Schools Act in 2019 put into place the competitive grant program, with an allocation of \$2 million to be administered by NMPED. Since 2019, the allocation for community schools increased up to a high of \$10 million in 2023. This year, 2024, marked the first decrease in legislative funding (\$6.6 million) for community schools.

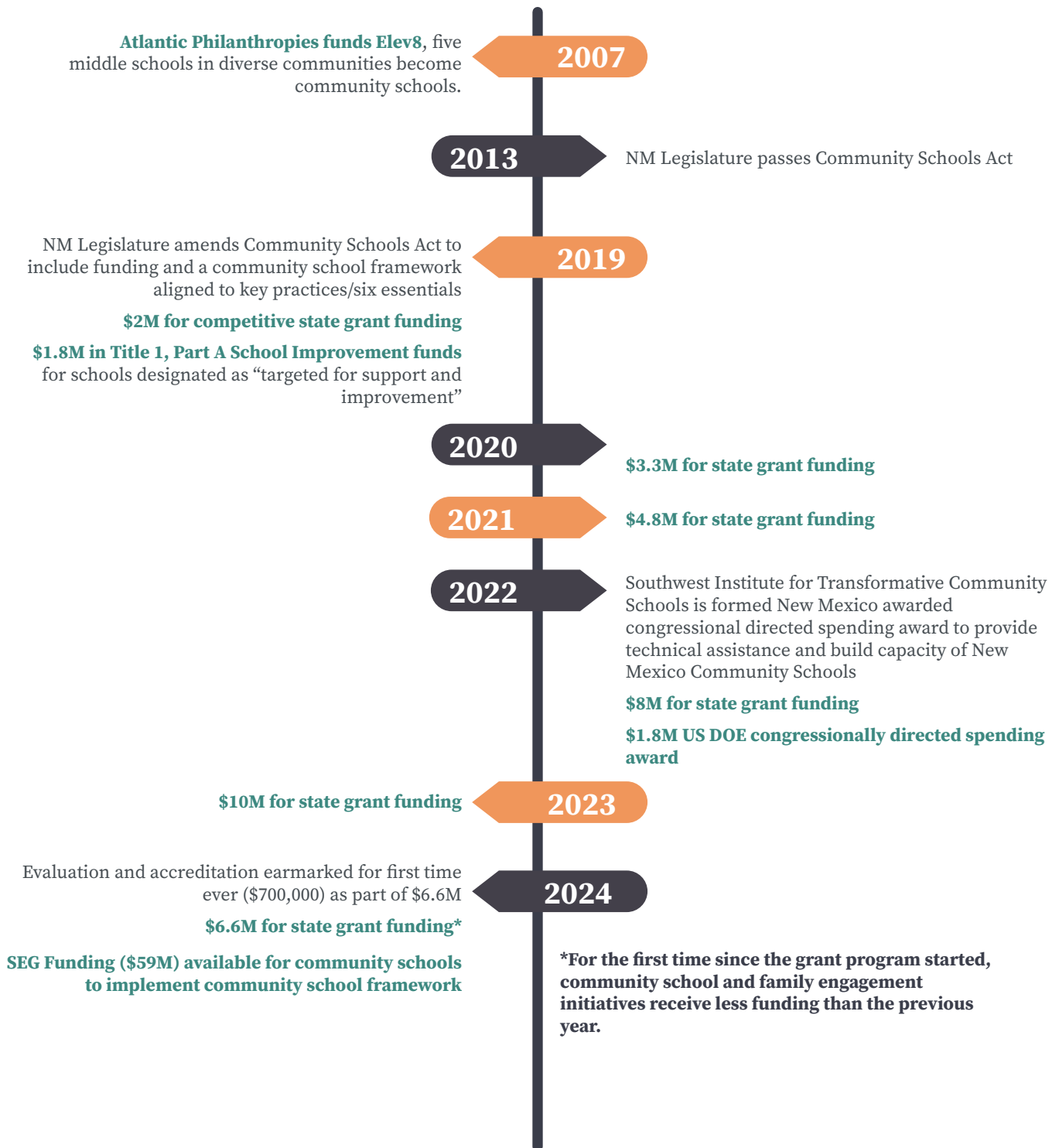
New Mexico’s continued investment in the community school strategy is an evidence-based approach that counters the harmful, cumulative disadvantages of poverty. Children from low-income families perform less well on standardized assessment than their more resourced peers, and poverty can amplify many conditions that negatively impact children’s health and academic success, including food security, housing instability or homelessness, unsafe neighborhoods, and limited or no access to social and health services. In a 2017 review of 143 research studies of community schools, the Learning Policy Institute found that community schools “can meet the needs of students in high-poverty schools by improving student attendance, academic achievement, and behavior, in addition to providing more

positive school climates.” Further, community schools can help close the achievement gap for students in low-income families, students of color, English language learners, and students with disabilities.¹¹

Because of this evidence-base, community schools qualify as an evidence-based intervention under Every Student Succeeds Act (ESSA). This means New Mexico allocates funding to community schools as a turnaround strategy through leveraging Title I, Part A school improvement funds toward community school grants – an intervention for low-performing schools.



NM Timeline of Events and Funding



New Mexico: A Leader in Community Schools

Telling Our Story Nationally



LEARNING POLICY INSTITUTE

Research. Action. Impact.

Learning Policy Institute (LPI) offers three recent reports that reveal promising practices and offer recommendations toward better serving the diverse needs of New Mexico's children and families through the community schools strategy. LPI is a nonprofit, nonpartisan organization that "conducts and communicates independent, high-quality research to improve education policy and practice."¹³ They work with policymakers, researchers, educators, community groups and others to advance evidence-based policies at the local, state, and federal level toward more equitable learning for children across the nation, from preschool through college and career readiness.

"Community schools [are] an evidence-based approach that can help the state improve the educational success of New Mexico children. National research finds that, when well-designed and fully implemented, community schools increase student success and reduce gaps in both opportunity and achievement."

-Oakes & Espinoza

LPI has a long history with New Mexico, which has benefited from their expertise and thought partnership since 2019. [Community Schools the New Mexico Way](#) (2021) focuses on the concept of community schools as an evidence-based approach to improving education in New Mexico, particularly for children growing up in poverty. The report includes research conducted in New Mexico, including interviews, site visits, document review, and data analysis. The report highlights the high levels of poverty in our state and the negative impact it has on student outcomes while presenting community schools as a transformative strategy to help mitigate these barriers and improve student success. The report also highlights the state's tremendous efforts to support community schools, including the adoption of the Community Schools Act and the allocation of grant funding. It concludes with recommendations for next steps in implementing the community schools approach in New Mexico, including ensuring sufficient resources, blending and braiding funding, providing technical assistance, and establishing accountability measures.¹⁴

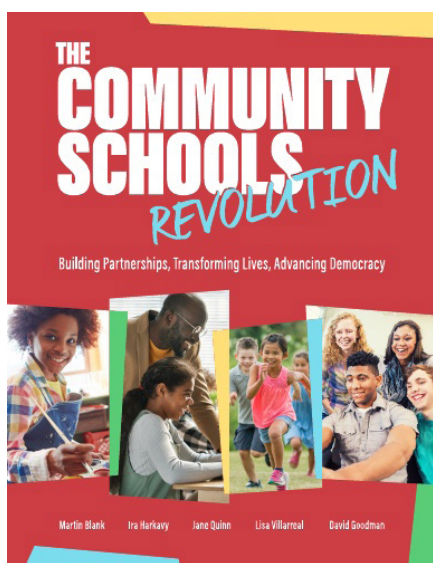
These next steps led to an October 2023 publication, [New Mexico Community Schools: Local Considerations for Sustainability and Impact](#). The white paper was commissioned by the ABC Community School Partnership, Communities in Schools of New Mexico, and National Education Association–New Mexico and was funded through congressionally directed spending (CDS) secured by U.S. Senator Martin Heinrich to support community school implementation in New Mexico.

The report again highlights the research supporting the community schools strategy, which shows that well-implemented community schools bring improved attendance, behavior, engagement, and academic outcomes, especially for students with poverty-related learning challenges. It also emphasizes that the approach is cost-effective, generating an estimated \$15 in social and economic value for each dollar spent.

The white paper discusses New Mexico’s existing support for community schools and highlights the collaboration between NMPED and the New Mexico Coalition for Community Schools to provide advocacy, capacity-building, and technical assistance. Additionally, it highlights funding received from the U.S. Department of Education for Full-Service Community School grants in Albuquerque, Las Cruces, and Taos.

The report also identifies four strategies that the state can use to further support community schools: sustainable funding, data-driven continuous improvement, a certification process, and coordination among NMPED initiatives. It provides recommendations and policy implications for each of these strategies. This status report and evaluation plan intentionally consider these recommendations in a continued effort to build from past recommendations that sustain our statewide community school effort.

As a complement to LPI’s research and partnership related to the CDS funds, LPI is in the process of conducting and finalizing in-depth, qualitative research with three community school sites, Los Padillas Elementary in Albuquerque, Sierra Middle School in Roswell, and schools in Peñasco. The Learning Partners are aware of this work and have discussed the possibility of how these findings can further statewide evaluation efforts as well, particularly given the schools are part of the most recent 2024-2025 NMPED grant funding as part of the Graduated Cohort Study Group.



The Community Schools Revolution

In the 2023 book, [The Community Schools Revolution: Building Partnerships, Transforming Lives](#), the authors dedicate an entire chapter, “Hope of Hardship” that describes the Albuquerque community schools movement. Like other reports, it describes Albuquerque’s high poverty rates and systemic barriers to education and how the community school strategy has emerged as the potential solution to these challenges.

The establishment of community schools in Albuquerque officially started in 2007 with a joint power agreement between Albuquerque Public Schools, Bernalillo County, and the City of Albuquerque to operate a community school pilot program. The pilot program was funded by contributions from each entity and managed by the ABC Community School Partnership. Key partners, such as the United Way of Central New Mexico and the University of New Mexico, were involved in launching the effort. The ABC Partnership later received a grant from the W. K. Kellogg Foundation to fund three more

community schools, and in 2013, the chapter makes important note that the New Mexico Legislature passed the Community Schools Act, allowing any public school to be transformed into a community school. Notably, ABC Community School Network has expanded from 26 schools in 2018 to 61 schools in 2022. Most of these schools rely on multiple funding sources to ensure sustainability. The goal of the ABC Partnership is to transform schools into community schools with long-term sustainability in mind.

The Community Schools Revolution also discusses the impact of community schools in Albuquerque. Attendance and enrollment rates have improved in community schools compared to traditional schools, and it includes examples of schools where the mobility rate (students moving from one school to another) decreased significantly after becoming community schools. Further, community schools in Albuquerque showed better-than-average growth in student achievement scores and had positive impacts on attendance, grades, and graduation rates.



The chapter highlights a specific family engagement strategy called Homework Diner, which was launched in 2012 at one of Albuquerque’s first community schools. Homework Diner brings families, teachers, and administrators together to share a weekly meal, provide tutoring, and do homework together. The strategy has been successful in engaging parents and improving student outcomes.

Return on Investment of a Community School Coordinator



In 2018, ABC Community School Partnership contracted with Apex to conduct a study examining the return on investment ([ROI of a Community School Coordinator](#)).¹⁵ The community school strategy has proven effective in improving academic outcomes for students and it is well accepted among community school practitioners that a crucial piece of this strategy is the Coordinator. For this study, ROI was applied in a novel way to assess the benefit to a community school of investing in a Coordinator compared to the cost. In other words, the study answered the question: for every dollar invested in having a Coordinator at a community school, what is the value of the benefits the school receives in return?

The case study employed a novel methodology, which was led by Dr. Michelle Bloodworth, who is also part of the evaluation team. The ROI for the Coordinator for the five-year period was calculated utilizing the total benefits divided by the costs. The net benefits are the benefits minus costs. The study found that for **\$1 invested in the coordinator returned approximately \$7.11 in net benefits.**

Since its publication, the ROI study has been used to further substantiate the evidence-base in the community school movement, and is recognized by the US Department of Education Office of Elementary and Secondary Education among the research, strategies, and practices for the development, implementation, and sustainability of community schools.

Given the study's promise, recent developments have led to the creation of the ROI App for Community School Coordinators. Developed in partnership with Apex Evaluation, the Institute for Educational Leadership, and Insight Allies, the ROI App supports coordinators in their efforts to maximize usefulness of data, increase efficiency and consistency in data collection processes, increase accuracy and credibility in data reporting, and elevate their ongoing evaluation efforts.

The ROI App is included as part of this Evaluation Plan.





Current Status of Community Schools in New Mexico

In the 2024-2025 school year, the NMPED grant program will support 94 community schools. The map on page 19 lists each of these schools and shows the location of each associated district. These 94 schools are located across New Mexico in both urban and rural locations and include all grade levels from primary/elementary to high school. They include traditional neighborhood schools and independent charter schools.

Graduated Cohort Study Group

The Graduated Cohort Study Group (GCSG) is an effort slated to begin in July of 2024. The Southwest Institute For Transformational Community Schools (SWIFT), in collaboration with Apex, will work closely with 22 community schools who are part of the GCSG to develop a process and structure toward some type of certification or accreditation of community schools in New Mexico, as specified in House Memorial 44. The map includes this designation by bolding in green the schools that are part of the GCSG.

The evaluation plan builds on the synergy of this effort in significant ways, one of which is to work with this cohort of 22 schools for initial development and deployment of evaluation activities and tools during the first year. Details are provided in the Evaluation Matrix table in the Evaluation Plan section on page 28.

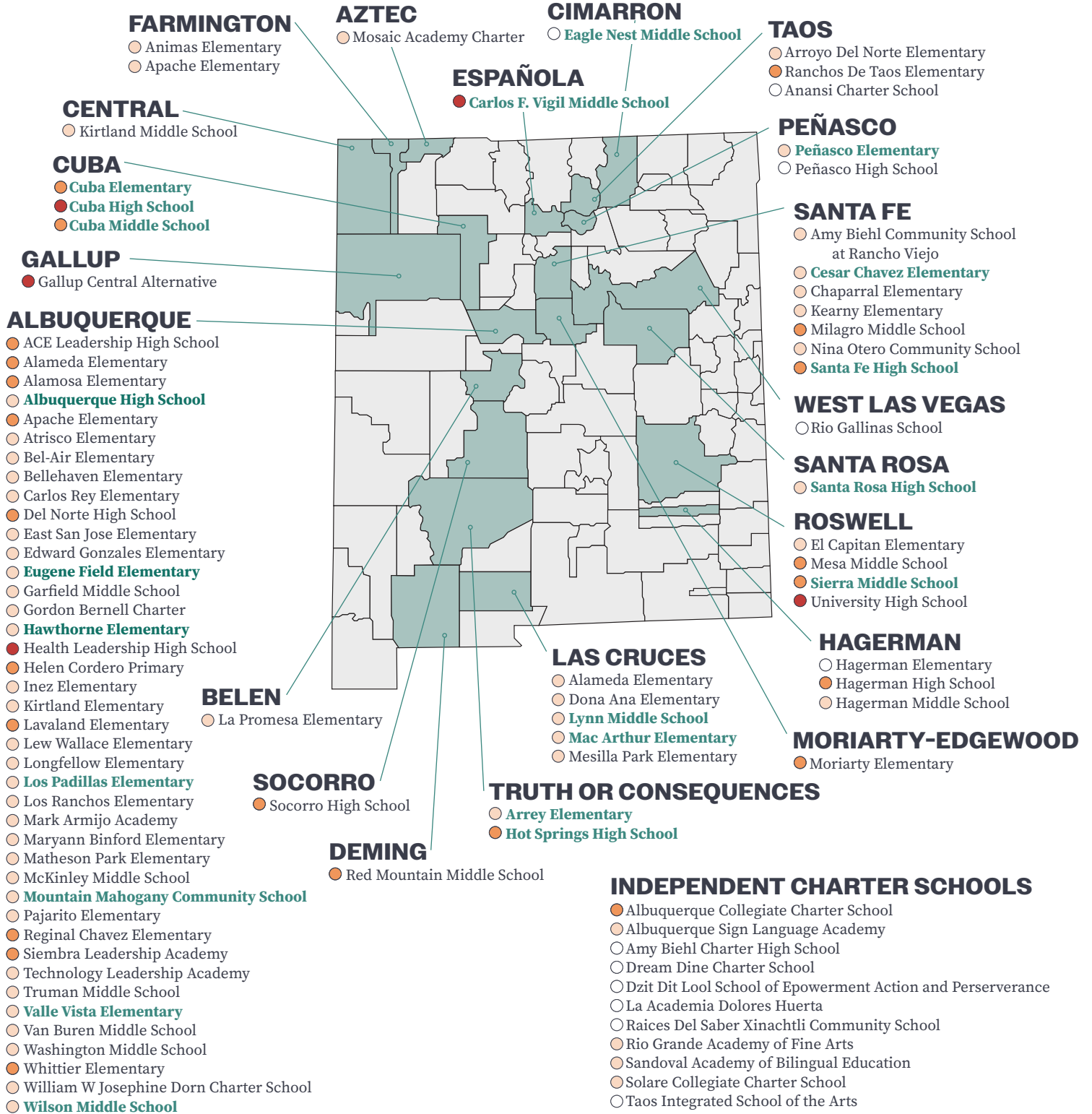
Chronic Absence

Research over the past decade has highlighted the significant role chronic absence plays in student learning. Chronic absence can translate into students having difficulty learning to read by third-grade, achieving academically in middle school, and graduating from high school.¹⁶ Chronic absenteeism is defined as missing more than 10% of the school days in a year, or at least 18 days in a 180-day school calendar year.

Data on rates of chronic absence are included in this report to help tell part of the story of community schools in New Mexico, with regard to both need and possibility, as well as to illuminate how the evaluation can track progress on how implementation of the community school strategy is impacting student outcomes such as chronic absence.

With regard to need, average chronic absenteeism in 2023-2024 for New Mexico schools (excluding the 95 grantee schools) is significant and concerning at 38%, however, the rate at GCSG schools (53%) and implementation grantees (46%) are considerably higher (see Table 1). This should not be surprising considering NMPED's intentionality in prioritizing need in funding the community school strategy. The map to the right displays chronic absence for each of the 94 community schools with a color-coded circle preceding each school name.

94 COMMUNITY SCHOOLS PARTICIPATE IN 2024-2025 SCHOOL YEAR WITH NMPED STATE GRANTS



LEGEND:



School district receiving state grant funding

Percent of students chronically absent



0-25



26-50



51-75



76-100

School Participating in Graduated Cohort Study Group

School receiving Implementation Grant

As noted previously, the Martinez and Yazzie ruling found that the educational needs of New Mexico’s children were not being met, particularly those who are low-income, Indigenous, English language learners, and have disabilities. National research has shown that these same subgroups are significantly more likely to experience being chronically absent, with children living in poverty being two to three times more likely to be chronically absent, and students of color and those with disabilities being disproportionately affected. With New Mexico’s mandate to improve the educational outcomes for these children, finding ways to address rates of chronic absence is imperative.

Implementation of the community school strategy is particularly promising for New Mexico because community schools have been associated with lowering chronic absence rates. For example, chronic absence was 7.3% lower in elementary and middle schools and 8.3% lower in high schools in New York City after implementing the community school strategy for three years (2016-2018) as part of New York City’s Community School Initiative.¹⁷

The considerable need to address chronic absenteeism for New Mexico’s students, coupled with the potential for the community school strategy to make a positive contribution toward attendance, make a compelling argument for sustained support for the strategy. The evaluation plan described in this report identifies chronic absenteeism as an indicator of impact and will provide data to support implementation and monitor progress.

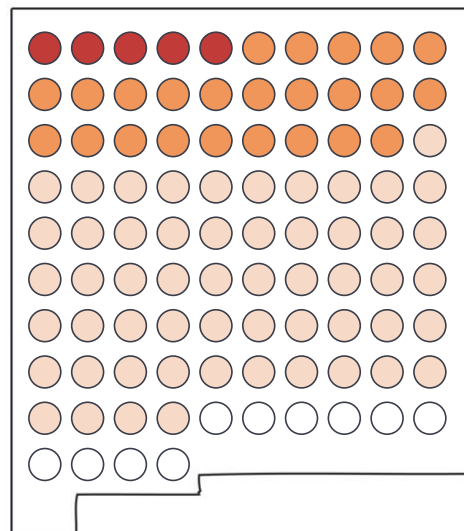
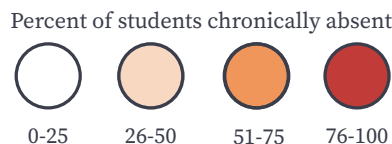
Table 1:

Chronic Absenteeism Rates by Type of State Grant-Funding

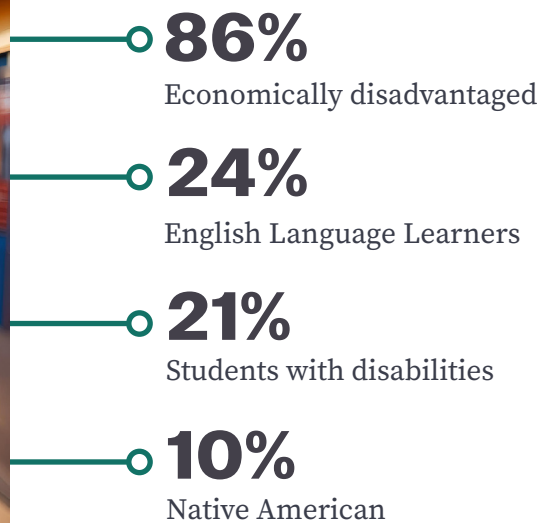
| Grant Type | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|------|------|------|------|------|
| Graduated Cohort Study Group | 28% | 23% | 43% | 57% | 53% |
| Implementation Grantees | 17% | 16% | 41% | 51% | 46% |
| Other Public and Charter Schools (Not CS) | 18% | 16% | 28% | 39% | 38% |

Data Source: NMPED Annual State, Districts, and Schools Attendance Report

88% of state grant funded schools have a chronic absenteeism rate of more than 25%.



NMPED Community School grantees serve some of New Mexico’s most vulnerable students.



Data Source: NMPED Annual State, Districts, and Schools Attendance Report

“With New Mexico’s mandate to improve the educational outcomes for these children, finding ways to address rates of chronic absence is imperative.”

EVALUATION PLAN

The New Mexico Community Schools Evaluation Plan presented here is a systems approach rooted in sound theories that employ a blend of quantitative and qualitative methods that are rigorous and culturally appropriate. The purpose of this document is to articulate a comprehensive, adaptable, multi-year plan for:

1. Bounding an evaluation design around local implementation and statewide scale that is informed by the national evidence-base and best practices for community schools;
2. Building a body of credible evidence using an equitable evaluation framework to ask and answer key questions about how community schools are working;
3. Braiding evaluation with technical assistance and professional development based on a collaborative approach to ensure alignment for efficiency and synergy as well as incorporate diversity of perspectives for sense-making and decision-making, including state and local administrators, regional support providers, local implementers, students, and families.

The evaluation will feature a consortium of seasoned and passionate professionals with both individual expertise and organizational capacity to support the breadth and depth of the statewide initiative. The proposed evaluation approach will ensure consistency, quality, and availability of data to (1) inform and guide technical assistance and implementation; (2) establish indicators and baseline measures to assess implementation for learning and improvement; and (3) monitor progress toward outcomes for accountability and advocacy. Emphasizing a commitment to supporting learning at all levels, the evaluation team has adopted the title of “Learning Partners.”

The evaluation plan prioritizes and facilitates using data for these purposes by authentically engaging relevant perspectives from state-level leaders, those supporting and implementing the model in the field, and most importantly, students, caregivers, and community members most affected by community schools.



New Mexico Community Schools Logic Model

One way to think of evaluation is as a process for building, sharing, testing, and evolving mental models using credible evidence. The logic model on the following page is intended to serve as that shared mental model of the community school strategy across all constituencies, but particularly between NMPED and the Learning Partners. The logic model bounds the evaluation plan by:

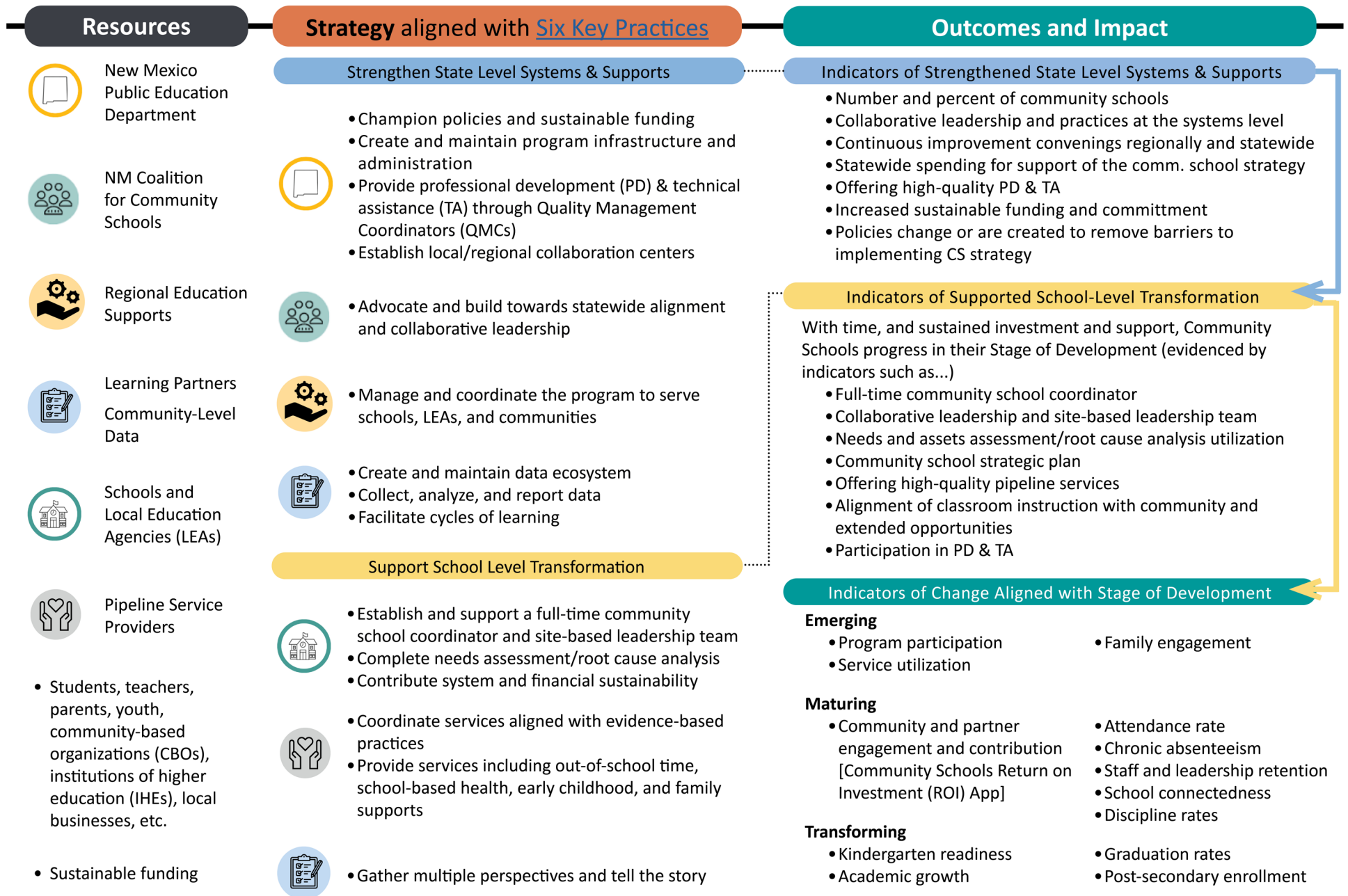
1. Identifying the key resources that are being deployed in support of the community school strategy;
2. Outlining a strategy for state-level systems and supports and school-level transformation aligned with the six key practices; and
3. Establishing indicators for outcomes and impact at the state and local levels tied to stages of development.

The logic model also serves as a theory of change—theory both in that it is based on the strong evidence for community schools and also presents a new idea for funding and supporting community schools; change in that it first examines the nature of implementation as a prerequisite for any expectation of changes in outcomes. The logic model is a flexible framework that represents the big idea - the hypothesis to be tested - and is intended to change and evolve along with emergent learnings related to implementation of the community school strategy at state and local levels.

Much of the state-level supports and processes are newer innovations or will be developed and implemented concurrently with the new evaluation plan and data ecosystem proposed here, such as efforts toward establishing an accreditation program for community schools. The timing offers tremendous opportunities for synergistic efforts described in more detail later in the plan, such as collaborative development of a Stages of Development Tool. We anticipate that these learnings, collaborations, and innovations will result in elements of the logic model and plan changing. For instance, stages of development of a community school will likely change in the way they are titled and defined while the concept of the stages of development remaining a key framework of the logic model and evaluation.

“Evaluation is a process for building, sharing, testing, and evolving mental models using credible evidence.”

New Mexico Community Schools Logic Model*



*This logic model is representative of the definition of a community school as a public school that unites families, educators, and community partners as an evidence-based strategy to promote equity and educational excellence for each and every child. This reflects the thinking of NMPED Community Schools Learning Partners as of May 7, 2024. Pending approval by and collaboration with the NM Coalition for Community Schools.

Systems Learning: An Equitable Evaluation Framework

Our job as Learning Partners is to help test and evolve the logic model by building a credible body of evidence and facilitating thinking across a diversity of perspectives for sense-making and decision-making. The following sections describe the evaluation frameworks and theories, evaluation questions, and methods that make up our approach called Systems Learning.

Evaluation Frameworks and Theories

Equitable Evaluation (EE) is the cornerstone of Systems Learning. EE is a growing movement in the field that re-imagines and recalibrates evaluation as a tool for advancing equity by giving voice to a diversity of perspectives. EE strives to ensure methods are culturally appropriate and valid and conducive to revealing drivers of inequity, and it empowers those more affected by such inequities to shape and own how evaluation happens. EE integrates cultural, structural, and contextual factors (e.g. historical, social, economic, racial, ethnic, gender) into all aspects of the evaluation by using participatory processes that seek to incorporate the voices of individuals most impacted. It influences how individuals identify and position themselves in relationship to one another and the project, as well as perspectives on what is meaningful and who has knowledge relevant to the implementation and impact of the project. EE explicitly advances equity by reflecting upon the ways cultural identities and contexts impact evaluation design, data collection and analysis, and the use of findings.

Systems Learning is based on systems thinking. A systems approach to evaluation is appropriate, if not essential, anytime efforts cut across different systems of people (individual, family, school, community, city, state, etc.) organizations (schools, service providers, non-profits, businesses, and government entities, etc.) and/or sectors such as health, education, social services, and workforce. This is especially true for ideas and efforts that are addressing complex problems of education and health disparities, poverty, and income inequality. This is the context for community schools and the Systems Learning approach described below will ensure that the evaluation plan is adaptable, replicable, and scalable at all levels from individual community schools, LEAs, and the statewide system. Systems Learning relies on three complementary evaluation theories: utilization-focused evaluation, developmental evaluation, and principles-focused evaluation.



Table 2:

Systems Learning Evaluation Theories

| Key Evaluation Theories | CS Evaluation in Practice |
|--|---|
| <p>Utilization-Focused Evaluation (UFE) is an approach that focuses on real-world uses and users of data, where evaluations are planned and conducted in ways that enhance utilization to facilitate decision-making among its intended users.</p> | <p>Relevant and timely data will be synthesized and made available in meaningful and actionable products, such as dashboards, presentations, newsletters, and reports. These will be appropriately designed to be accessible and meet needs at various levels to promote use. Here, we focus on data quality and accessibility.</p> |
| <p>Developmental Evaluation acknowledges that innovative initiatives are often implemented in dynamic and complex environments where participants, conditions, interventions, and contexts are in flux and pathways for achieving desired outcomes are subject to change. This approach supports reality-testing, innovation, iteration, and adaptation in complex dynamic systems where relationships among critical elements are nonlinear and emergent.</p> | <p>The Learning Partners will remain nimble as we seek to collaboratively evolve the evaluation plan, logic model, and relevant tools in response to collective learning as well as contextual shifts including alignment with other aspects of the community school systems that are under development such as accreditation and the Stages of Development tool. Here, we focus on agility and adaptation.</p> |
| <p>Principles-Focused Evaluation examines (1) whether the principles that guide a program or organization are clear, meaningful, and actionable; and if so, (2) whether such principles are actually being followed; and, if so, (3) whether they are leading to desired results. Principles-focused evaluation is an evolution of developmental evaluation that shifts the perspective from, “Are we doing things right?” to, “Are we doing the right things?”</p> | <p>Community schools are a strategy for promoting equity and reducing equity gaps. As such, in addition to equity itself, each of the six key practices can be considered a principle through which we can examine how support for the strategy is being demonstrated at all levels from schools and LEAs, to regional and statewide levels. Here, we focus on equity and the pillars of practice.</p> |

Learning Questions and Evaluation Matrix

The Systems Learning framework sets the stage for a rigorous, mixed-methods approach to achieve the goals of pursuing continuous improvement, producing learnings and best practices that can be scaled to meet the needs of all New Mexico community schools, and provide data and results to inform NMPED’s scaling and sustaining efforts for community schools in the state. To achieve these evaluation goals, the design of the evaluation incorporates both a process evaluation of the implementation of the community school strategy at the system and local levels and a summative evaluation of outcomes and impacts tied to community schools’ stages of development. A community school’s stage of development is a way of assessing and describing their systematic implementation of the strategy. The importance of assessing and understanding implementation cannot be overstated. While the community school strategy has substantial evidence showing it to be an effective strategy for contributing to positive student level outcomes, we can not expect to see such anticipated outcomes and impacts without systematic and sustained implementation of the strategy. The nature of the community school strategy also means that implementation matures over time through observable stages of development which require careful and meaningful collaboration among educators, families, students, and community partners. While there are observable stages, the process of development toward maturation of the community school strategy looks different at each school and follows unique, contextually influenced timelines. A Stage of Development self-assessment tool will be collaboratively developed and the data it provides is a key variable in the evaluation design.

The evaluation seeks to answer the following questions:

1. How are key stakeholders at all levels experiencing implementation and effects of the community school strategy?
2. What are local and statewide conditions that support successful implementation?
3. How are statewide systems evolving to support the needs of LEAs and community schools?
4. How is the community school strategy being adopted and implemented at each school and district?
5. What impacts can mature community schools have on student outcomes?

The following evaluation matrix is organized around these five learning questions and includes additional questions, indicators, data sources, and timing. While this provides an initial roadmap of likely indicators to guide the evaluation, it is anticipated that additional measurable indicators will emerge as stakeholders and partners continue to be engaged from the local-level to the state-level and with the availability of increasingly comprehensive and useful data to guide the community school strategy at each level.

“The goals of the evaluation are pursuing continuous improvement, producing learnings and best practices that can be scaled to meet the needs of all New Mexico community schools, and provide data and results to inform NMPED’s scaling and sustaining efforts for community schools in New Mexico.”

Table 3:

New Mexico Community Schools Evaluation Matrix

| Learning Question | Data Source | When |
|---|--|-----------------------------|
| 1. How are key stakeholders at all levels experiencing implementation and effects of the community school strategy? | | |
| What are the experiences of students and their families in community schools? | ROI App: Stories Module, focus groups, surveys | Ongoing starting in Year 2 |
| LEAs and Schools: What are the perspectives of coordinators, school leadership, site-based teams, partners, staff, district leaders and local supporting systems on the community school strategy locally and supports offered statewide? | Surveys and interviews with a purposeful and rotating sample | Annually starting in Year 2 |
| State level: What are the perspectives of members of the NM Community School Coalition, staff and leadership of NM PED, QMC, and SWIFT on the aspects of the statewide community school system? | Interviews with a purposeful sample | Years 1 and 3 |

| Learning Question | When |
|--|-----------------------------|
| 2. What are local and statewide conditions that support successful implementation? | |
| Exploratory analysis of relevant data to discern influential factors related to implementation of the community school strategy. Examples include: funding amounts and consistency across time, rural vs urban locations, school size, tenure of school leadership, availability of partners, grade-levels served, access and use of supports. | Annually starting in Year 2 |

| Learning Question | Indicators | Data Source | When |
|---|--|---|--------------------------------|
| 3. How are statewide systems evolving to support the needs of LEAs and community schools? | | | |
| To what extent is the statewide network of community schools growing, and what is the role of sustained or increased state-level resources? | Number of community schools in New Mexico and annual amount of designated resources. | SHARE, OBMS | Annually starting in Year 1 |
| How, if at all, do resources for the community school strategy support communities of greatest need in an effort to reduce disparities in education and health? | Intentional distribution of funding for community schools matched to needs and opportunity gaps to promote educational and health equity | PED grant rubric and award documentation, community level demographic, health, services, and opportunity gap data | Annually starting in Year 2 |
| To what extent is community school funding for LEAs and schools sustained and predictable each year? | Amounts and patterns of funding to LEAs and schools | PED grant award documentation | Annually starting in Year 1 |
| How are policies changing to support implementation of the community school strategy? | Policy changes to remove barriers to implementing community school strategy | NM State and PED documents | Annually starting in Year 2 |
| How are state community school leadership teams exhibiting collaborative leadership? | Membership in state and regional collaborative leadership teams and results from coalition health assessments, interviews, membership | Attendance records of Coalition convenings, Coalition Health Assessment | Bi-annually starting in Year 2 |
| How do LEAs and community schools experience the support of state and regional systems? | Local perspectives on the benefits of state and regional support | Survey of supported LEAs and community schools | Annually starting in Year 1 |

| Learning Question | Indicators | Data Source | When |
|---|--|---|-----------------------------|
| How much professional development, technical assistance, and continuous improvement offerings are available to community schools? How many people and schools participate and does their demographic makeup reflect that these convenings are accessible and inclusive among the target audience? | Number and frequency of offerings held locally, regionally, and statewide Participation and diversity of participants | Documentation of offerings and attendance records | Annually starting in Year 2 |
| What is the congruence between the content covered during professional development, technical assistance and continuous improvement offerings and needs expressed by community schools? | Perspectives of attendees on effectiveness and relevance of convenings | Evaluations of offerings and surveys of participants | Annually starting in Year 1 |
| Is the maturity of community school implementation increasing across the state? | The number and percent of schools achieving a community school certification or accreditation | Documentation of community school certification or accreditation status | Annually starting in Year 2 |

| Learning Question | Indicators | Data Source | When |
|--|---|----------------------------|--------|
| 4. How is the community school strategy being adopted and implemented within districts and schools? | | | |
| What processes and structures constitute a formalized definition of community schools across the state? | Processes and structures identified through the collaborative development of the Stages of Development Tool | Stages of Development Tool | Year 1 |

The following are likely elements of a community school’s Stage of Development. A Stage of Development self-assessment tool will be collaboratively developed and will inform how schools are designated and evaluation analyses.

1. Does the school have a full-time community school coordinator?
2. To what extent is the school effectively using collaborative leadership practices?
3. Does the school have a site-based leadership team?
4. Does the site-based leadership team have a diverse makeup of actively engaged stakeholders?
5. To what extent are the decision-making processes of the community school inclusive?
6. Was a needs and asset assessment and root cause analysis completed?
7. Who was involved and how in the needs and asset assessment and root cause analysis?
8. Is a strategic plan being used to guide the work?
9. What is the level of involvement in the process of creating and implementing the strategic plan?
10. How many people participate in professional development and technical assistance offerings?
11. To what extent are local and regional partnerships developed to support the strategic plan?
12. To what extent are strategies to powerfully engage students and families being implemented?
13. How is a culture of belonging, safety, and care being assessed and promoted?
14. What types of integrated supports are being offered?
15. To what extent is rigorous community-connected classroom instruction being provided?
16. What types of expanded, culturally enriched learning opportunities are being offered?

| | | | |
|--|---|---------------------------|-----------------------------|
| To what extent are community schools progressing in their stage of development as a result of supported school-level transformation and strengthened state-level systems and supports? | The number and percent of community schools at each stage of development, change over time, and the relationship to utilized supports | Stage of Development Tool | Annually starting in Year 1 |
|--|---|---------------------------|-----------------------------|



| Learning Question | Indicators | Data Source | When |
|---|--|--|-----------------------------|
| 5. What impacts can community schools achieve as they progress in implementation? | | | |
| For community schools at the Emerging Stage of development: | | | |
| Is participation of students, families, and community members in programs and services impacted by implementation of the community school strategy? | The number and percentage of students, families, and community members participating, and their demographic makeup | CS Data Hub | Annually starting in Year 2 |
| Is family engagement impacted by implementation of the community school strategy? | The number and percentage of families participating in opportunities for engagement and their demographic makeup | Title I, CS Data Hub | Annually starting in Year 2 |
| Locally developed measure of family engagement: each LEA or school is supported to develop their own measure of engagement that they wish to track and report on over time. | TBD | Possible sources: surveys, ROI App: Stories Module | Annually starting in Year 2 |
| For community schools at the Maturing Stage of development: | | | |
| Is the level of community and partner engagement impacted by implementation of the community school strategy? | Number of community and partner engagements, amount of benefits the school receives from partners, types of relationships and supports represented | ROI App | Annually starting in Year 2 |
| Is attendance impacted by implementation of the community school strategy? | Attendance rate | PED Data Warehouse | Annually starting in Year 2 |
| Is chronic absenteeism impacted by implementation of the community school strategy? | Chronic absenteeism | PED Data Warehouse | Annually starting in Year 2 |
| Is staff and leadership retention impacted by implementation of the community school strategy? | Staff and leadership retention | PED Data Warehouse | Annually starting in Year 2 |

| | | | |
|---|--|--------------------|------------------------------|
| Is school connectedness impacted by implementation of the community school strategy? | Student connectedness to adults in school | YRRS | Annually starting in Year 2 |
| Are discipline referrals impacted by implementation of the community school strategy? | Discipline incidents, coded by type of severity | PED Data Warehouse | Annually starting in Year 2 |
| For community schools at the Transforming Stage of development: | | | |
| Is kindergarten readiness impacted by implementation of the community school strategy? | Beginning of kindergarten I-station assessments for literacy and math, disaggregated by sub-groups | PED Data Warehouse | Annually beginning in Year 2 |
| Is academic growth impacted by implementation of the community school strategy? | Academic growth in state assessments, disaggregated by sub-groups | PED Data Warehouse | Annually beginning in Year 2 |
| Is graduation impacted by implementation of the community school strategy? | 4-year cohort graduation rates, disaggregated by sub-groups | PED Data Warehouse | Annually beginning in Year 2 |
| Is post-secondary enrollment impacted by implementation of the community school strategy? | Post-secondary enrollment, disaggregated by sub-groups | NM RISE | Annually beginning in Year 2 |

While many stakeholders were engaged in the development of the working logic model, evaluation questions, methods, and tools included or noted in this plan, the evaluation will be most successful if the experience and guidance of such stakeholders is continually sought. Initial endorsement and continued input from the New Mexico Coalition for Community Schools, and other critical partners, can help ensure this evaluation plan is grounded in the realities, needs, and desires of practitioners across the state. The Coalition will serve as the Evaluation Advisory Group.

Evaluation Methods

The Learning Partners are positioned to employ a variety of methods and tools that assess transformational shifts in how individuals at the local level, including students, teachers, administrators, family members, community members, and district leadership, as well as at the state level, relate to and participate in community school planning, implementation, and sustainability. The evaluation plan supports a model of learning that engages three key perspectives—those with decision-making power, those implementing the strategy, and those most impacted by it—and it works to build, share, test, and evolve mental models using a systematic approach to facilitate deeper, more deliberate thinking that culminates in more accurate conclusions and more effective decision-making.

Across these theories, frameworks, and methods, a Systems Learning approach optimizes and safeguards the evaluation plan for equity and learning by ensuring we intentionally and explicitly scrutinize numbers and elevate perspective. Acknowledging the adage, “context gives meaning to data; data without context is meaningless,” these two evaluation drivers are a specific way we practice equity and bring much-needed context to the evaluation.

“Context gives meaning to data; data without context is meaningless.”

Table 4:

Equitable Evaluation Drivers

| Why Scrutinize Numbers | Why Evaluate Perspective |
|--|---|
| <p>“Every number is born of subjective judgments, points of view, and cultural assumptions... Numbers are filled with bias through and through [because] someone has to make judgments and interpretations...”</p> <p>- Deborah Stone, <i>Counting</i></p> | <p>“Those most excluded and exploited by today’s broken system, possess exactly the perspective and wisdom needed to fix it.”</p> <p>- Edgar Villanueva, <i>Decolonizing Wealth</i></p> |
| <p>This compels us to examine the quality and validity of the types of data involved in evaluating community schools including attendance and achievement as well as race and ethnicity, public health and safety statistics, and employment and income.</p> | <p>Prioritizing the voices of those closest to the work is one way to promote equity, practice humility, and open the door for emergent learning that makes a difference.</p> |

Systems Learning facilitates deep and deliberate thinking to challenge assumptions, expose biases, and reveal new stories. This prioritization of emergent learning requires a departure from traditional evaluation approaches that typically begin with the selection of methods. When we settle on evaluation questions and determine the data needed to answer them in order to define the learning needs, only at this point do we move to methods. Selection of methods must be based on the learning needs rather than dictated by preferred or presumed methods as well as “methodological expertise” assumed by academic affiliation and capacity. When our learning needs are high, such as in the case of community schools across New Mexico, it places a premium on methods that allow for emergence, such as observation, interview, survey, and case study.

The evaluation will include qualitative methods such as individual and group interviews with purposeful samples of key members of local community school efforts as well as at the system level. These interviews will be an essential way in which the evaluation will answer questions around how key stakeholders are experiencing the implementation and effects of the project. Qualitative data will be analyzed using a systematic coding structure developed through a combination of a deductive process (drawing from the evaluation questions, the evaluation frameworks, and existing research on community schools) and an inductive process for localized themes that emerge as we are analyzing the data. Qualitative data will be co-analyzed and interpreted in collaboration with key partners. This approach aligns with Learning Policy Institute’s August 2023 Report on the long-term sustainability and impact of New Mexico community schools, which recommends setting realistic expectations for progress and outcomes by emphasizing relationship-building, trust establishment, community engagement, availability of services, and student participation in expanded learning opportunities in the initial years of the community school strategy.¹²

Table 5:

Evaluation System Rollout

| Evaluation System Rollout | Year 1 | Year 2 | Year 3 |
|---|--------|--------|--------|
| Community schools included in data collection | | | |
| Graduated cohort study group | X | X | X |
| PED funded SY 25/26 | | X | X |
| All community schools who opt-in | | | X |
| Tool development and deployment | | | |
| Stage of Development | X | X | X |
| ROI App with Stories Module in CS Data Hub V1 | X | X | X |
| Participation and Engagement Modules in CS Data Hub V2 | | X | X |
| Survey of LEAs and schools | | X | X |
| State-level collaborative leadership assessment | | X | |
| Areas of focus | | | |
| State-level systems of support for community schools | X | | X |
| Analysis of outcomes for <u>Emerging Stage Schools</u> : for participation in programs and services and family engagement | | X | X |
| Analysis of outcomes for <u>Maturing Stage Schools</u> : for partnerships, attendance, chronic absenteeism, staff retention, school connectedness, and discipline | | X | X |
| Analysis of outcomes for <u>Transforming Stage Schools</u> : for kindergarten readiness, academic growth, graduation, post-secondary | | X | X |
| Develop plan for engaging youth in evaluation | | X | |
| Exploratory analysis of state and local conditions for successful implementation | | X | X |

To answer questions related to student-level outcomes and impacts of implementation of the community school strategy, we will employ a quasi-experimental design at the school level using average student outcomes and utilizing a statistically matched comparison of schools not identified as community schools. In Year 2, we will determine the best fitting analytic approach based on our understanding of the data available to us. An example of a possible analytic approach would be a difference-in-difference style methodology that would address inability to randomly assign schools and to account for differences between NM community schools and comparison schools and examine changes across time and maturity.

The evaluation questions, methods, and design described here are dependent on access to existing data and the ability to collect and synthesize data that are not currently collected. Understanding the data landscape and developing a robust data ecosystem holds promise in evaluating the longer-term impacts of the community school strategy and is a central focus in the early foundation setting and efforts in this evaluation plan.

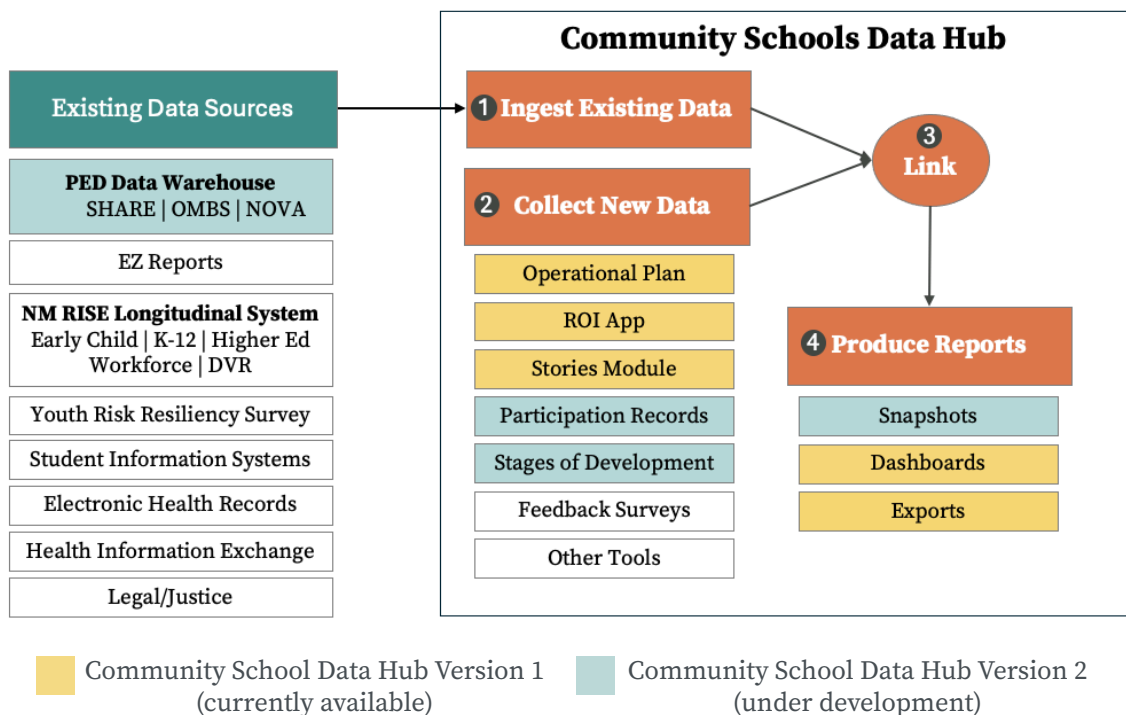


A CREDIBLE BODY OF EVIDENCE

The Evaluation Plan described above relies on access to a credible body of evidence that brings together data from existing sources, creates tools for collecting new data including context and story, links data sets from different sources over time, and produces a suite of timely reports for different purposes and audiences. We call this data ecosystem the Data Hub.

Community School Data Hub

The proposed Community School Data Hub is a key tool for both implementation of the community school strategy at the local and statewide levels, as well as for the evaluation. The Data Hub concept is designed to minimize the burden of data collection, bring in additional context to derive meaning, and add value to maximize the use of data for implementation including technical assistance, and create a body of evidence to ask and answer process, quality, and outcome evaluation questions. The ecosystem is a flexible, comprehensive, and integrated environment that is being tailored for community schools using four simple, universal elements illustrated in the schema below: (1) ingesting existing data from digital sources; (2) collecting new data; (3) linking data; and (4) producing an array of reports for different audiences and purposes.



Ingesting existing data: The first element involves leveraging data from existing, digital sources into a single database environment. Community Schools typically involve multiple data tools and systems from Student Information Systems (SIS), NOVA (NMPED’s data system formerly STARS) Out-of-School Time databases, Electronic Health Records, Salesforce, NM RISE, and Google tools to name a few of the known systems in the community school field. Among these secondary sources, we are particularly interested in (1) the PED Data Warehouse under development that will combine SHARE, OMBS, and NOVA with improved quality control; and (2) NM RISE, New Mexico’s cross-agency longitudinal system which will bring together early childhood, K-12, higher education, workforce and Division of Vocational Rehabilitation (DVR). Data agreements are underway to obtain ongoing access to individual-level data from these sources for the 2024-2025 school year with anticipated inclusion in the Community Schools Data Hub Version 2 in August of 2025.

Collecting New Data: Next, tools can be created and deployed through the Community School Data Hub for efficient and effective data collection of needed data that are not being collected systematically and digitally. The Data Hub can deploy tools that support implementation, technical assistance, professional development including accreditation, as well as for evaluation purposes. Apex will work with Collective Impact partners and service providers to determine which tools are appropriate and available to be part of the Data Hub.

Community School Data Hub Versions and Features

| | |
|----------------------------------|---|
| <p>CS Data Hub V1</p> | <p>The Community School Coordinator Return on Investment App (ROI App) is already available and will serve as a central repository for programs and services by documenting collaborations and contributions across partners and programs in a way that promotes the pillars of practice. The ROI App primarily focuses on tracking quantitative data related to community school implementation in relation the pillars of practice. The app includes an operational plan to collect contextual information about each community schools. It also includes a component to collaboratively capture stories related to the processes and impacts of the community school in relation to the pillars of community schools, providing an organic source of qualitative data.</p> |
| <p>CS Data Hub V2</p> | <p>Among the features slated for August 2025:</p> <ul style="list-style-type: none"> ● PED Data Warehouse Integration ● Participation Data Collection Tool(s) ● Stage of Development Self-Assessment Tool ● Snapshot Reports |

Linking and protecting data: Once data are ingested and collected into the Community School Data Hub, they are then linked across sources and over time at the lowest level possible. This step requires attention to confidentiality, privacy, and security—providing identifiable access and de-identifying data as appropriate. Apex has extensive experience in this data intermediary role, collecting and protecting sensitive data in accordance with HIPAA and FERPA regulations. Maintaining this data structure allows for more powerful aggregations, disaggregating, and cross-tabulations—which is how the data structure is optimized for the emergent learning needs of community schools.

Producing reports: Data that is accumulated into a data system is only useful if it can be accessed through flexible and easily produced reports for different audiences and purposes. Some reports are intended to guide individual services. Most are de-identified and useful for quality assurance around data collection, quality improvement efforts around the performance measures, and school and community health promotion initiatives. At the state level these data are then useful for comprehensive annual reporting. The ecosystem supports timely, detailed, and visualized reports which will be customized to meet the needs of community school stakeholders at all levels.

The learning garnered from the Community School Data Hub and additional purposeful methods will help demonstrate how components of the community school processes and strategy are leading to desired outcomes including how the early developmental phases of the community schools foster participation and engagement of students and families and lead to indicators known to positively relate to academic outcomes, such as attendance. In addition to examining the links between participation in programs and services and academic indicators, the evaluation will incorporate process evaluation methods to understand more broadly how the community school processes and strategy as a whole are leading to whole-school contextual and systemic transformation.

The preceding narrative describes the types of data we intend to collect and what analytical approaches we will employ to evaluate the system of New Mexico Community Schools and the hypothesis therein. These methods and analytical approaches are supported by a powerful data ecosystem that will create a credible body of evidence that sets the stage for deep learning and a high-quality evaluation. This requires authentic engagement across a diversity of perspectives. The Learning Partner can't do it alone.

A MODEL OF COLLECTIVE IMPACT

The New Mexico Community Schools Evaluation Plan is deeply and intentionally intertwined with the technical assistance, and professional development design for implementing, scaling, and sustaining a statewide system. The Learning Partners will bring together the key constituencies that have been working in the community school space using a model of Collective Impact (CI).

The research is clear—in order for New Mexico community schools to achieve their desired outcomes, implementation quality matters. As such, the plan will not only evaluate outcomes, but is designed to provide a robust and durable platform including a data ecosystem to support site-level, district-level, and state-level evaluation, learning, and continuous improvement. The relationship between technical assistance and evaluation is an iterative cycle; technical assistance is a source of data to determine how well schools are implementing community school practices and evaluation data informs subsequent technical assistance priorities. This synergy not only ensures that community schools are ready for outcome evaluation, but also helps schools better understand why their desired outcomes are or are not being achieved. With these purposes in mind, a New Mexico Community Schools Collective Impact is proposed between Apex, Insight Allies, and Born Ingenuity (Learning Partners), and SWIFT Community Schools, ABC Community Schools Partnership, the New Mexico Coalition for Community Schools, and NMPED.

Apex Evaluation with Insight Allies and Born Ingenuity

Apex is a New Mexico-based evaluation firm with a 25-year history of working with organizations and programs that address a range of education, health, social, economic, and racial disparities. This includes early childhood and family programs, career pathways, out-of-school-time programs, school-based health centers, and community schools. Founded and led by Carlos Romero, Apex currently evaluates statewide networks of school-based health centers in six states and has the human and technical capacity to manage large-scale, multi-site evaluations, including a team of evaluators and project support specialists. Carlos holds a Master's in Business Administration and is a nationally recognized expert in the field of equitable evaluation.

Apex is supported by Michelle Bloodworth, Ph.D., of Insight Allies, and Catherine Wolfe Bornhorst, M.Ed., of Born Ingenuity. Dr. Bloodworth has conducted large- and small-scale research and evaluation focused on school and community-based education for 25 years. Within education, she has worked

The Learning Partners



Carlos Romero
Apex Evaluation



Michelle Bloodworth
Insight Allies



**Catherine Wolfe
Bornhorst**
Born Ingenuity

across the spectrum from early childhood, K-12, community schools, STEM, higher education, and school health. Dr. Bloodworth has conducted several community school studies and evaluations, including a large multi-disciplinary and mixed-methods study of the development of over 100 community schools in Chicago. The ROI App is based on a 2019 case study, conducted by Dr. Bloodworth, that specifically examined the financial return to a school and community based on one community school coordinator. The ROI App will be central in collecting essential data for both implementation and evaluation to maximize the usefulness of data, increase efficiency and consistency in data collection processes, and increase accuracy and credibility in data reporting.

Catherine specializes in education/early childhood and culturally sustaining practices and pedagogies. Her expertise is informed by experiences in a large, urban, public school district, with much time spent teaching K-3 students and mentoring pre-service teachers in full-service community schools. These teaching experiences, including reading endorsements and additional licenses in early literacy and reading development, have carried over to evaluation methods and activities based on a deep understanding of community schools and equitable evaluation practices. She has been an evaluator and/or project lead for local and national projects focused on community schools, student engagement, early college high schools, school-based health centers, early care and education, and primary education for the past 11 years.



Southwest Institute For Transformational Community Schools (SWIFT)

The Southwest Institute For Transformational Community Schools (SWIFT) will be represented in the CI and provide professional development related to the accreditation of community school leaders and coordinators. Apex will contract under a separate NMPED scope to align, enhance, and leverage SWIFT's accreditation of community schools initiative related to the HM44 task force. SWIFT exists to deepen and broaden community school opportunities across New Mexico; provide technical assistance and guidance; and break down silos while honoring the Community School commitment to shared leadership, shared voice and diverse perspectives for the greater good of children, families, schools, and communities. SWIFT helps build a robust community school strategy to transform public education now and for the future. The mission of SWIFT is to build and improve systems of support that enable community schools to realize their full potential as a school transformation strategy. To that end, SWIFT operates the Center of Excellence for Community Schools, which provides capacity building support to community schools including training and professional development.



ABC Community School Partnership Bernalillo County

Apex will also sub-contract with the ABC Community School Partnership (ABC) to support their involvement in the CI and compensate for the value of their contributions. ABC was established in 2007 with a Joint Powers Agreement between Albuquerque Public Schools, Bernalillo County, and the City of Albuquerque. Housed within Bernalillo County, ABC includes a network of local leaders that align policies, practices, and resources to build and sustain a system of Community Schools aimed at helping New Mexico students succeed in school and life. ABC's mission is to increase parent involvement, student academic achievement, and overall community quality of life through the creation and support of cooperative and collaborative working relationships with schools and the business community, social service agencies, government agencies, faith-based organizations, civic groups, neighborhood

associations and post-secondary institutions. ABC works together with city and state officials, higher education institutions, business leaders, unions, community partners, and the school district to intentionally align resources for a more efficient and effective system of funding and service delivery. Through collaborative leadership, training, coaching, and facilitating, ABC employs the Community School strategy at a systems level to help students overcome academic and social barriers to learning, and help students succeed in college, career, and life.

New Mexico Coalition for Community Schools

NMPED is responsible for appointing a statewide coalition for community schools that includes local community schools, members of their site-based leadership teams, foundations, businesses and other organizations, including unions, cultural and linguistic experts and tribal leaders, and community school content experts who have joined together to advocate for and support the development of community schools across New Mexico in alignment with an evidence-based community school framework. The Coalition will be represented in the CI and serve as the Evaluation Advisory Group with quarterly briefings.



New Mexico Public Education Department

The Community Schools and Extended Learning Bureau at NMPED is responsible for administering the statewide community schools program in accordance with

The Community Schools Act and the related New Mexico Administrative Code for Community Schools. This includes grants for local implementation, technical assistance, professional development, and evaluation. In addition to a full-time Community Schools Director, PED supports a regional network of Quality Management Coordinators (QMCs) who will provide in-person, hands-on support for community school practitioners, including CS Coordinators and Site-based Leadership Teams. The Director, QMCs, and other designated PED staff will participate in the CI, ideally including the Director of Community Schools and Extended Learning Time Bureau, Deputy Secretary of Teaching, Learning and Innovation, and representation from the Research, Evaluation, and Accountability Bureau.

National Partners

The CI members bring relationships with national organizations like the Learning Policy Institute, Institute for Educational Leadership, and the National Coalition for Community Schools.

New Mexico Community Schools Collective Impact

When it comes to convening these relevant stakeholders for sense-making and decision-making, Collective Impact offers a structure for generating collaborative solutions to complex social problems by organizing around five principles of practice: a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and backbone organizational support.¹⁸ CI is the commitment of diverse actors from various sectors to a common agenda for solving specific social problems. It is not just collaboration; it is orchestrated synergy.

The Five Essential Conditions of Collective Impact are:

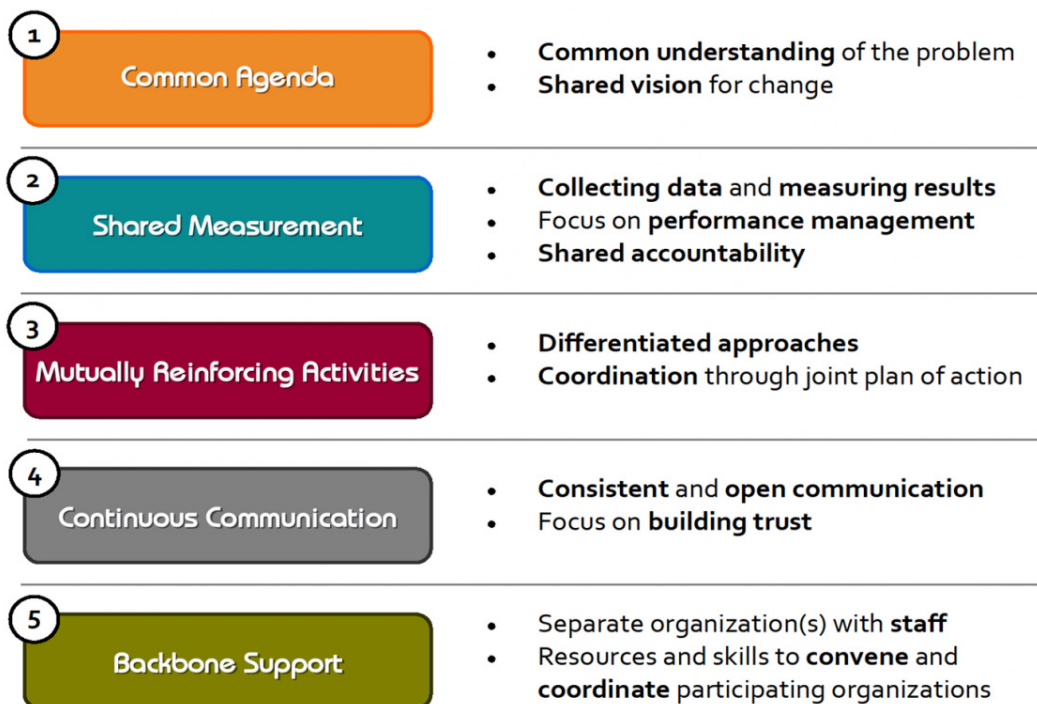
Common Agenda: A common agenda takes us from a shared vision and unified purpose to actions that add specificity, account for context, and promote unity across multiple perspectives - including alignment and coordination across the functions of professional development and accreditation, technical assistance and quality improvement, and data and evaluation to improve and accelerate progress at local, regional, and state-levels.

Shared Measurement Systems: Data will become a compass for continuous learning and accountability. All partners will share data and monitor progress, utilizing tools such as the ROI app and stage of development tool (to be developed) that are and will be part of the Data Hub.

Mutually Reinforcing Activities: This strategic alignment will limit the dispersal of efforts in different directions and instead promote focused, collaborative work on the specific targets of the common agenda. Each effort complements the whole while building trust and deepening relationships. Co-creating a Stages of Development Tool to measure stages of development of a community school is the first mutually reinforcing activity.

Continuous Communication: Trust builds through ongoing dialogue and bringing multiple perspectives to the table. The evaluation will utilize established and structured processes for transparent and timely communication among all partners.

Backbone Support Organizations: Together, Apex and SWIFT will form the backbone for the collective impact, employing collaborative leadership principles from CSs to determine how to co-lead and co-create in a way that maximizes the competencies and resources of each partner to implement, scale, and sustain the work according to plan. This is one way we ensure that the evaluation remains centered on equity in meaningful and durable ways, which is essential to success. Engaging community members and ensuring an inclusive set of perspectives is essential and this partnership brings those voices to the table including the Coalition.



Source: Channeling Change: Making Collective Impact Work, 2012; FSG and Social Innovation Review

Collective Impact emphasizes the importance of how institutions and individuals work together. Since its inception, CI has also evolved to prioritize authentic community engagement in order to capture the importance of embedded community work on complex problems. By design, using the community school strategy ensures the populations and communities experiencing health disparities are authentically involved in the solution. Thus, they will be an integral part of the work plan and involved at all stages. This is achieved through collaborative leadership which centers on the criticality of shared power and voice for all individuals, and it is best observed in site-based leadership teams, also known as community school councils. This collaborative leadership structure exists at each school site and enables our community network to strengthen community support services, provide health resources, and help connect individuals to preventive health services, locally at the school site and across the system. It is in these very spaces that we can facilitate novel approaches for community level innovations. Our approach matches the current call in the field to go beyond seeking community input and move to a level of shared decision making that entails collaborating and shifting power.

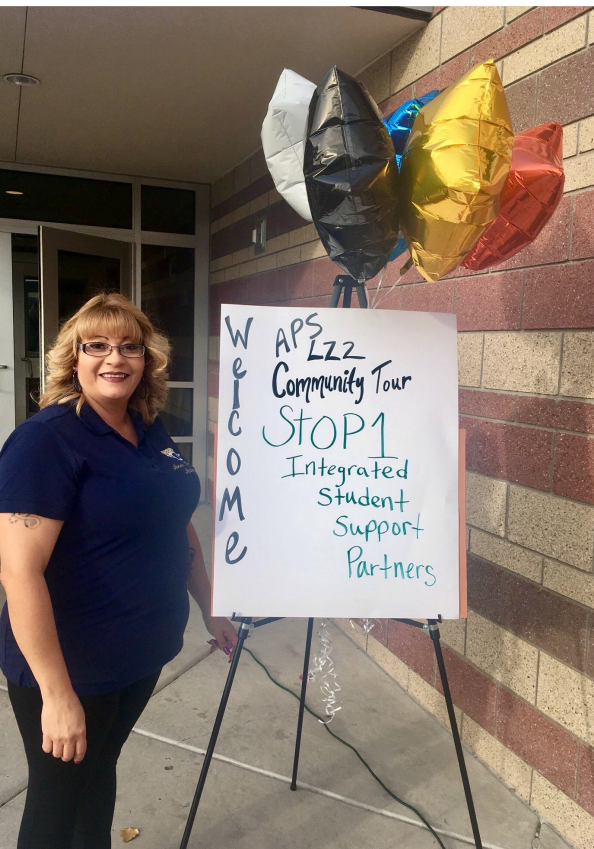
Youth-Led Participatory Action Research

Another way the evaluation will incorporate multiple perspectives in future years is the inclusion of a youth-led participatory action research (YPAR) component that will be implemented in collaboration with other project partners. YPAR is a process of learning and action that informs solutions to challenges that youth experience. YPAR promotes young people’s sociopolitical development and empowerment that supports them in understanding the roots of problems within their own communities. As such, it is a natural extension of ethos embodied in community schools and equitable evaluation. A feasibility study of a Youth Evaluation Team is proposed for fall of 2025.

Data Governance and Data Sovereignty

Data governance and data sovereignty are critical components for community schools and CI initiatives. These concepts ensure that data is managed responsibly and that the community maintains control over its own data.

Data Governance refers to the overall management of the availability, usability, integrity, and security of the data. In a community school setting, this means establishing clear policies and procedures for how student information, academic records, and other sensitive data are collected, stored, accessed, and shared at local, regional, and statewide levels. Effective data governance ensures that data is accurate, consistent, and used in a way that benefits the students and the community while complying with legal and ethical standards.



Data Sovereignty takes the concept of data governance a step further by focusing on the legal, practical, and moral aspects of data ownership. For community schools, this means understanding how local, state, and federal laws impact the way they handle data but it also involves asserting control over data to ensure that it is used in ways that align with the community's values and needs, especially when it comes to protecting the privacy and rights of students and families.

In the context of a CI approach, where multiple organizations come together to solve complex social issues, data governance and sovereignty become even more important. They provide a framework for collaboration that respects the autonomy of each organization while ensuring that shared data is used ethically and effectively to improve educational outcomes.

For example, a community school initiative might involve partnerships with local health clinics, social service agencies, and after-school programs. Each of these partners collects and uses data about students and families. A robust data governance policy would outline who can access this data, how it can be used, and how it will be protected. It would also ensure that data sharing agreements are in place that respect the individual privacy and the data sovereignty of the community, ensuring that local voices retain control over how data are used and shared.

The Learning Partners are trained and certified in human subjects research. If necessary, the evaluation team will access an independent Institutional Review Board (IRB) to confirm the exemption status and ensure that all data collection and evaluation are done in accordance with high ethical standards, with no conflicts of interest, and a low probability of negative impact on participants. Apex holds relationships with multiple private Independent Review Services to facilitate timely approval of research and evaluation methods, which may be required before accessing any kind of student-level data including academic outcomes or survey responses.

Data governance and data sovereignty are not just about compliance with laws and regulations; they are about empowering community schools to use data in a way that supports their mission and respects the rights and dignity of the students and families they serve. The CI will prioritize these principles so that community schools can enhance their collective impact efforts and drive meaningful change in education.

KEY ACTIVITIES, DELIVERABLES AND TIMELINE

The Evaluation Plan for New Mexico’s Community Schools lays out the central questions we seek to answer; the evaluation frameworks methods, and design; the human capacity needed to accomplish the work; and the tools and data infrastructure needed to support the potential of the evaluation plan. These complementary components have been designed to fit together and can be implemented over a thoughtful timeline to allow for stakeholder engagement from initial feedback and deployment of tools to realistic scaling across New Mexico’s community schools. Engagement includes LEAs and schools as partners in the evaluation, as well as statewide entities such as NMPED and the NM Coalition.

The pace of the evaluation must also mirror and take into account the pace of implementation - at the local and state level - and is dependent on the availability of the relevant data. To answer the questions framed in the evaluation with confidence and accuracy, we must have access to timely, granular, and contextualized data. This includes data about what is being implemented within community schools, including participation and engagement among students and families, and data on indicators of impact. One key annual deliverable is a legislative briefing synthesizing key learnings about the status of implementation of the community school strategy at the local and state levels, conditions for successful implementation, and how implementation is contributing to impact on student outcomes. The briefing will also provide an opportunity to uplift stories from the field that can help further illuminate the strategy and its impact.

As important as the evaluation activities, data, and analysis are, they cannot be truly useful until they are synthesized into accessible presentations and reports tailored to meet the needs of different stakeholder groups. The following table lays out the timeline for key activities and deliverables with their associated timelines. The dates provided indicate when deliverables will be finalized, accounting for sufficient time for collaborative iteration with key stakeholders prior to final versions being delivered.

Table 6:

Evaluation Activities and Deliverables

| Key Activities and Deliverables | Timeline |
|--|--------------------|
| Reports and Presentations | |
| Evaluation Plan for NM Community Schools and Status Report | June 30, 2024 |
| First evolution of Evaluation Plan with feedback from CI | August 2024 |
| Audience-specific versions of Evaluation Plan | August 2024 |
| Evaluation Advisory Group (Coalition) briefing | Quarterly |
| Legislative Brief (with vignettes) | September 30, 2024 |
| Snapshot Reports: Quarterly Newsletter | Ongoing |
| Snapshot Reports: Quarterly Internal (PED) Briefing | Ongoing |
| 2025 Annual Evaluation Report | June 30, 2025 |
| 2025 Annual Presentation to Coalition | July 2025 |
| 2026 Annual Evaluation Report | June 30, 2026 |
| 2026 Annual Presentation to Coalition | July 2026 |
| 2027 Annual Evaluation Report and Long-Term Plan | June 30, 2027 |
| Process and Tools | |
| Initiate Collective Impact | July 2024 |
| Onboarding Pilot CSs to Data Hub/ROI | September 1, 2024 |
| Feasibility of Youth Evaluation Team | Fall 2025 |
| Stages of Development Tool - collaborative | January 2025 |
| Data Hub Version 2 features | August 2025 |
| Convene and facilitate evaluation and data committee | Quarterly |
| Ongoing Support | |
| Ad hoc data requests | Ongoing |
| NMPED Website Updates | Ongoing |
| Grant proposal development | Ongoing |

CONCLUSION

New Mexico is at an inflection point regarding its investment in the community schools movement. Community schools are a proven strategy that can address the severity of our children's needs and close gaps in opportunities and outcomes. NMPED's plan for building state-level systems and supporting school-level transformation, articulated in the logic model, is built on a solid foundation of research. This evaluation plan is grounded in the research base for community schools, acknowledges and builds on the work that has already been done, and leverages the array of knowledge, talent, experience, and capacity that exists across New Mexico. With a foundation in equitable evaluation and systems thinking, the evaluation's design includes questions, indicators, and methods that are the basis for initiating a comprehensive, systematic evaluation that is optimized for equity and learning. The design of the evaluation incorporates process and outcome evaluation of the community school strategy at state and local levels, including outcomes and impacts tied to community schools' stages of development. The data ecosystem will help organize a credible body of evidence that maximizes efficiency in data collection and brings in much-needed context for sense-making, including tools like the ROI App and Stages of Development. With leadership from the Learning Partners, the plan features a Collective Impact partnership that will bring together diverse perspectives and voices to support meaningful collaboration and emergent learning. The evaluation plan presents a detailed, practical, and realistic rollout of a statewide community schools evaluation system.



APPENDIX

New Mexico Vistas Data Table by District and School for 2024-2025 PED Community School Grantees

NM Vistas was developed by the Public Education Department and publically reports data that showcases school performance based on state accountability and other required criteria from the Every Student Succeeds Act (ESSA), as mandated by the U.S. Department of Education. NM Vistas aims to assist families and community members in identifying schools that are excelling or schools in need of additional support. These school identifications are based on a set of multiple measures informed by stakeholders representing New Mexico's communities.

Legend:

Vistas Designations:

Spotlight School - Schools scoring above the 75th percentile

Traditional School - Schools scoring about the threshold for support and improvement

Additional Targeted Support and Improvement Schools (ATSI) - Schools in need of support with one or more subgroups of students

Comprehensive Support and Improvement (CSI) - Schools scoring in the bottom 5% of Title I schools overall or <67% graduation rate

More Rigorous Intervention (MRI) - Schools not exiting CSI Status after three years receiving support

Subgroup Abbreviations included in Vistas designations:

SwD - Students with Disabilities

FRL - Free or Reduced Lunch

EL - English Learners

PERF - Low Performance

GRAD - Graduation Rate

N - Native American

H - Hispanic

W - White

Vistas Score:

The school score helps families and communities identify schools that are doing well, schools that need the most support to improve, and schools that are in-between. The score is based on multiple quantitative measures of student success, academic performance, graduation rates for high schools, progress for English Learners, student attendance, and other measures of school quality and student success.

| District Name | School | PED Community School Grant Type | Chronic Absenteeism | VISTA Score | VISTA Designation | Math Proficiency Score | Reading Proficiency Score |
|---------------|---|---------------------------------|---------------------|---------------|-------------------|------------------------|---------------------------|
| Albuquerque | Ace Leadership High School | Implementation | 70% | 44.6 | CSI.GRAD | <20% | <20% |
| | Alameda Elementary | Implementation | 51% | 39.5 | Traditional | 19% | 26% |
| | Alamosa Elementary | Implementation | 51% | 35.6 | CSI.SWD | 8% | 19% |
| | Albuquerque High | GCSG | 41% | 63.4 | Traditional | 17% | 38% |
| | Apache Elementary | Implementation | 54% | 36.9 | CSI.H.FRL | 9% | 19% |
| | Atrisco Elementary | Implementation | 49% | 26.1 | CSI.PERF | 3% | 14% |
| | Bel-Air Elementary | Implementation | 47% | 31.4 | CSI.H.FRL | 8% | 14% |
| | Bellehaven Elementary | Implementation | 40% | 52.3 | ATSI.SWD | 19% | 35% |
| | Carlos Rey Elementary | Implementation | 30% | 50.6 | ATSI.SWD | 19% | 34% |
| | Del Norte High | Implementation | 56% | 47.9 | MRI.GRAD | 5% | 20% |
| | East San Jose Elementary | Implementation | 38% | 45.3 | Traditional | 15% | 29% |
| | Edward Gonzales Elementary | Implementation | 39% | 43.3 | Traditional | 16% | 24% |
| | Eugene Field Elementary | GCSG | 48% | 30.5 | CSI.EL | 5% | 19% |
| | Garfield Middle | Implementation | 45% | 35.0 | Traditional | 13% | 22% |
| | Gordon Bernell Charter | Implementation | 34% | 41.7 | MRI.GRAD | Masked | Masked |
| | Hawthorne Elementary | GCSG | 45% | 38.8 | ATSI.SWD | 10% | 27% |
| | Health Leadership High School | Implementation | 76% | 30.4 | CSI.GRAD | <10% | <10% |
| | Helen Cordero Primary | Implementation | 59% | 48.1 | Traditional | Unavailable | 21% |
| | Inez Elementary | Implementation | 34% | 51.9 | Traditional | 19% | 39% |
| | Kirtland Elementary | Implementation | 41% | 38.5 | Traditional | 11% | 16% |
| | Lavaland Elementary | Implementation | 55% | 30.8 | CSI.H.EL | 8% | 19% |
| | Lew Wallace Elementary | Implementation | 43% | 45.3 | Traditional | 11% | 28% |
| | Longfellow Elementary | Implementation | 39% | 49.2 | Traditional | 21% | 41% |
| | Los Padillas Elementary | GCSG | 44% | 38.6 | ATSI.SWD | 14% | 22% |
| | Los Ranchos Elementary | Implementation | 50% | 35.7 | CSI.PERF | 9% | 18% |
| | Mark Armijo Academy | Implementation | 46% | 37.2 | MRI.GRAD | <10% | <10% |
| | Maryann Binford Elementary | Implementation | 38% | 39.3 | MRI.PERF | 9% | 22% |
| | Matheson Park Elementary | Implementation | 46% | 59.5 | ATSI.SWD | 27% | 45% |
| | Mckinley Middle | Implementation | 50% | 35.0 | ATSI.SWD | 10% | 24% |
| | Mountain Mahogany Community School | GCSG | 43% | 62.1 | CSI.H.W.FRL | 30% | 46% |
| | Pajarito Elementary | Implementation | 49% | 29.1 | CSI.H.FRL.SWD | 7% | 13% |
| | Reginald Chavez Elementary | Implementation | 56% | 38.1 | Traditional | 12% | 21% |
| | Siembra Leadership High School | Implementation | 66% | 39.8 | CSI.GRAD | <5% | 17% |
| | Technology Leadership High School | Implementation | 33% | 36.5 | CSI.GRAD | <10% | <10% |
| | Truman Middle | Implementation | 36% | 35.4 | ATSI.SWD | 9% | 24% |
| | Valle Vista Elementary | GCSG | 47% | 37.7 | CSI.SWD | 11% | 24% |
| | Van Buren Middle | Implementation | 45% | 26.8 | MRI.PERF | 7% | 14% |
| | Washington Middle | Implementation | 32% | 35.6 | Traditional | 13% | 24% |
| | Whittier Elementary | Implementation | 62% | 33.0 | Traditional | 12% | 22% |
| | William W & Josephine Dorn Charter Community School | Implementation | 38% | 30.7 | Traditional | <10% | 19% |
| Wilson Middle | GCSG | 48% | 30.8 | ATSI.N.SWD.EL | 9% | 21% | |

| District Name | School | PED Community School Grant Type | Chronic Absenteeism | VISTA Score | VISTA Designation | Math Proficiency Score | Reading Proficiency Score |
|---|--|---------------------------------|---------------------|-------------|-------------------|------------------------|---------------------------|
| Albuquerque Collegiate Charter School | Albuquerque Collegiate Charter School | Implementation | 53% | 74.2 | Spotlight | 31% | 68% |
| Albuquerque Sign Language Academy | Abq Sign Language Academy | Implementation | 37% | 34.5 | Traditional | <5% | 19% |
| Amy Biehl Charter High School | Amy Biehl Charter High School | Implementation | 18% | 70.5 | Spotlight | 17% | 44% |
| Aztec | Mosaic Academy Charter | Implementation | 40% | 53.3 | Traditional | 25% | 42% |
| Belen | La Promesa Elementary | Implementation | 38% | 52.7 | Traditional | 25% | 35% |
| Central Consolidated | Kirtland Middle | Implementation | 35% | 40.9 | CSI.SWD.EL | 16% | 31% |
| Cimarron | Eagle Nest Middle | GCSG | 17% | 49.4 | Traditional | 14% | 34% |
| Cuba | Cuba Elementary | GCSG | 71% | 18.8 | CSI.PERF | 3% | 5% |
| | Cuba High | GCSG | 78% | 47.1 | Traditional | <5% | 8% |
| | Cuba Middle | GCSG | 69% | 28.8 | CSI.PERF | 4% | 25% |
| Deming | Red Mountain Middle | Implementation | 66% | 33.7 | CSI.PERF | 15% | 25% |
| Dream Dine Charter School | Dream Dine Charter School | Implementation | 11% | Unavailable | CSI.PERF | <20% | <20% |
| Dzit Dit Lool School of Empowerment Action and Perserverance | Dzit Dit Lool School Of Empowerment Action And Per | Implementation | 19% | 38.8 | Traditional | <10% | 12% |
| Espanola | Carlos F. Vigil Middle | GCSG | 85% | 29.8 | MRI.PERF | 8% | 24% |
| Farmington | Animas Elementary | Implementation | 40% | 39.3 | CSI.PERF | <20% | 25% |
| | Apache Elementary | Implementation | 47% | 32.0 | Traditional | 10% | 20% |
| Gallup | Gallup Central Alternative | Implementation | 79% | 31.5 | MRI.GRAD | <10% | 15% |
| Hagerman | Hagerman Elementary | Implementation | 25% | 55.2 | Traditional | 33% | 29% |
| | Hagerman High | Implementation | 67% | 50.9 | CSI.GRAD | <10% | 25% |
| | Hagerman Middle | Implementation | 39% | 56.1 | Traditional | 25% | 52% |
| La Academia Dolores Huerta | La Academia Dolores Huerta | Implementation | 9% | 47.5 | Traditional | 16% | 36% |
| Las Cruces | Alameda Elementary | Implementation | 37% | 48.6 | Traditional | 18% | 29% |
| | Dona Ana Elementary | Implementation | 31% | 53.5 | Traditional | 28% | 36% |
| | Lynn Middle | GCSG | 40% | 39.6 | ATSI.SWD.EL | 16% | 29% |
| | Mac Arthur Elementary | GCSG | 39% | 39.8 | Traditional | 20% | 24% |
| | Mesilla Park Elementary | Implementation | 43% | 50.4 | Traditional | 32% | 30% |
| Moriarty-Edgewood | Moriarty Elementary | Implementation | 62% | 44.5 | Traditional | 21% | 34% |
| Penasco | Penasco Elementary | GCSG | 46% | 40.3 | Traditional | 9% | 32% |
| | Penasco High | Implementation | 16% | 93.3 | Spotlight | <20% | 32% |
| Raices Del Saber Xinachtli Community School | Raices Del Saber Xinachtli Community | GCSG | 20% | 51.1 | Traditional | 11% | 40% |
| Rio Grande Academy of Fine Arts | Rio Grande Academy Of Fine Arts | Implementation | 34% | 59.1 | Traditional | 40% | 32% |
| Roswell | El Capitan Elementary | Implementation | 34% | 61.1 | Traditional | 24% | 42% |
| | Mesa Middle | Implementation | 60% | 29.6 | ATSI.SWD | 8% | 23% |
| | Sierra Middle | GCSG | 53% | 34.9 | CSI.EL | 15% | 23% |
| | University High | Implementation | 80% | 55.8 | MRI.GRAD | <20% | <20% |
| Sandoval Academy of Bilingual Education | Sandoval Academy Of Bilingual Education | Implementation | 30% | 52.9 | Traditional | 19% | 45% |
| Santa Fe | Amy Biehl Community School At Rancho Viejo | Implementation | 35% | 49.0 | ATSI.FRL | 27% | 35% |
| | Cesar Chavez Elementary | GCSG | 43% | 30.5 | Traditional | 6% | 17% |
| | Chaparral Elementary | Implementation | 33% | 47.8 | Traditional | 23% | 32% |
| | Kearny Elementary | Implementation | 31% | 38.6 | Traditional | 14% | 23% |
| | Milagro Middle | Implementation | 53% | 38.9 | Traditional | 13% | 32% |
| | Nina Otero Community School | Implementation | 33% | 39.3 | Traditional | 16% | 25% |
| | Santa Fe High | GCSG | 71% | 62.1 | Traditional | 18% | 43% |

| District Name | School | PED Community School Grant Type | Chronic Absenteeism | VISTA Score | VISTA Designation | Math Proficiency Score | Reading Proficiency Score |
|---|----------------------------------|---------------------------------|---------------------|-------------|-------------------|------------------------|---------------------------|
| Santa Rosa | Santa Rosa High | GCSG | 48% | 55.2 | Traditional | <5% | 22% |
| Socorro | Socorro High | Implementation | 70% | 55.5 | MRI.GRAD | 11% | 24% |
| Solare Collegiate Charter School | Solare Collegiate Charter School | Implementation | 42% | 44.7 | Traditional | 22% | 33% |
| Taos | Arroyo Del Norte Elementary | Implementation | 50% | 66.2 | Spotlight | 40% | 47% |
| | Ranchos De Taos Elementary | Implementation | 59% | 44.5 | Traditional | 22% | 27% |
| Taos (Local Charter) | Anansi Charter School | Implementation | 0% | 90.7 | Spotlight | 60% | 80% |
| Taos Integrated School of the Arts | Taos Integrated School Of Arts | Implementation | 4% | 67.2 | Spotlight | 27% | 51% |
| Truth or Consequences | Arrey Elementary | GCSG | 31% | 61.4 | Spotlight | 34% | 46% |
| | Hot Springs High | GCSG | 52% | 59.4 | Traditional | 7% | 28% |
| West Las Vegas | Rio Gallinas School | Implementation | 17% | 24.8 | CSI.PERF | <5% | 16% |

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