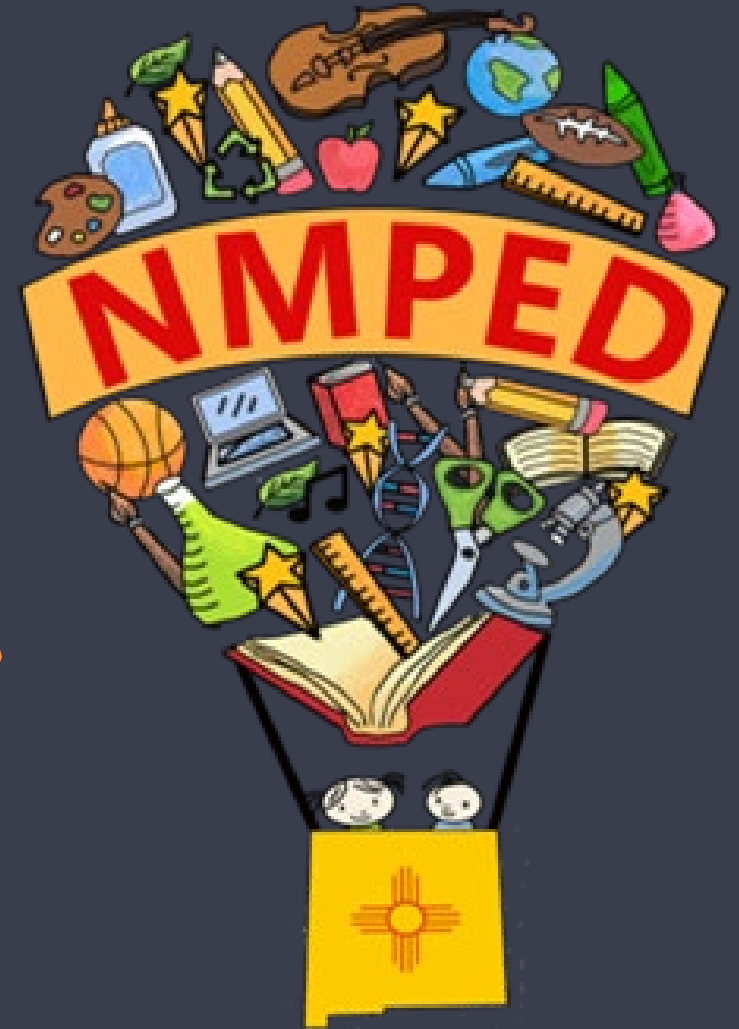


NM SCHOOL DASH: CSI/MRI GRADUATION RATE

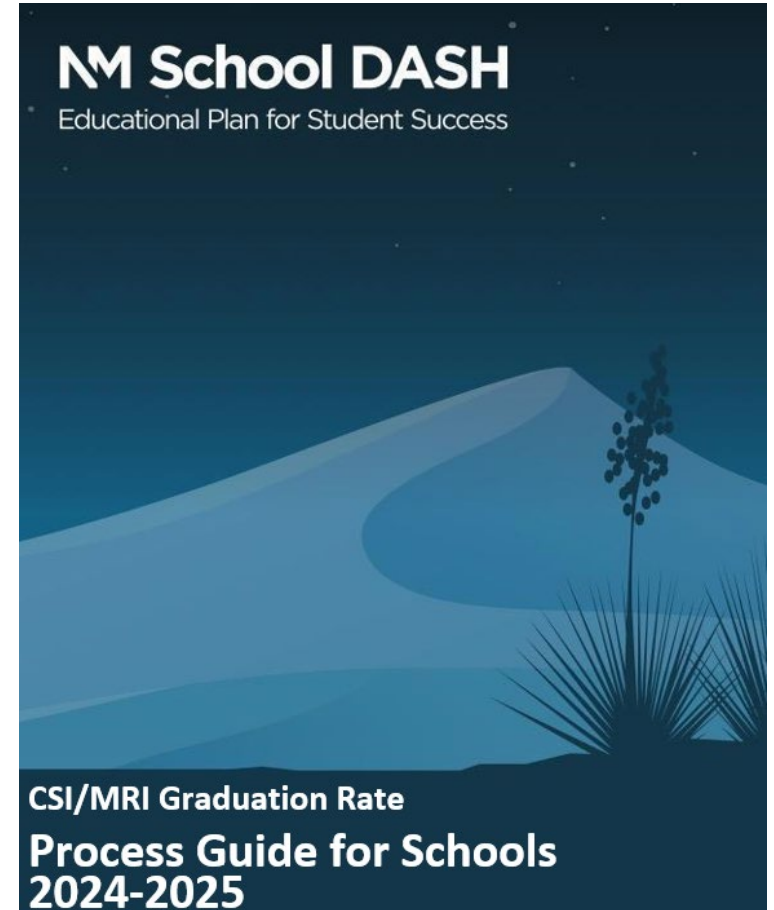
The Annual Plan: Components 1-4

Investing for tomorrow, delivering today.



OBJECTIVES


- Provide summary of updated requirements to NM School DASH for schools in designation for CSI/MRI Graduation Rate
- Provide opportunity to ask questions via Google link provided in chat



NM School DASH Professional Learning Etiquette



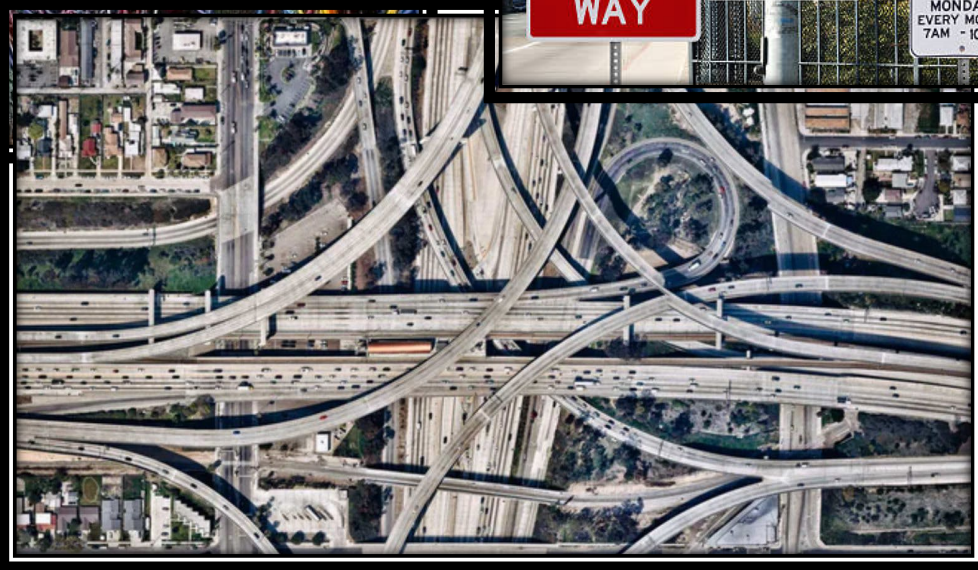
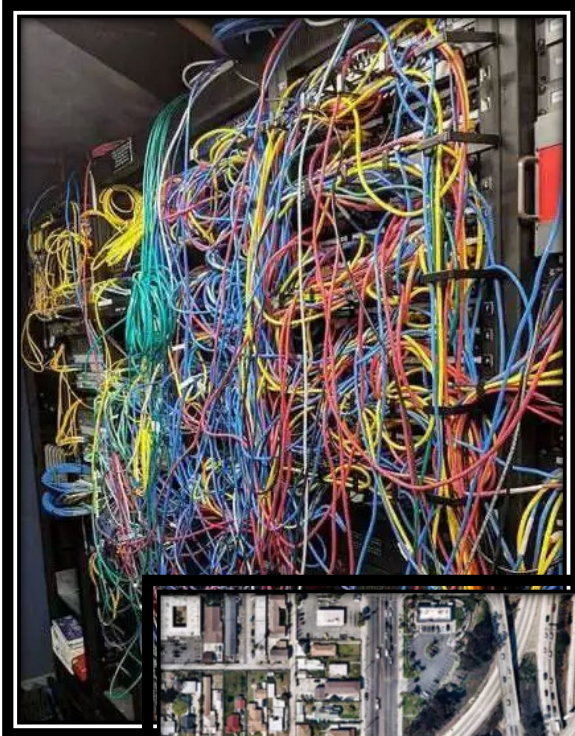
- Please remain on mute.
- Camera use is encouraged.
- Submit questions via the FAQ Google document link; please add your email address.



Summary of Updated
Requirements to NM School
DASH for CSI/MRI
Graduation Rate Schools

CHANGE OVERVIEW

- Addition of English Language Proficiency (ELP) Growth Goal Statements (9-12)
- Addition of content goal statements for ELA, math, and science (grade 11)
- Areas of Concern renamed as Potential Performance Challenges
- Number of data options has been modified
- MLSS is a required data option



“Your system is perfectly designed to give you the results you are getting.”
-W.E. Deming

Kotter's Change Model



Understand
the need for a change. This is the rational 'why'.



Enlist
the support of a core team of stakeholders to work on a solution and scale it.



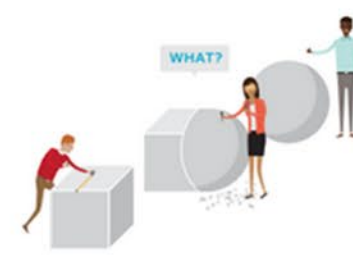
Envisage
the opportunities and implications of the new solution on the organization.



Motivate
people by connecting at an emotional level around the 'why' of the change.



Communicate
the vision and mobilize stakeholders around 'how' to roll-out the solution.



Act
by taking steps to align the organization (people, structures, process) with the new solution.



Consolidate
by reinforcing which things are working and exploring which things are not.

Align Key Stakeholders

Engage the Organization

NM SCHOOL DASH COMPONENTS

Component 1: Build School Core Team

Component 2: Set Student Achievement Goals

Component 3: Conduct Data Analysis and Identify THE Performance Challenge

Component 4: Conduct Root Cause Analysis and Select Focus Areas

Component 5: Create Desired Outcomes, Develop Progress Indicators, and Define Critical Actions (90-day Plan)

Component 6: Implement Plan and Monitor Progress (Implementation Status Checks)

QUALITY INDICATOR OVERVIEW

The Quality Indicators for CSI/MRI Graduation Rate

- Are specific to schools with this designation
- Serve as guidance for School Core Teams as they develop Annual and 90-day Plans
- Serve to set the expectations of rigor and quality of component development
- Are used by Certified District Reviewer as criteria for approval and feedback
- Are embedded in NM School DASH Process Management Tool

QUALITY INDICATORS

Component 1: Build School Core Team	Fully Evident
<p style="text-align: center;">Grades 9–12</p>	<p>School Core Team members represent a variety of positions and roles within the school environment, and must include the following:</p> <ul style="list-style-type: none"> • School leader; <p>AND</p> <ul style="list-style-type: none"> • Relevant content representatives (ELA, math, and science); <p>AND</p> <ul style="list-style-type: none"> • Relevant graduation and post-graduation representative (i.e., staff responsible for Next Step Plans, Course Completion, etc.) <p>AND</p> <ul style="list-style-type: none"> • English Language Proficiency (ELP) representative; <p>AND</p> <ul style="list-style-type: none"> • Relevant student group representative (i.e., SWD, ED, etc.); <p>AND</p> <ul style="list-style-type: none"> • Relevant community involvement representative; <p>AND</p> <ul style="list-style-type: none"> • A District representative; <p>AND</p> <ul style="list-style-type: none"> • A Certified District Reviewer/Reflection Monitor;

Component 2: Set Student Achievement Goals	Fully Evident
<p>Summative <u>Proficiency</u> Student Achievement Goal Statements</p> <p>ELA and Math: Grade 11 (SAT)</p> <p>Science: Grade 11 (NM-ASR)</p> <p>ELP: Grades 9-12 (ACCESS)</p>	<ul style="list-style-type: none"> • Projected schoolwide Summative Proficiency Student Achievement Goal Statements, based on state required summative assessment proficiency results for the spring of the current school year, have been developed for ALL assessed students in ELA, math, science, and ELP.
<p>Benchmark <u>Proficiency</u> Student Achievement Goal Statements</p> <p>ELA and Math: Grade 11</p> <p>Science: Grade 11</p> <p>ELP: Grades 9-12</p>	<ul style="list-style-type: none"> • Projected schoolwide Benchmark Proficiency Student Achievement Goal Statements have been developed in ELA, math, science, and ELP; <p>AND</p> <ul style="list-style-type: none"> • Benchmark Proficiency Student Achievement Goal Statements are written to satisfy all SMARTIE criteria (Smart, Measurable, Ambitious/Attainable, Relevant/Rigorous, Time-bound, Inclusive, and Equitable).
<p>Graduation Summative Goal Statement</p> <p>Grades 9-12</p>	<ul style="list-style-type: none"> • Graduation Rate Summative Goal Statement based on projected 4-year, on-time cohort graduation rate has been developed; <p>AND</p> <ul style="list-style-type: none"> • Graduation Rate Summative Goal Statement is written to satisfy all SMARTIE criteria (Smart, Measurable, Ambitious/Attainable, Relevant/Rigorous, Time-bound, Inclusive, and Equitable).
<p>Graduation Benchmark Goal Statement</p> <p>Grades 9-12</p>	<ul style="list-style-type: none"> • Graduation Rate Benchmark Goal Statement based on graduation and post-graduation indicators; <p>AND</p> <ul style="list-style-type: none"> • Graduation Rate Benchmark Goal Statement is written to satisfy all SMARTIE criteria (Smart, Measurable, Ambitious/Attainable, Relevant/Rigorous, Time-bound, Inclusive, and Equitable).

COMPONENT I: BUILD SCHOOL CORE TEAM

Representation for:

- School Leader
- Relevant Content
- Graduation/post graduation
- English Language Proficiency
- Relevant Student group(s)
- Community
- District
- District Reviewer/Reflection Monitor

▼ Add Assigned Reviewers

USER ?

Select User

Reset **Add**

NAME	ORGANIZATION	
Don District ?	A PSB District	-

▼ Add Core Team Member

USER ?

Select User

POSITION/TITLE + ? 255

ROLE + ? **ROLE DETAIL** ?

-

Add another Role +

PERMISSIONS

Read-only

Reset **Add**

BUILD SCHOOL CORE TEAM

▼ Add Core Team Member

USER ?

Niki Sandoval - A PSB District

POSITION/TITLE * ?

245

Counselor

ROLE * ?

ROLE DETAIL ?

▼



Add another Role



Reset

Add

- District Representative
- Other
- District Reviewer/Reflection Monitor
- Student Group Representative
- Data Analyst
- Facilitator
- Content Representative
- Community Involvement Representative
- School Leader
- Grade level Representative
- Support Provider
- Communications
- Operations
- Graduation/Post Graduation Representative**
- ELP Representative

ORGANIZATION	ROLES	READ-ONLY
A PSB District	District Reviewer/Reflection Monitor	
A PSB District	School Leader	
A PSB District	Content Representative ⁱ Community Involvement Representative	
A PSB District	Student Group Representative ⁱ ELP Representative	

Celeste Murray ⁱ ELA Teacher

Sandra Gladden ⁱ Bilingual Teacher

BUILD SCHOOL CORE TEAM

COMPONENT 2: SET STUDENT ACHIEVEMENT GOALS

Summative Proficiency Student Achievement Goal Statements:

- Projected summative ELA and math goal statements (based on SAT results for grade 11); and
- Projected summative science goal statement (based on NM-ASR results for grade 11); and
- Projected summative ELP school-wide goal statement based on the percentage of ELLs achieving individual growth targets (ACCESS 9-12); and
- Summative projected 4-year, on-time cohort Graduation Rate Goal Statement.

COMPONENT 2: SET STUDENT ACHIEVEMENT GOALS

Benchmark Proficiency Student Achievement Goal Statements:

- Grade II must develop projected ELA and math Benchmark Goal Statements based on district selected/developed assessments.
- Grade II must develop a projected science Benchmark Goal Statements based on district-selected indicators, which may include but is not limited to:
 - End-of-unit tests
 - Grades
 - District selected/developed interims

COMPONENT 2: SET STUDENT ACHIEVEMENT GOALS

Benchmark Goal for Growth in English Language Proficiency

- Grades 9–12 must develop a projected ELP Benchmark school-wide Goal Statement based on :
 - District selected assessments such as WIDA Can Do Descriptors Rubrics
 - District developed growth in ELP Assessments

COMPONENT 2: SET STUDENT ACHIEVEMENT GOALS

Benchmark 4-year, On-time Cohort Graduation Rate Goal Statement:

- **Grades 9-12** must develop school wide graduation Benchmark Goal Statements based on graduation and post-graduation indicators, which may include:
 - Credit/course completion data
 - Attendance data
 - Office Discipline Referrals data
 - Current interim/common assessment data
 - College and Career Readiness Indicators
 - Next Step Plans

ELP Summative & Benchmark Goal Statement Examples


- By spring of 2025, 17% of English Learners will **meet their individual target growth** in English Proficiency as measured by NM Growth Calculation based on ACCESS results.
- By MOY 2024-25, 17% of English learners will demonstrate 75% growth in English Proficiency as measured by WIDA Can-Do Descriptors.
(Or interim assessment results, etc. [district determined])


- S** Specific
- M** Measurable
- A** Ambitious and Attainable
- R** Relevant and Rigorous
- T** Timebound
- I** Inclusive
- E** Equitable





COMPONENT 2: SET STUDENT ACHIEVEMENT GOALS

Goal

CONTENT AREA 

English Language Arts 9-12 

GOAL FORMAT * 

Select an option 

Select an option

Goal Statements

SET STUDENT ACHIEVEMENT GOALS GRADES 9-12

SUMMARY SUMMATIVE GOAL STATEMENT

B *I* [List] [List] [Eye] [Copy] [Undo] [Redo] [Link]

Characters: 0 POWERED BY TINY

SUMMARY BENCHMARK GOAL STATEMENT

B *I* [List] [List] [Eye] [Copy] [Undo] [Redo] [Link]

Characters: 0 POWERED BY TINY

Cancel [Save](#)

SET STUDENT ACHIEVEMENT GOALS GRADES 9-12

Breakout Room Questions

Component 1:

- What competencies are important when considering ELP representation?
- What additional supports will be needed by the district/school leader?

Component 2:

- What are your ideas for setting benchmark goals for ELP progress?
- What Growth in ELP data would you use?
- How did the school track ELP progress previously?

Share Out

COMPONENT 3: CONDUCT DATA ANALYSIS AND IDENTIFY THE PERFORMANCE CHALLENGE

Data Options:

- Minimum of 2 data options for each of the 3 categories*
(Graduation Goal)
- Minimum of 1 data option for each of the 3 categories *
(ELP, ELA, math and science)
 - Academic Achievement Data & Graduation/Postgraduation Data
 - Adult and Student Behaviors
 - Instructional Practices

*Include MLSS Self-assessment Survey results as one data option in one of the data categories

COMPONENT 3: CONDUCT DATA ANALYSIS AND IDENTIFY THE PERFORMANCE CHALLENGE

Goal Statement	Student Achievement / Graduation Data	Adult/Student Behavior Data	Instructional Practice Data
Graduation	2	2	2
ELA	1	1	1
Math	1	1	1
Science	1	1	1
ELP	1	1	1

***Include MLSS Self-assessment Survey results as one data option in one of the data categories**

DATA OPTIONS BY CATEGORY

NM School DASH, Summer 2024

STUDENT ACHIEVEMENT	BEHAVIORAL	INSTRUCTIONAL
<ul style="list-style-type: none"> • ELD assessment(s) data • Interim assessment(s) data • Formative student achievement data • Student work samples data • NM-MSSA summative data • Scholastic Aptitude Test (SAT) data • NM-ASR summative data • Grade distribution report data • NM ACCESS data • Graduation Rate data • Course completion data • College/Career Readiness Indicator data • NM Vistas data 	ADULT	<ul style="list-style-type: none"> • Elevate Domains 2 & 3 data • Classroom walkthrough data (non-evaluative) • Classroom observation data (evaluative) • Systems/Schedules data
	<ul style="list-style-type: none"> • Professional development data • PLC/Collaboration data • Lesson/Unit plan data • Staff/Parent survey data • Attendance data • IEP Review data • Elevate Domains 1 & 4 data 	
	STUDENT	
	<ul style="list-style-type: none"> • Attendance data • Tardies data • Student survey data • Office Discipline Referral (ODR) data • Next Step Plan data • NM Vistas data 	

MLSS Self-assessment survey results must be included as a data option in one of the above categories.

MLSS Data Examples

- Layer 1 Instruction—L1.5: Defined Layer 1 (core) interventions to support students (Layer 1 Instruction)
- Collaboration—L1.4: Dedicated collaboration times and expectations for staff (Leadership and Systems)
- School Leadership and Systems—SS.2: A non-evaluative observation and feedback cycle to support teachers that occurs at least biweekly (Leadership and Systems)

COMPONENT 3: CONDUCT DATA ANALYSIS AND IDENTIFY THE PERFORMANCE CHALLENGE

Data Analysis Narrative:

School Core Teams will analyze, interpret, and summarize in the Data Analysis Narrative. Data Analysis Narrative must include:

- All Data Options selected; and
- Analysis of relevant student groups' data (i.e., SWD, ED); and
- Trends and patterns and relationships within the data.

COMPONENT 3: CONDUCT DATA ANALYSIS AND IDENTIFY THE PERFORMANCE CHALLENGE

Potential Performance Challenges:

- Aligned to Data Analysis

THE Performance Challenge (highest leverage/greatest need):

- Aligns to the Data Analysis; and
- Provides strategic focus for improvement efforts; and
- Is the prioritized concern and requires immediate attention.

GOAL *

English Language Arts 9-12 (CSI/MRI Low Performance/Grad Rate Schools) ▾

STUDENT ACHIEVEMENT AND STUDENT/ADULT BEHAVIORS, AND/OR INSTRUCTIONAL PRACTICES (DATA OPTIONS)

Scholastic Aptitude Test data ✕

SCHOOLWIDE DATA SHOWS... (IN DEPTH DATA ANALYSIS NARRATIVE) * ?

B *I*

Prioritized

Characters: 12 POWERED BY TINY

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS * ?

B *I*

The Performance Challenge

Characters: 25 POWERED BY TINY

THE PERFORMANCE CHALLENGE ?

475

The Performance Challenge

CONDUCT DATA ANALYSIS AND IDENTIFY THE PERFORMANCE CHALLENGE

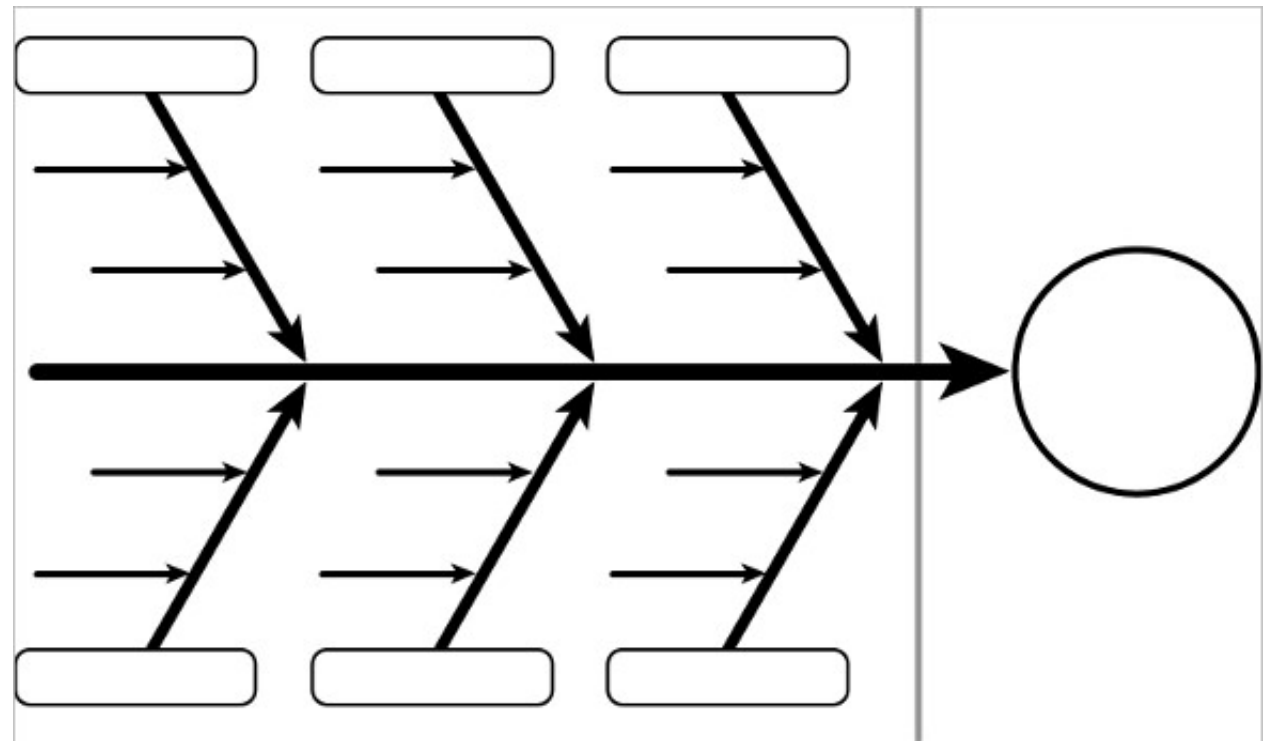
COMPONENT 4: CONDUCT ROOT CAUSE ANALYSIS AND SELECT FOCUS AREAS

Root Cause Statement:

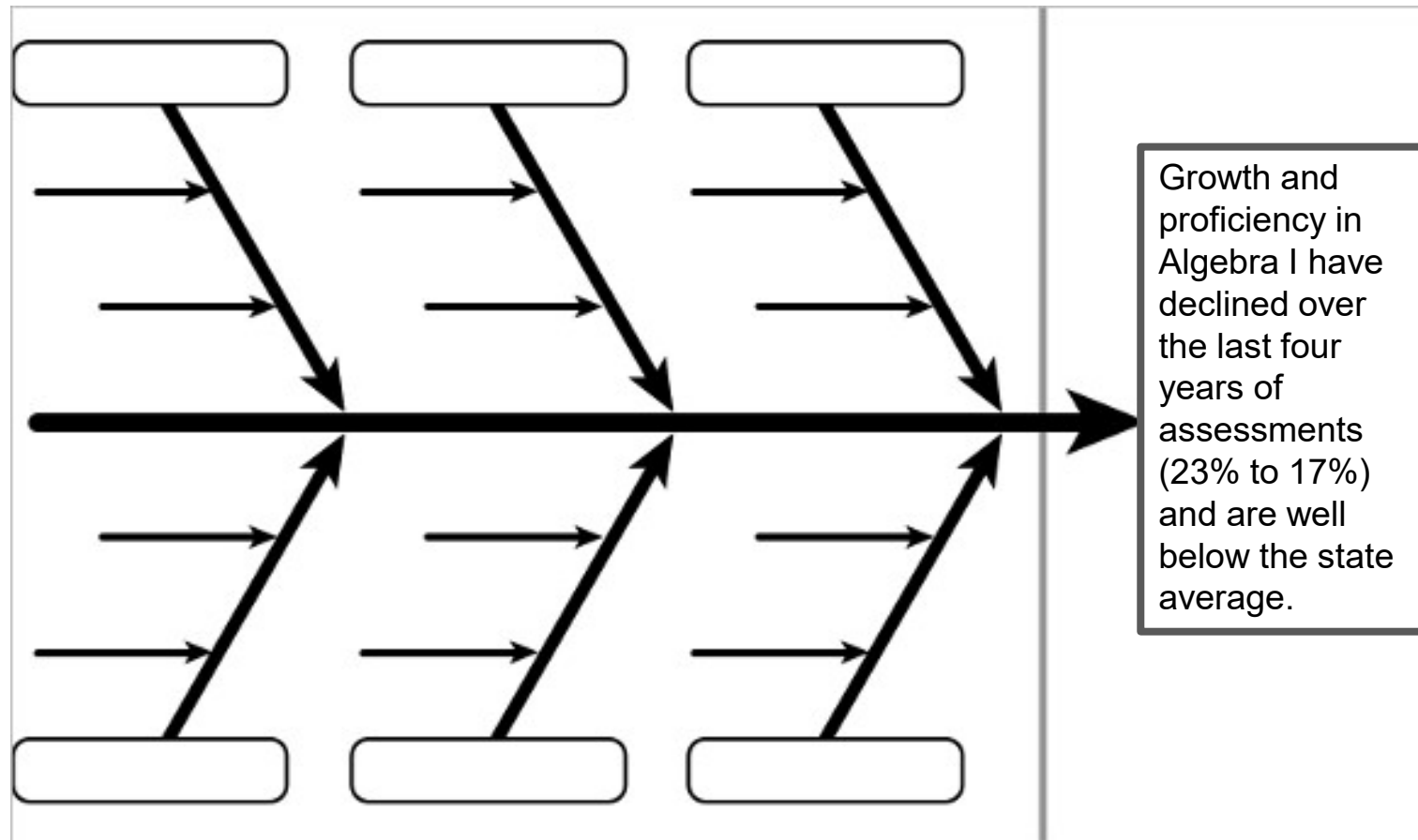
- Must specifically address THE Performance Challenge;
- Is within the school's control (not a condition);
- Does not include solutions;
- If addressed, will likely lead to improved student outcomes; and
- Is a succinct and focused statement (defined as something that is missing or lacking).

Root Cause Analysis--Fishbone

Statement describing the deepest underlying cause of performance challenges that, if resolved, will result in elimination or substantial reduction of the performance challenge/problem



Root Cause Analysis--Fishbone



Students come to Algebra I missing key concepts.	District provided materials do not align to standards.	PLC time is used inconsistently and rarely includes data discussions.
Classes are too large in order to meet elective schedules.	Students do not like math and do not try (like not doing homework) to succeed.	Teachers are not using quick assessments and/or they are not aligned to required rigor.
Standards are not being broken into chunks that can be taught and mastered in a single class.	The pacing guide does not allow time for <u>reteaching</u> missed concepts.	Admin lack content knowledge to instructionally coach.
Chronic absenteeism causes students to miss instruction.	Teachers are not using instructional time bell to bell.	CFU are not happening throughout the lesson to identify issues early.

Students come to Algebra I missing key concepts.

Teachers are not using quick assessments and/or they are not aligned to required rigor.

Classroom Instruction

Standards are not being broken into chunks that can be taught and mastered in a single class.

School Systems

Classes are too large in order to meet elective schedules.

Teachers are not using instructional time bell to bell.

Admin lack content knowledge to instructionally coach.

CFU are not happening throughout the lesson to identify issues early.

Growth and proficiency in Algebra I have declined over the last four years of assessments (23% to 17%) and are well below the state average.

PLC time is used inconsistently and rarely includes data discussions.

District provided materials do not align to standards.

The pacing guide does not allow time for reteaching missed concepts.

Conditions

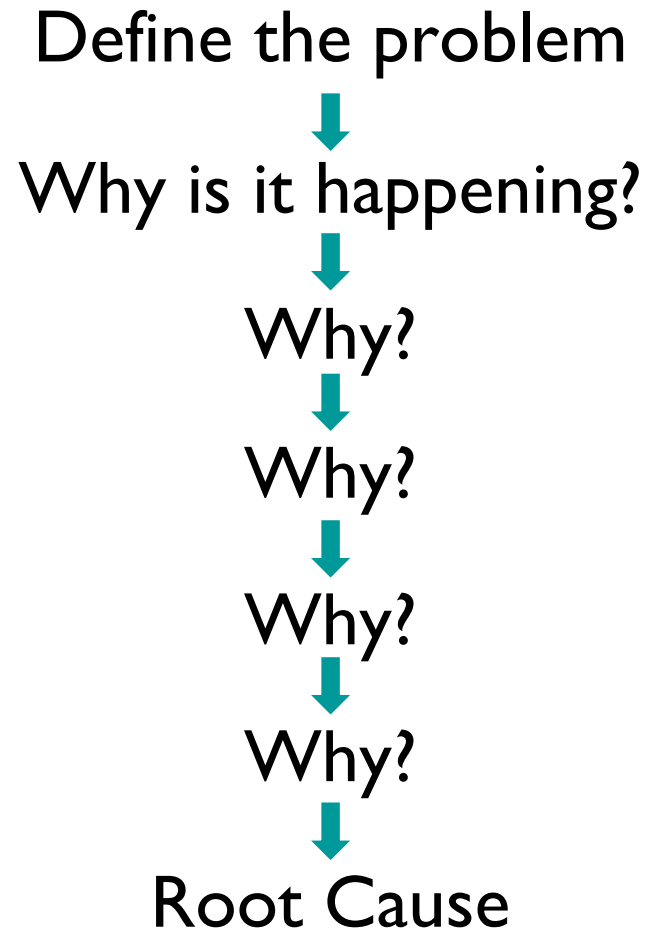
Students do not like math and do not try (like not doing homework) to succeed.

Chronic absenteeism causes students to miss instruction.

Collaboration

District Systems

5 Whys



COMPONENT 4: CONDUCT ROOT CAUSE ANALYSIS AND SELECT FOCUS AREAS

Focus Area(s):

- 1 Focus Area per goal (ELA, math, science, ELP, and Graduation Rate) is selected; and
- Aligned to THE Performance Challenge.
 - Layer I Instruction and Interventions
 - Data-Driven Instruction (DDI)
 - Culture
 - School Leadership and Systems

Root Cause

PERFORMANCE CHALLENGE

Highest Leverage/Greatest Need Challenge (ELA)

ROOT CAUSE STATEMENT + ?

500

FOCUS AREA

Select an Option

- Data-Driven Instruction (DDI)
- Layer 1 Instruction/interventions
- School Culture
- School Leadership and Systems

CONDUCT ROOT
CAUSE ANALYSIS
AND SELECT
FOCUS AREAS

Questions

Component 3:

- What data options might be considered specific to ELP growth in each category?
 - Student performance
 - Adult/student behavior
 - Instruction

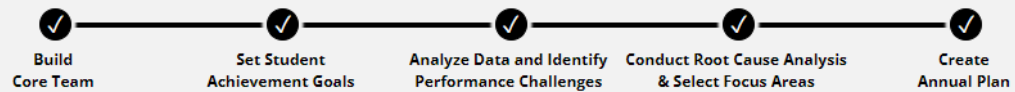
Component 4:

- What is the criteria the school uses to determine that THE Performance Challenge is the greatest need/highest leverage challenge?

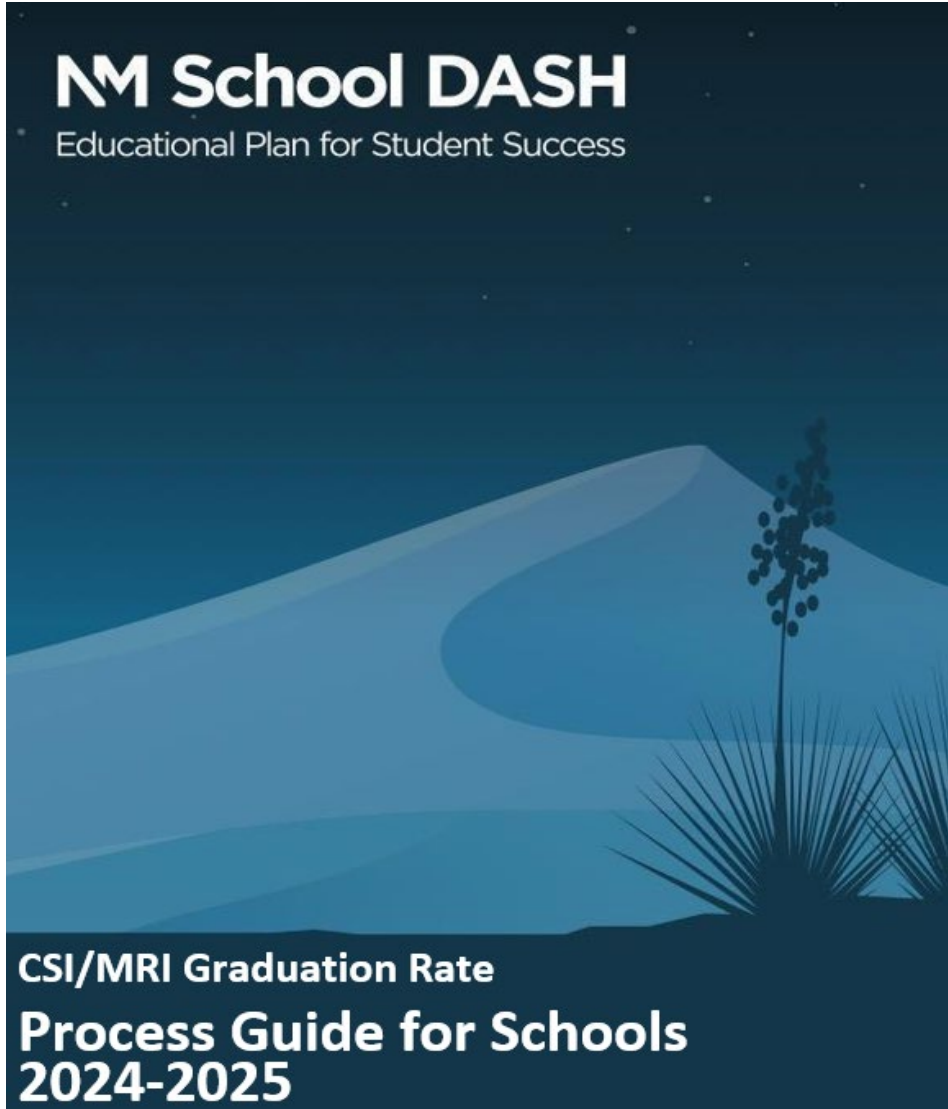
90-day Plan

Getting Started: Annual Plan

Enter the results of your six-step offline process using the links below.



[+ Add a 90-Day Plan](#)



Process Guide

Resource Library Collections

NM School DASH
Educational Plan for Student Success

Search Resources & Collections



Resources **Collections**

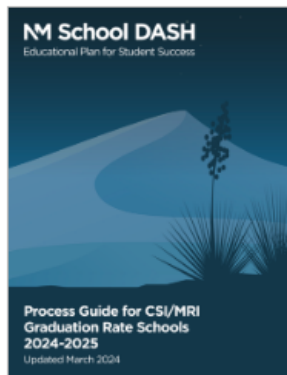


NM DASH Resource Library

- ACCESS SUPPORT MATERIALS
- DOWNLOAD TEMPLATES AND TOOLS
- REVIEW BACKGROUND READINGS
- WATCH INFORMATIONAL AND TRAINING WEBINARS.

Explore the library >

Resources for CSI/MRI Graduation Rate Identified Schools have been organized in the Collections section of the Resource Library.

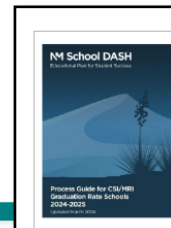


COLLECTION | 13 ITEMS

Process Guides for CSI/MRI Graduation Rate Schools

Process Guide documents for schools designated as Comprehensive Support and Improvement (CSI) and More Rigorous Intervention (MRI) for Graduation Rate.

May 06, 2024



2024-2025 Process Guide for CSI/MRI Graduation Rate Schools

Updated June 2024 The NM School DASH Process Guide sets a vision and defines a process to ensure a common approach, consistency of language, and a laser-like focus on improving student outcomes....

NM DASH

Educational Plan for Student Success

Login

The New Mexico School DASHboard provides parents, community members, and all stakeholders with meaningful information on school improvement plans and their decisions to improve student learning.

Search for your school:

DISTRICT

A PSB District

SCHOOL

Sample High School

A PSB District - Sample High School

Goals

▶ Graduation

90-Day Plan: Fall 2023 August 14, 2023 – December 22, 2023

▶ Standards Alignment - Grad

Public-facing NM School DASH

Contact Information

Connie Copeland
Sandy Gladden
Celeste Murray
Gina Timms
Bernadette Ellis
Heather Fritts
Robin Parnell

connie.copeland@ped.nm.gov
sandy.gladden @ped.nm.gov
kellec.murray @ped.nm.gov
regina.timms @ped.nm.gov
bernadette.ellis @ped.nm.gov
heather.fritts @ped.nm.gov
robin.parnell @ped.nm.gov

Thank
you