School Improvement and Transformation Monitoring Protocol (SIT-M)

NEW MEXICO
NMPED
Public Education Department

2024/2025

Notes

This document is available on the [New Mexico Public Education Department website](#).

Click on the [ESSA](#) to locate it under ["School Improvement."](#)

Updated April 2024

Table of Contents

Introduction

The New Mexico Department of Education's School Improvement and Transformation Monitoring visits provide essential information on the progress of schools identified for Comprehensive Support and Improvement (CSI) and More Rigorous Intervention (MRI).

The SITM process includes an interview with the school leader and, in most instances, the school leadership team or core team members. During the visit, the SITM Team will conduct a comprehensive review of the school's annual and 90-day plans, School Support and Readiness Assessment Report and Survey, external partner needs assessments, and leading and lagging data indicators identified by the NM PED, the Local Education Agency (LEA), and the school.

In year one of improvement, all CSI and MRI schools receive two site visits: (1) a School Support and Readiness Assessment (SSRA) Visit and (2) a School Support and Readiness Assessment (SSRA) Monitoring Visit.

In years two and three of improvement, the focus of the site visits will shift from readiness to monitoring. Schools will receive three School Improvement and Transformation Monitoring (SITM) Visits: (1) SITM-Beginning of Year (BOY), (2) SITM-Middle of Year (MOY), and (3) SITM-End of Year (EOY). SITM visits are tailored to each school's individual mission, goals, and needs. Visits will include school leader interviews and evidence and data reviews to assess progress and document progress toward identified goals.

Findings from the SSRA, SSRAM, and SITM visits are summarized in a report and shared with the school, district, NM PED, and the public once reports become available on the NMPED ESSA Website. These reports provide schools and districts with an external assessment of the school's progress toward their school improvement goals. The NM PED utilizes the reports to monitor progress, inform ongoing professional development opportunities, and identify additional district and school support.

Part 1: Process Overview

School Identification and Support

Under the Every Student Succeeds Act (ESSA), New Mexico is required to provide additional funding, support, and monitoring. for schools identified for Comprehensive Support and Improvement (CSI) and More Rigorous Interventions (MRI).

CSI Identification. A Title I school shall be identified as a CSI school if the school:

1. is in the lowest performing five percent of Title I schools in New Mexico as identified by the school index score;
2. has a four-year graduation rate less than or equal to sixty-six and two-thirds percent for two of the past three years;
3. was previously identified as an ATSI school due to low-performing student subgroups and has not demonstrated sufficient improvement in those subgroups by the next identification cycle; or
4. the department may identify additional schools as CSI schools as deemed necessary.

MRI Identification. A CSI school shall be identified as an MRI school if the school has not exited CSI status by the next identification cycle after its initial CSI designation. Once an MRI school is identified, its LEA shall identify and submit an intervention plan to significantly restructure and redesign the school. Options for restructure and redesign include:

1. implementation of community schools strategies;
2. implementation of differentiated support and accountability for SAMs schools; or
3. significantly restructure and redesign through:
   a. implementation of evidence-based strategies;
   b. restart; or
   c. school closure.

For schools designated as CSI or MRI, the department may require LEAs to:

1. Implement the use of department-approved high-quality materials, best practices, and evidence-based programs.
2. Conduct department-approved LEA support and readiness assessments and publicly post summary findings.
3. Conduct department-approved school support and readiness assessments and publicly post summary findings.
4. Participate in department biannual monitoring and technical assistance visits.
5. Require schools to redirect or repurpose funds in accordance with their department-approved CSI or MRI plan.
6. For MRI schools, require a department-provided transformational coach.
7. For MRI schools, require restart or closure of an MRI school that has failed to exit MRI status within three school years.

School Improvement and Transformation Monitoring (SITM) Site Visits – Overview (3 Years)

The SITM site visit process builds on the District and School Support and Readiness Assessments (DSRA & SSRA) and SSRA Monitoring Site Visit, providing continuing information regarding the district's and the school's progress toward identified school improvement goals. The SSRA team conducts two site visits with identified CSI and MRI schools in year one of school improvement: (1) SSRA Support Visit and (2) SSRA Monitoring Visit. In years two and three, SITM teams conduct three monitoring visits with all CSI and MRI schools: (1) SITM-BOY, (2) SITM-MOY, and (3) SITM-EOY.

SITM-BOY visits establish the foundation for the school's biannual SITM monitoring visits each year. This visit focuses on the quality and initial implementation of the school's 90-day and Annual Plans, the school's use of department-approved high-quality materials, best practices, and evidence-based programs. It also includes a comprehensive review of the school's 3-year trend data and annual baseline goals to ensure they are specific, measurable, achievable, realistic, time-bound, and equity-focused (SMARTE). Subsequent SITM-MOY and SITM-EOY visits focus on progress monitoring through data review and analysis. Below is a detailed description of the three-year SSRA and SITM site visit process.

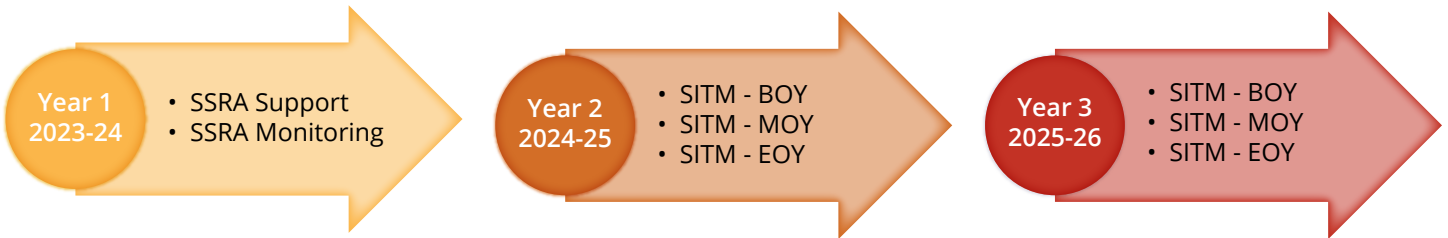## Support and Monitoring Visits – Year 1 (SY 2023-2024)

1. **School Support and Readiness Assessment (SSRA) Support Visit.** The SSRA begins by understanding the vision and mission of the school, its state improvement designation, and associated NM Vistas Indicator(s). Through the lens of the NMPED Priority Schools Bureau (NM PSB) Transformation Domains, the SSRA team reviews the school's Annual and 90-day Plans. Afterward, the team conducts document reviews, interviews, and focus groups to uncover and co-determine with the school leader the possible root cause(s) of the school's performance challenges. All findings will be shared with the school, LEA, NM PED, and the public once posted on the NM PED ESSA Website.

2. **School Support and Readiness Assessment (SSRA) Monitoring Visit.** At the end of year one, each school will receive an SSRA Monitoring Visit to assess progress toward identified school improvement goals. The monitoring team will review the school's SSRA Report and Annual and 90-day Plans, analyze relevant school-wide data, and interview school leaders and their leadership team members when appropriate. All findings will be shared with the school, LEA, NM PED, and the public once posted on the NM PED ESSA Website.

Support Monitoring Visits – Years 2 & 3 (SY 2024-2025 & SY 2025-2026)

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

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

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

Year 1 2023-24	Year 2 2024-25	Year 3 2025-26
• SSRA Support	• SITM - BOY	• SITM - BOY
• SSRA Monitoring	• SITM - MOY	• SITM - MOY
	• SITM - EOY	• SITM - EOY

School Improvement and Transformation Monitoring Visit Process

A School Improvement and Transformation Team Leader will manage and lead each SITM visit. When possible, SITM Team Leaders will be assigned to schools annually to ensure consistency across visits. SITM Team Leaders will coordinate and schedule all aspects of the visit and answer any questions the school leader may have throughout the process. Each SITM visit will consist of three phases through which the SITM Team Leader will support the school:

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

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

Planning the Visit

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

Before the school visit, the SITM Team Leader will contact the school leader or a designee to –

1. Confirm the date and time of the monitoring visit.
2. Share the SITM protocol and answer questions.
3. Verify that the Team Leader can access the school's most recent Annual and 90-day plans.
4. Define the site visit schedule parameters to include the determination of start/stop times, interview and work locations, and school leadership or core team members participating in the visit. For online schools, the SITM Team Leader will work with the school leader or designee to plan a virtual visit, including determining the video conferencing platform and mechanics of collecting and sharing data. Once parameters are defined, the Team Leader will finalize the draft site visit schedule and submit it to the school leader or designee for final review. (See sample site visit schedule Appendix B)
5. Request documents and data to inform and prepare the SITM Team. The SITM Team Leader will work with the school Leader to identify the evidence and data the school must provide during the SITM Visit. Please note that during the annual SITM-BOY visits, the SITM Team will focus on the initial implementation of the school's Annual and 90-day Plans, 3-year data trends, and evidence of the school's goal-setting and baseline data collection and analysis efforts. Below is a list of evidence and data schools should be prepared to share with the SITM Team before the visit.

   Depending on the school's designation, the school will need to prepare specific data sets by school level, such as graduation rates, assessment scores, attendance, discipline data, and student achievement measurements. Your SITM Team lead will assist in identifying these data sets.

   The planning call and initial collaboration between the SITM team leader and the school leader are extremely important. Once the school has been notified of the upcoming visit, we ask that school leaders be vigilant and responsive to all communication from the team lead. Engaging in the preparation

together and promptly helps the team lead plan effectively and removes stress from the school leader in preparing for the visit.

Documents and Evidence

- ✓ A copy of the school's Annual and 90-day plans (even if in draft form)
- ✓ A detailed description of all School Improvement and Transformation (SIT) partners and the support they have provided to the school for the current and past school year.
- ✓ Needs assessments or root cause analyses completed by the school or the school's SIT partners. If the school has participated in an NM PED SSRA Site visit and Survey, the Site Leader will have access to the school's SSRA report via the NM PED ESSA Website.
- ✓ MLSS Self-reflection
- ✓ School leader and teacher professional development calendars for the current and past school year.
- ✓ Minutes and agendas from the three most recent teacher collaboration and data meetings.
- ✓ Minutes and agendas from the three most recent school leadership team meetings.
- ✓ Examples of the school's curriculum, instructional priorities, lesson plans, reteach plans, etc.
- ✓ Examples of growth, interim, summative, and formative assessments
- ✓ Specific School Data Sets by School Level (See Appendix A, Sections 5.1 – 5.3 for data each school will be requested to provide during each visit. The school may also provide self-generated district and school-based data utilized to set goals and monitor progress.

High schools designated for CSI or MRI for graduation
The 3-year trend data utilized by the school to set baseline school improvement goals. The SITM Team will use this data to monitor school transformation and improvement progress in years two and three. See the SITM protocol in Appendix A, Sections 5.1, 5.2, and 5.3 for data the SITM Team will review during SITM-BOY, MOY, and EOY visits. The school may also provide district or school-generated data to set goals and monitor progress.

- ✓ 4-year Cohort Graduation Rate
- ✓ 5-year Graduation Rate
- ✓ 6-year Graduation Rate
- ✓ Dropout Rate (Non-Graduates coded as dropouts)
- ✓ Stanford Achievement Test School Day (SAT School Day)
- ✓ Assessment of Science Readiness (ASR)
- ✓ Access
- ✓ Student Retention
- ✓ Student Attendance
- ✓ Discipline Referrals
- ✓ In-School Suspensions
- ✓ Out-of-School Suspensions
- ✓ Expulsions
- ✓ Alternative School Placements
- ✓ Students Off-Track for Graduation

- ✓ Students Enrolled in AP Courses
- ✓ Students Enrolled in CTE Courses
- ✓ Students Earning D/F in English Language Arts, Mathematics, Science, and Social Studies

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

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

Conducting the Visit

The SITM visit will begin with an interview with the school leader and the school leadership or core team to review data and gather relevant information on implementing the School's Annual and 90-day Plans and progress toward school improvement and transformation goals. Refer to Planning the Visit and Appendix A for potential documents, data, evidence, and information the SITM Team will review during each visit. Keep in mind, the SITM Protocol provides opportunities for schools to collect multiple data points. However, the schools are only required to collect data specifically aligned to the school's designation, not every data point identified in the SITM Protocol. Additionally, the school can also provide district or school-specific data utilized to set goals and monitor progress when available.

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

The team will close the visit with a debrief with the school leader. During the debrief, the SITM Team will pose follow-up and clarifying questions, share findings with the school leader, and document the school leader's intended next steps. In years two and three of SIT, the primary role of the SITM team is to monitor the school's progress toward transformation, not to direct or provide action steps for improvement.

After the Visit

Upon completion of the visit, the SITM Team Leader will draft a summary of the team's observations and findings and the school leader's self-identified next steps.   For SITM-BOY visits, the summary will provide the LEA and school with an external review of their initial implementation of school improvement strategies and feedback on the school's baseline data and goal identification. For SITM-MOY and EOY visits, the summary will focus on the school's progress toward identified goals based on 3-year data trends and metrics identified during the SITM-BOY visit. After each visit, a draft SITM summary will be shared with the LEA and school leader for feedback, potential adjustments, or clarifications. The SITM Team Leader will consider LEA and school feedback, complete a final summary draft, and submit it to be posted on the NM PED ESSA Website.

The SITM Site Visit Summaries will have three objectives.

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

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

SITM Summary Report Process

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

Part 2: APPENDIX

Site Visit Purpose: *To understand the school's mission and purpose, assess the development and implementation of the Annual and 90-day plans and targeted school improvement strategies, and identify and analyze the baseline data and metrics that will be used to monitor progress toward the achievement of school improvement goals.*

Prior to the SITM-BOY Visit, the school leader, SCT, or designee should complete Sections 1, 2, 3, and 4 and the appropriate data collection table located in Sections 5.1, 5.2, or 5.3, depending on the designated school level. For Example, High Schools should complete Section 5.1. Middle and Intermediate schools should complete Section 5.2. Elementary schools should complete Section 5.3. This data should be shared with the SITM Team Leader at least two days before the visit. If the school cannot provide the data requested, please inform the SITM Team Leader before the SITM Visit.

The questions and probes in Section 6 will be used by the SITM Team when additional information is required to gain a deeper understanding of the school's systems, procedures, and processes.

SECTION 1: SCHOOL INFORMATION

School:	District:	Date:
School Leader:	SITM Team Leader:	
School Type:	☐ Traditional Public ☐ Public Charter ☐ State Accredited Charter ☐ Online ☐ Alternative	
School Designation:	☐ Comprehensive Support and Improvement (CSI) ☐ More Rigorous Interventions (MRI)	
NM Vistas Designation(s):	☐ Graduation ☐ Student Performance	

Briefly describe the school's purpose, mission, and relevant student demographic information.

SECTION 2: SITM SITE VISIT LEA AND SCHOOL PARTICIPANTS

LEA & School Team Participants

Name	Role		Years in Role	
	☐ School Leader		☐ 1-3	☐ >3
	☐ LEA Leader	☐ School Leadership or Core Team	☐ 1-3	☐ >3
	☐ LEA Leader	☐ School Leadership or Core Team	☐ 1-3	☐ >3
	☐ LEA Leader	☐ School Leadership or Core Team	☐ 1-3	☐ >3
	☐ LEA Leader	☐ School Leadership or Core Team	☐ 1-3	☐ >3
	☐ LEA Leader	☐ School Leadership or Core Team	☐ 1-3	☐ >3
	☐ Other (please specify)		☐ 1-3	☐ >3
	☐ Other (please specify)		☐ 1-3	☐ >3

SECTION 3: NM DASH ANNUAL AND 90-DAY PLAN

Depending on the SITM visit date, the development and implementation of the school's Annual and 90-day plan may vary. SITM Team Leaders will use the questions below to assess the school's current progress and implementation level aligned to the time of the visit.

New Mexico Data, Accountability, Sustainability, and High Achievement (NM DASH) Planning and Implementation		
Is the Annual and 90-day plan available and complete based on the time of the SITM site visit?	☐ Yes	☐ No
Did a Certified District Reviewer review the plan?	☐ Yes	☐ No
Was feedback provided? If yes, please share below.	☐ Yes	☐ No
Please describe how that school created the Annual and 90-day plan, specifically regarding the school's NM Vistas designation.		

SECTION 4: LEA SUPPORT AND MONITORING AND EXTERNAL PARTNERSHIPS

LEA Support
(Describe the LEA support provided to the school specifically related to School Improvement and Transformation and the school's NM Vistas designation. Consider training, resources, staffing, funding, etc., that the LEA has provided to the school beyond the usual support provided.)

LEA Monitoring

(Describe monitoring systems and structures specifically related to School Improvement and Transformation and the school's NM Visitas Designation.

External Partnerships

(Include any school-wide partners who provide support, training, or monitoring to staff and or interventions or support to students)

Partner Name	Description of Services & Support Provided	Root Cause or Needs Assessment Completed	Length of Partnership (Years)
		☐ Yes ☐ No	☐ 1 ☐ 2 ☐ 3 ☐ >3
		☐ Yes ☐ No	☐ 1 ☐ 2 ☐ 3 ☐ >3
		☐ Yes ☐ No	☐ 1 ☐ 2 ☐ 3 ☐ >3
		☐ Yes ☐ No	☐ 1 ☐ 2 ☐ 3 ☐ >3

If external partners have completed a root cause analysis or needs assessment, please describe the process and date completed, share the findings, and provide a copy of the analysis or assessment. *(For schools participating in the NMPED PSB SIT Program, this information may be found in the school's 2023-24 SSRA Report)*

External Partner Root Cause Analysis and Needs Assessment Determinations

Partner Name	Brief Description of Process and Outcomes or Findings	Date Completed

SECTION 5.1: HIGH SCHOOL - GRADUATION & STUDENT PERFORMANCE 3-YEAR DATA TRENDS AND 2024-25 GOALS

High Schools - CSI/MRI Graduation & Student Performance

3-Year Trend Data & 2025 Goals

Graduation & State Summative Data

	21/22	22/23	23/24	24/25
4-Year % Grad Rate and 2024/25 goals.				
6-Year % Grad Rate and 2024/25 goals. *(Alternative High Schools Only)*				
5-Year % Grad Rate and 2024/25 Goal.				
# Dropouts and 2024/25 Goal.				

SAT School Day ELA Trend Data and 2024/25 goals.

	% Scoring 200 - 410	% Scoring 420 - 470	% Scoring 480 - 620	% Scoring 630 - 800
2021-2022				
2022-2023				
2023-2024				
2024-2025				

SAT School Day Math Trend Data and 2024/25 Goal.

	% Scoring 200 - 410	% Scoring 420 - 470	% Scoring 480 - 620	% Scoring 630 - 800
2021-2022				
2022-2023				
2023-2024				

	% Scoring 200 - 410	% Scoring 420 - 520	% Scoring 530 - 640	% Scoring 650 - 800
2024-2025				

% Proficient ASR and 2024/25 goals.

	21/22	22/23	23/24	24/25
% Proficient ASR and 2024/25 goals.				

Students Completing Capstone or Other Demonstration of Competencies

% Proficient DLM and 2024/25 goals.

	ELA 11th				Math 11th				Science 11th			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
% Proficient DLM and 2024/25 goals.				n/a				n/a				n/a

ACCESS - % meeting growth targets and 2024/25 goals

	21/22	22/23	23/24	24/25

Program and Course Data

Student Enrollment

	School				9th				10th				11th				12th			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
Student Enrollment				n/a				n/a				n/a				n/a				n/a

Based on credits earned # of students off track for graduation for the school, by grade, and 2024/25 goals.

	School				9th				10th				11th				12th			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
Based on credits earned # of students off track for graduation for the school, by grade, and 2024/25 goals.	n/a				n/a			n/a	n/a				n/a							n/a

of students in AP courses for the school, by grade, and 2024/25 goals.

	School				9th				10th				11th				12th			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
# of students in AP courses for the school, by grade, and 2024/25 goals.																				

of students in the Dual Credit Program for the school, by grade, and 2024/25 goals.

	School				9th				10th				11th				12th			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
# of students in the Dual Credit Program for the school, by grade, and 2024/25 goals.																				

Metric	School				9th				10th				11th				12th			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
# of students in CTE courses for the school, by grade, and 2024/25 goals																				
# of students earning D/F in ELA for the school, by grade, and 2024/25 goals.																				
# of students earning D/F in Mathematics for the school, by grade, and 2024/25 goals.																				
# of students earning D/F in Science for the school, by grade, and 2024/25 goals.																				
# of students earning D/F in Social Science for the school, by grade, and 2024/25 goals.																				
Attendance Data																				
% student attendance rate for the school, by grade, and 2024/25 goals.																				

Behavior & Discipline Data

	School				9th				10th				11th				12th			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
# discipline referrals for the school, by grade, and 2024/25 goals.																				
# in-school suspensions for the school, by grade, and 2024/25 goals.																				
# out-of-school suspensions for the school, by grade, and 2024/25 goals.																				
# expulsions for the school, by grade, and 2024/25 goals.																				

Retention & Alternative Placement

	School				9th				10th				11th				12th			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
# students retained for school, by grade, and 2024/25 goals.																				
# alternative placements for the school, by grade, and 2024/25 goals.																				

Does the school collect additional data to identify student performance and graduation goals and monitor progress? If so, please provide the SITM Team with the data set and details for how the data is generated, collected, and analyzed in the space below.

Middle and Intermediate Schools - CSI/MRI Student Performance

3-Year Trend Data & 2025 Goals

State Summative Assessments

	School				6th				7th				8th			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
MMSA - ELA % Proficient & 2024/25 goals																
MMSA - Math % Proficient & 2024/25 goals.																
ASR % Proficient & 2024/25 goals.																
	n/a				n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
ACCESS # of students meeting growth targets.																
DLM - ELA % At Target and Advanced and 2024/25 goals.																
	n/a				n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				

DLM - Math
% At Target and Advanced and 2024/25 goals.

School	21/22	22/23	23/24	24/25

DLM - Science
% At Target and Advanced and 2024/25 goals.

School/8th	21/22	22/23	23/24	24/25

	6th				7th				8th			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25

State Growth & Monitoring Data

School

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Language												
Math												

6th Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Language												
Math												

IMMSA
% on On Target Reading, Mathematics, & Language and 2024/25 goals.

i-READY

% of Achieving Grade Level or Above Reading & Math and 2024/25 goals.

7th Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Language												
Math												

8th Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Language												
Math												

6th Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Math												

7th Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Math												

8th Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Math												

Program and Course Data

	School				6th				7th				8th			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
Student Enrollment				n/a				n/a				n/a		n/a		
# of students off track for graduation for the school, by grade, and 2024-25 goals. *(failing one or more courses, retained 2 or more times, chronic absenteeism & Discipline)*	n/a	n/a			n/a	n/a	n/a	n/a	n/a	n/a			n/a	n/a		

	School				6th				7th				8th			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
# of students in College/AP courses for the school, by grade, and 2024/25 goals.																
# of students enrolled in CTE courses for the school, by grade, and 2024/25 goals.																
# of students earning D/F in ELA for the school, by grade, and 2024/25 goals.																
# of students earning D/F in Math for the school, by grade, and 2024/25 goals.																
# of students earning D/F in Science for the school, by grade, and 2024/25 goals.																
# of students earning D/F in Social Science for the school, by grade, and 2024/25 goals.																

Student Attendance

	School				6th				7th				8th			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
% student attendance rate for the school, by grade, and 2024/25 goals																

Behavior & Discipline Data

	School				6th				7th				8th			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
# discipline referrals for the school, by grade, and 2024/25 goals.																
# in-school suspensions for the school, by grade, and 2024/25 goals.																
# out-of-school suspensions for the school, by grade, and 2024/25 goals.																
# expulsions for the school, by grade, and 2024/25 goals.																

Retention & Alternative Placement Data

	School				6th				7th				8th			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
# students retained for school, by grade, and 2024/25 goals.																
# alternative school placements for the school, by grade, and 2024/25 goals.																

Does the school collect additional data to identify student performance and graduation goals and monitor progress? If so, please provide the SITM Team with the data set and details for how the data is generated, collected, and analyzed in the space below.

Elementary Schools - CSI/MRI Student Performance

3-Year Trend Data & 2025 Goals

State Summative Assessments	School				Grade				Grade				Grade			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
MMSA - ELA % Proficient and 2024/25 goals.																
					3rd				4th				5th			
MMSA - Math % Proficient & 2024/25 goals.																
					3rd				4th				5th			
ASR % Proficient & 2024/25 goals.																
					3rd				4th				5th			
					n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
ACCESS # of students meeting growth targets.																
					6th				7th				8th			
DLM - ELA % At Target and Advanced and 2024/25 goals.																
					3rd				4th				5th			
					n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				

DLM - Math
% At Target and Advanced and 2024/25 goals.

	School				3rd				4th				5th			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25

DLM - Science
% At Target and Advanced and 2024/25 goals.

	School/3rd			
	21/22	22/23	23/24	24/25

State Growth & Monitoring Data

IMMSA
% on On Target Reading, Language, and Mathematics and 2024/25 goals.

School

School	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Language												
Math												

3rd Grade

3rd Grade	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Language												
Math												

4th Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Language												
Math												

5th Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Language												
Math												

6th Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Language												
Math												

iStation % Achieving Level 4 or 5 Reading & Math and 2024/25 Reading & Math goals.

School

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Math												

Kindergarten

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Math												

1st Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Math												

2nd Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Math												

3rd Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Math												

4th Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Math												

5th Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Math												

i-READY
% of Achieving Grade Level or Above Reading & Math and 2024/25 goals.

Kindergarten

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Math												

1st Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Math												

2nd Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Math												

3rd Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Math												

4th Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Math												

5th Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Math												

6th Grade

	2021-22			2022-23			2023-24			2024-25		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Reading												
Math												

Program and Course Data

Student Enrollment

	School				Kindergarten				1st				2nd			
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25
	3rd				4th				5th							
	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25				

of students earning D/F in ELA for the school, by grade, and 2024/25 goals.

School				3rd				4th				5th				6th			
21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25

of students earning D/F in Math for the school, by grade, and 2024/25 goals.

School				3rd				4th				5th				6th			
21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25

of students earning D/F in Science for the school, by grade, and 2024/25 goals.

School				3rd				4th				5th				6th			
21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25

of students earning D/F in Social Science for the school, by grade, and 2024/25 goals.

School				3rd				4th				5th				6th			
21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25

Student Attendance

% student attendance rate for the school, by grade, and 2024/25 goals.

School				Kindergarten				1st				2nd			
21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25

3rd				4th				5th				6th			
21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25

Behavior & Discipline Data

discipline referrals for the school, by grade, and 2024/25 goals.

School				Kindergarten				1st				2nd			
21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25

3rd				4th				5th				6th			
21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25

in-school suspensions for the school, by grade, and 2024/25 goals.

School				Kindergarten				1st				2nd			
21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25

3rd				4th				5th				6th			
21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25

out-of-school suspensions for the school, by grade, and 2024/25 goals.

	21/22	22/23	23/24	24/25
School				
Kindergarten				
1st				
2nd				
3rd				
4th				
5th				
6th				

expulsions for the school, by grade, and 2024/25 goals.

	21/22	22/23	23/24	24/25
School				
Kindergarten				
1st				
2nd				
3rd				
4th				
5th				
6th				

Retention & Alternative Placement Data

students retained for school, by grade, and 2024/25 goals.

	21/22	22/23	23/24	24/25
School				
Kindergarten				
1st				
2nd				
3rd				
4th				
5th				
6th				

 # alternative school placements for the school, by grade, and 2024/25 goals.

School				Kindergarten				1st				2nd			
21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25

3rd				4th				5th				6th			
21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25	21/22	22/23	23/24	24/25

Does the school collect additional data to identify student performance and graduation goals and monitor progress? If so, please provide the SITM Team with the data set and details for how the data is generated, collected, and analyzed in the space below.

SECTION 6: QUESTIONS, PROBES, AND NOTES

NM DASH (August-September)	Notes
Did the school identify a School Core Team (SCT)? If so, who is on the team? How were they selected?	
How was the SCT engaged in developing the Annual and 90-day Plans?	
Did the SCT complete a root cause analysis? If so, what were the outcomes or findings?	
What data did the SCT collect and analyze?	
Why did the SCT select these specific data sets?	
What process did the SCT use to write an in-depth data analysis?	
What Desired Outcomes did the SCT identify for each Focus Area?	
Did the SCT identify graduation or student achievement goals related to the school's NM Vistas Designation? If so, how were they determined?	
Did the SCT identify Progress Indicators related to the school's NM Vistas Designation? If so, how were they determined?	
NM DASH (October-November)	
Did the school meet the most recent Progress Indicators for each Focus Area in the fall 90-day Plan related to the school's NM Vistas Designation?	
Was there student growth related to the school's NM Vistas Designation? Explain.	
What adjustments were made and why?	

NM DASH (January-February)

Did the school meet the Benchmark Goal? Explain.

What Critical Actions did the school take that had the most significant impact when implementing the fall 90-day Plan? Explain.

What lessons were learned from the implementation of the Fall 90-day Plan? How will you apply these lessons in the future?

Were changes made to the Annual Plan? Explain.

Has the school considered potential Desired Outcomes for the spring 90-day Plan? Explain.

NM DASH (March-April)

Did the school achieve the most recent Progress Indicators for each Focus Area in the Fall 90-day Plan?

Was there student growth? Explain.

What adjustments were made and why?

NM DASH (May)

Has the school identified School Core Team Members for next year? If so, how were SCT Members identified? If not, when will this happen? How will the SCT Team Members be identified?

Has the school established goals for next year? If so, describe your process. What are your goals? If not, when will you do this? What is your process?

Has the school collected and analyzed data for next year? If so, explain your process, the data analyzed, and your findings. If not, when will this happen? What data will you use? Who will collect and organize the data? Explain your process.

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

Data Analysis, Goal Setting, & Monitoring (MOY)	Notes
Describe the school's process for collecting, analyzing, and using data to monitor progress, determine support, and make mid-course corrections. Is there evidence of this process? Please share.	
How is the school holding teachers accountable and supporting them if they are not on track to meet their goals?	
How is the school leveraging teachers who have met or exceeded their goals?	

Does the school have observation data or evidence demonstrating that classroom instruction is being monitored and that teachers receive feedback and support?	
Attendance (BOY, EOY)	**Notes**
If the school's 3-year attendance trends indicate a lack of improvement, what is the school's plan to improve this year? School level? Grade level? Has the school completed an in-depth root cause analysis? Is there evidence of this analysis?	
What are the possible root causes of poor attendance?	
What is the school's process for monitoring student attendance?	
How does the school share attendance information with students? Staff? Parents/Guardians? If so, how is it shared? What is the frequency?	
How frequently does the school attendance team meet? Describe the usual process and outcomes of these meetings. Have they been effective? What data or evidence supports this assessment?	
What universal attendance supports, or interventions exist for all students?	
What specific attendance interventions are in place to support students in individualized prevention status?	
What specific attendance interventions are in place to support students in early intervention status?	
What specific attendance interventions are in place to support students in intensive support status?	

Does the school have external attendance support partners? If so, who? Are they effective? What data can the school cite to support this assessment?

How does the school foster collaboration between teachers, counselors, administrators, and other support staff to ensure a coordinated approach to attendance support?

Attendance (MOY)	**Notes**
Is the school on track to meet EOY goals? (Refer to BOY Goals) What data or evidence does the school have to make this prediction?	
If attendance has increased this year, what does the school contribute to this improvement?	
If attendance has not improved, what does the school contribute to this decline, and what will the school do differently?	

Behavior & Discipline (BOY, EOY)	**Notes**
If the school's 3-year discipline trends indicate a lack of improvement, what is the school's plan to improve this year? School level? Grade level? Has the school completed an in-depth root cause analysis? Is there evidence of this analysis?	
What is the school's process for addressing inappropriate student behaviors? What data does the school collect and analyze to assess the effectiveness of school-wide and individual student discipline supports?	
How does the school address students with chronic discipline issues? Is there data or evidence to demonstrate that this process is effective? If so, please share it with the SITM Team.	

	Notes
What is the school's process for disciplining students with IEPs? Is there data or evidence to demonstrate that this process is effective? If so, please share it with the SITM Team.	
Behavior & Discipline (MOY)	
Is the school on track to meet EOY goals? (Refer to BOY Goals) What data or evidence does the school have to make this prediction?	
If discipline incidents have decreased, what does the school contribute to this improvement?	
If discipline incidents have increased, what does the school contribute to this decline, and what will the school do differently?	
Are there specific students, teachers, or grade levels who have made improvements in this area this year? If so, what does the school contribute to this improvement?	
Are specific students, teachers, or grade levels negatively impacting the school's discipline data more than others? If so, how is the school supporting them?	
Courses & Support (BOY, EOY)	
If the school's 3-year D/F trends indicate a lack of improvement, what is the school's plan to improve this year? Has the school completed an in-depth root cause analysis? Is there evidence of this analysis?	
Are there school policies for teacher grading? If so, please describe. Are they effective? Explain.	
What is the failure rate for the school, course, or grade level? How does the school track this rate and the interventions provided when the rate is exceeded?	

	Have interventions been developed and implemented for specific grade levels, teachers, periods, or subjects with consistently high failure rates? If so, please share examples.
	What is the school doing to ensure that students off track for four-year graduation are taking the required courses to meet graduation and college admission requirements? How is this monitored?
	Are there opportunities for students to take advanced or honors courses if they are academically prepared for them? How does the school identify these students?
	Are there opportunities for students to enroll in career and technical education programs for dual credit? How are students identified for these programs?
	Are there any disparities in course offerings and access to advanced courses among student groups, particularly those underperforming in graduation metrics?
	Are students receiving adequate support and accommodations for special education needs or English language learners? How is this monitored?
	What additional supports are provided to students who have to repeat a course? Is there data or evidence to demonstrate that the supports are effective?
	Are students receiving appropriate guidance and counseling to help them make informed decisions about their course selections and future plans? If so, describe the process.
	Are there supports, such as tutoring or mentoring programs, to support students struggling academically or socially? If so, how are students identified, recruited, and monitored? Is there data indicating that the tutoring or mentoring has been effective?

Are there systems in place that allow students to assess their credit attainment? If so, please describe.

Courses & Support (MOY)	**Notes**
Is the school on track to meet EOY goals? (Refer to BOY Goals) What data or evidence does the school have to make this prediction?	
Are specific teachers, courses, or grade levels contributing more to the school's D/F rate than others? If so, how is the school supporting them?	

Student academic support (BOY, EOY)	**Notes**
What is the school's definition of a student who is struggling academically? Once identified, how does the school support the student? Is there data or evidence to demonstrate that the support is effective?	
How often is student academic progress formally monitored, and how is this information shared with students? Staff? Parents/Guardians?	
What universal supports or interventions are available to all students to promote academic success?	
Are there any school-wide initiatives for improving study skills, time management, and organizational strategies? If so, please describe.	
What interventions are in place to support students failing a few classes?	
What interventions are in place to support students failing a class? Multiple classes?	

How does the school ensure students classified as *Students With Disabilities* or *English Language* get the required interventions?

How does the school foster collaboration between teachers, counselors, administrators, and other support staff to ensure a coordinated approach to these graduation supports?

Student academic support (MOY)

Notes

How does the school support students who need additional academic support? What data or evidence does the school have to demonstrate this support is effective?

Alternative High Schools Only (BOY, EOY)

Beyond the school's graduation rate, how does the school measure success? What data does the school collect to demonstrate this success?

For public alternatives, to what extent does the LEA monitor and support the school? Provide specific examples of data collected, feedback, and support.

Describe your student entrance/referral process. Is there evidence that it is effective and contributes to early-stage success? Explain.

What types of information do feeder schools provide when students are enrolled? What percentage of students are off-track to graduate when registered? How does the school use this information to prepare students for success?

How does the school share information about school function and success criteria with incoming students and families?

How do the school's structures, policies, and practices allow sufficient flexibility and options to accommodate the circumstances and challenges of students?
Are school leaders allowed sufficient autonomy to determine intake practices, programming, and exit practices that maximize the effectiveness and desired outcomes of the school?
How does the school support and motivate students toward program completion, desired behaviors, achievement, and graduation?
Notes / **Alternative High Schools Only (MOY)**
Is the school on track to meet EOY goals? (Refer to BOY Goals) What data or evidence does the school have to make this prediction?

49 of 56

49

SECTION 7: SUMMARY OF FINDINGS

School Improvement and Transformation Monitoring Visit Summary Report

School:	**LEA:**
School Leader:	**LEA Leader:**
SITM Team Leader:	**Date:**

School Description
The school leader should provide a written description of the school. The description could include the type of school, student population, a description of the community, specific school focus areas, etc.

School Successes and Celebrations
The school leader should provide the SITM Team with recent and past successes and celebrations related to graduation or improved student performance outcomes. These will be included in the school's final report to the PED.

NM DASH Development and Implementation
Briefly describe the school's Annual and 90-day Plan development and implementation. The details included below will vary depending on the time of year the visit was conducted. Refer to the question probes and statements in Section 6 for specific focus areas during BOY, MOY, or EOY visits.

School Progress
Provide a comprehensive description of the school's progress toward improvement goals aligned to NM Vistas Indicators. BOY progress reports should include a description of the school's trend data, goal-setting process, and goals, summaries of needs assessments or details of root cause analyses completed, actions the school plans to take, and the specific data and evidence the school will collect to monitor progress.

APPENDIX B: SAMPLE SITM SITE VISIT SCHEDULE

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

Sample Site Visit Schedule – Standard Visit	
Annual & 90-day Plans are complete and available, and data collected, organized, and readily available.	
Time	**Meeting and Location**
8:00 – 9:00 AM	Action: School Leader and School Core Team Interview Participants: School Leader and School Core Team Location: School Conference Room
9:15 - 10:30 AM	Action: Data and Document Review Location: School Conference Room
1:30 - 2:15 PM	Action: Debrief Participants: School Leader and SITM Team Location: School Leader's Office

APPENDIX C: SAMPLE EMAIL TO THE PRINCIPAL AND SUPERINTENDENT

Dear [*insert name*]:

My colleague and I [*specify colleague's name*] look forward to the School Improvement and Transformation Monitoring (SITM) Site Visit with your school on [*insert date*].

As you know, participation in the NM PED SITM Site Visits is required for all schools identified as CSI or MRI under the Every Student Succeeds Act (ESSA). We intend to make this process as productive and beneficial as possible for you, your school, and your district.

We will begin our visit at the school office at [*insert time*] on [*insert date*]. The purpose of this visit is to:

- Review and assess the development and implementation of your NM DASH Annual and 90-Day Plans.
- Review and analyze school-level data related to your NM Vistas Designation(s). SITM-BOY Site Visit will focus on baseline data and progress monitoring metrics, the subsequent SITM-Middle of the Year (MOY) Site Visit will focus on progress and course corrections when needed, and the SITM-End of Year (EOY) Site Visit will focus on progress monitoring, goal achievement when possible, and preparation for the subsequent year.
- Co-identify with the School Leader and School Core Team school strengths and opportunities for improvement.
- Brainstorm ideas for overcoming the school's primary challenges or barriers and identify opportunities for the school/district to provide further support.

We recommend the school review the New Mexico Public Education Department School Improvement and Transformation Monitoring Protocol to prepare for this visit. In this protocol, the school leader will find a list of documents, evidence, and data the SITM Team will want to review and analyze during each session. The school leader will also find sample probing questions that the SITM Team may ask to better understand the school's progress and improvement efforts.

Please contact me with any questions or concerns at [insert telephone # and email address].

Respectfully,

[*Insert name of SITM Team Lead*]

APPENDIX D: SITM TEAM MEMBERS GUIDANCE, ROLES, AND RESPONSIBILITIES

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

1. Prepare for the visit. Recruit a diverse and knowledgeable School Core Team (SCT) willing to work with the school leader to develop a thoughtful and comprehensive Annual and 90-day School Plan, collect, organize, and analyze documents, evidence, and data, and complete a thorough root cause analysis. During the SITM Visit, encourage SCT Members to participate, be honest, and share school strengths and improvement opportunities.

   a. The process is most productive when a school leader communicates a clear purpose of this opportunity with the SCT through transparency and openness.

   b. When the school leader encourages the SCT to be thoughtful and reflective during interviews, the support of the SITM will be authentic and provide useful guidance.

2. Create a space for honest conversations.

   a. All interviews, data analysis meetings, document reviews, and the final debrief should be scheduled in a comfortable environment, free from disruptions and conducive to working collaboratively. Access to the Internet, presentation technology, and other collaborative materials is strongly recommended.

   b. Ensure that the team has appropriate coverage to allow them to participate in the SITM Visits and data review.

3. 3.Dialogue

   a. When the draft summary is shared with the LEA and school leader, this is an opportunity to discuss the findings and recommendations. If the school leader has concerns or disagrees with the summary, they can share their feedback with the SITM Team Leader and PSB. The final summary may be revised before it is shared with NMPED.

APPENDIX E: SITM TEAM MEMBERS RESPONSIBILITIES AND CODE OF CONDUCT

SITM Team Leader and Support Team Responsibilities

- ✓ Adhere to and enforce the SITM Site Visit Team Code of Conduct (Appendix F).
- ✓ Coordinate all aspects of the SITM Site Visit.
- ✓ Serve as a liaison between the LEA, school, SITM Team, and PSB.
- ✓ Contact the school to confirm the SITM Site Visit date and times, draft the SITM Site Visit Schedule (See example in Appendix B), and work with the School Leader or designee to ensure an appropriate meeting and workspace is available for the SITM Team.
- ✓ Determine lunch options and share them with the SITM team. The team should determine lunch plans before the visit and not disrupt the school staff for lunch options during the visit.
- ✓ Before the visit, obtain school-specific pre-visit data, documents, materials, and evidence, and share and review them with the SITM Team.
- ✓ Finalize the SITM Site Visit Schedule and share it with SITM Team Members.
- ✓ Work with SITM Team Members to coordinate travel and hotels when needed.

SSRA Team Member Responsibilities

- ✓ Adhere to the SITM Site Visit Team Code of Conduct (Appendix F).
- ✓ Arrive at SITM Site Visits ready to provide support. Avoid scheduling conflicts requiring a need to arrive late or leave early.
- ✓ Outside of emergencies, avoid personal and business calls throughout the site visit.
- ✓ Maintain an open line of communication with the SITM Team Leader and be responsive to requests.
- ✓ Review all school-related information before the visit and fully understand the SITM Site Visit Protocol.
- ✓ Maintain electronic, organized, type-written notes to share with the SITM Team Leader.
- ✓ Engage and collaborate with the SITM Team and school members professionally, positively, and with a mindset of curiosity and support.
- ✓ Follow all timelines for submitting and reviewing notes, evidence, draft reports, etc.

APPENDIX F: SITM SITE VISIT TEAM CODE OF CONDUCT

SITM Site Visit Team Code of Conduct

This Code of Conduct guides SITM team members in fulfilling their responsibilities and ensures that schools are provided a site visit conducted with the utmost professionalism that honors the time and resources required to commit to this process. Each SITM team member must understand and fully commit to the following guidelines.

1. Set aside the appropriate amount of time required to prepare for each visit. This includes time to:
   a. Meet with the SITM Team Leader and Team.
   b. Review the school site visit schedule.
   c. Review all school data and evidence provided by the SITM Team Leader and school.
   d. Familiarize yourself with the school's purpose, vision, mission, and the community it serves.
2. Dress appropriately; business casual.
3. Arrive at the school on time and follow the schedule for the day. Inform the SITM team leader or school immediately if emergencies arise.
4. Refrain from using cell phones during the visit for any purpose other than emergencies.
5. Conduct the site visit without personal or professional bias and act accordingly, including disclosing any possible conflicts of interest, e.g., prior relationships with school staff, students, or families before the visit.
6. Ensure that all communications with the school are professional and respectful.
7. Maintain strict confidentiality. This applies to any information shared or reviewed before, during, or after the visit.
8. Avoid providing advice or solutions during interviews. The SITM team will convene at the close of the visit to determine common themes and identify possible opportunities and supports.
9. Refrain from offering consulting services or recommending vendors or products beyond educational research articles or books approved by the NMPED PSB. If schools ask for referrals or recommendations, refer them to the NMPED PSB team.
10. Be objective. Base feedback on evidence, not opinions. Remember, the purpose of the SITM Team is to monitor the school's progress toward goals through data analysis and questioning techniques.
11. All findings and recommendations must be supported by explicit evidence and aligned with the NM Vistas Indicators and five NMPED PSB Domains.
12. Never criticize the work of a School Leader, SCT, LEA, staff member, or anyone else involved with the school during the SITM Site Visit.
13. Always be respectful when discussing the school with other SITM Team Members. Do not criticize or disrespect the school or staff in any way.

NEW MEXICO
Public Education Department

New Mexico Public Education Department

300 Don Gaspar

Santa Fe, NM 87501