Presentation for the Legislative Education Study Committee

SB201 – PERF Program Evaluation Overview

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Investing for tomorrow, delivering today.

A Presentation by the New Mexico Public Education Department

PED's Development Process

- **Agency-wide evaluation culture:** PED has a well established, embedded program evaluation process across the agency; SB201 amplifies this work and cross-program collaboration
- **Multi-layered engagement:** Collaborative work between PED leadership, program staff, and expert analysts
- **Iterative feedback loops:** Regular review cycles with program directors for continuous refinement based on input and recommendations from research analysts
- **Rigorous review standards:** Contracted with certified What Works Clearinghouse reviewers to ensure evaluation plans met the highest evidence standards for causal inference and research quality

Disciplinary Literacy

Summary Statement: Provides targeted support to strengthen disciplinary literacy among secondary educators.

Evaluation Methods:

- Teacher practice analysis using a disciplinary literacy walkthrough tool administered in early fall and mid-spring
- Student reading outcome analysis that compares accelerated growth between DLS schools and matched comparison schools using multiple assessments including iMSSA, MSSA, PSAT 8/9, NMSQT, and SAT

Short-Term Outcomes: Improved instructional practices among educators and accelerated literacy growth among students

Long-Term Outcomes: Increased literacy proficiency rates among students and accelerated academic growth at participating schools

Disciplinary Literacy

- Disciplinary Literacy Coaching provides on-site instructional coaching
- Financial support for participating DLS Schools, with greater amounts for higher numbers of teachers participating
- Required programs for DLS schools
  - Reading Apprenticeship
  - 5 on-site professional development sessions (3 beginning of year, 3 early spring) on evidence-based instructional routines for classroom implementation
  - Amira Reading Intervention
  - AI-powered reading intervention suite including assessment, tutoring, and instruction

Mathematics

Summary Statement: Provides targeted support to strengthen mathematics instruction at the elementary and secondary levels

Evaluation Methods:

- Matched comparison design with propensity score matching to compare PERF-funded schools implementing the NUMeROS and Focus on Algebra programs with similar schools
- Evaluation employs linear regressions and mixed effects models to analyze school-level changes in student achievement

Short-Term Outcomes: Teachers improve math instructional practices and increase in number of students who pass math courses

Long-Term Outcomes: Increase in student academic achievement in math

Mathematics

Focus on Algebra

- Helping educators, administrators, and instructional coaches emphasize algebraic thinking and concepts to prepare students for Algebra 1.

Numeracy Unlocks Math Rigor in Our Students (NUMeROS)

- Supporting elementary teachers to build strong conceptual knowledge and mathematical reasoning in elementary students.

HQIM Implementation

- Supports educators, administrators and instructional coaches with grants to support implementation of high-quality instructional materials.

Chronic Absence and Attendance Improvement

Summary Statement: Aims to reduce the percentage of students who are chronically absent (students who miss more than 10% of school) in eligible local education agencies (LEAs)

Evaluation Methods:

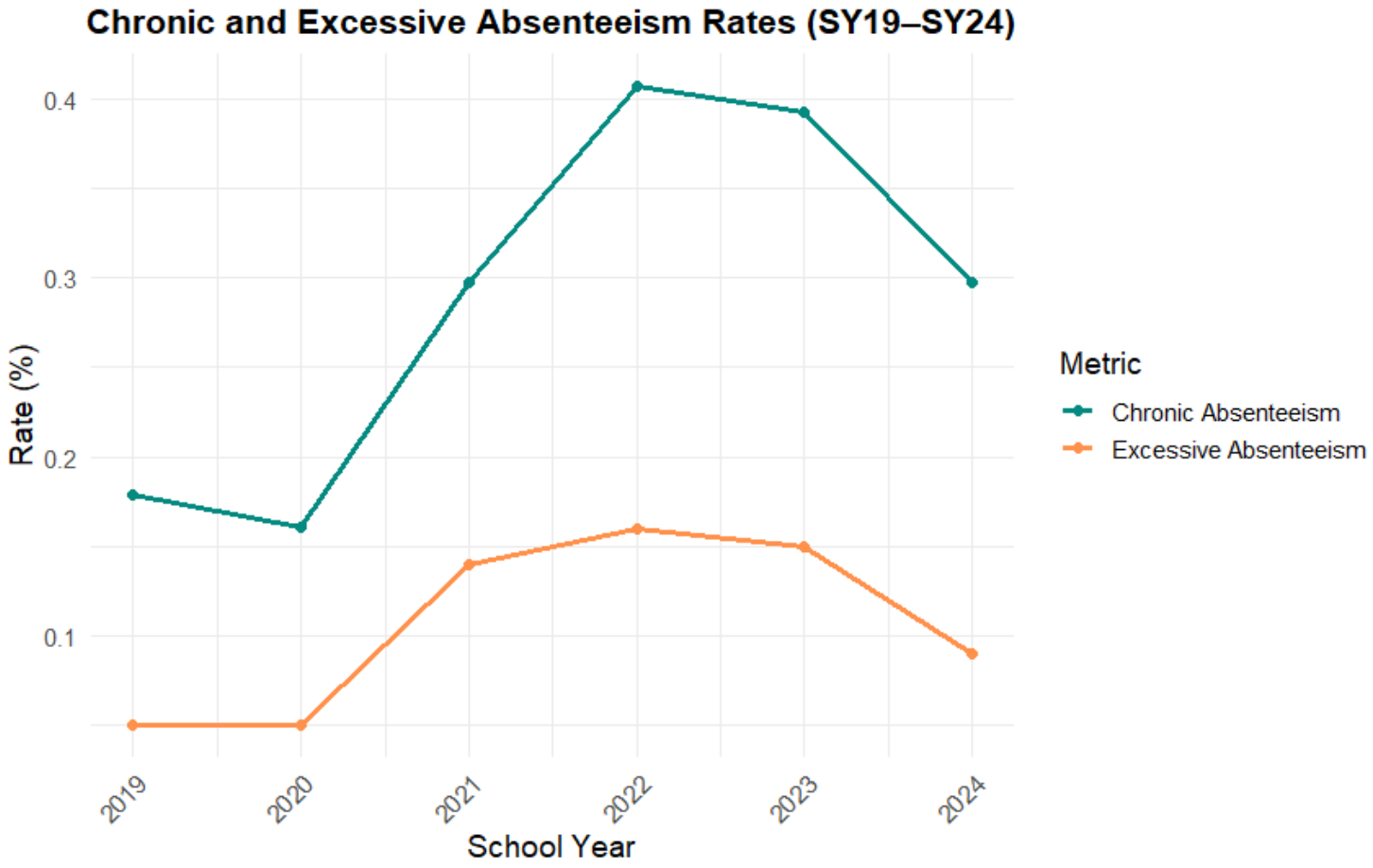
- Interrupted Time Series design to analyze trends in LEA-level chronic absence and attendance rates before and after the funded period
- Difference-in-Differences Interrupted Time Series design if there are sufficient eligible but unfunded LEAs to serve as a comparison group

Short-Term Outcomes: Increased student engagement and attendance, decreased chronic absence rates

Long-Term Outcomes: Increased student academic achievement and graduation rates, decreased student dropout rates, improved district capacity to implement evidence-based strategies

Chronic Absence and Attendance Improvement

- **Personalized Support to Families**
- **Relational Home Visits**
- **Daily Relationship-Building Activities**
- **Mentoring (check & connect)**



Housing Insecurity

Summary Statement: Aims to increase school attendance, engagement, and graduation rates by addressing both educational and financial barriers

Evaluation Methods:

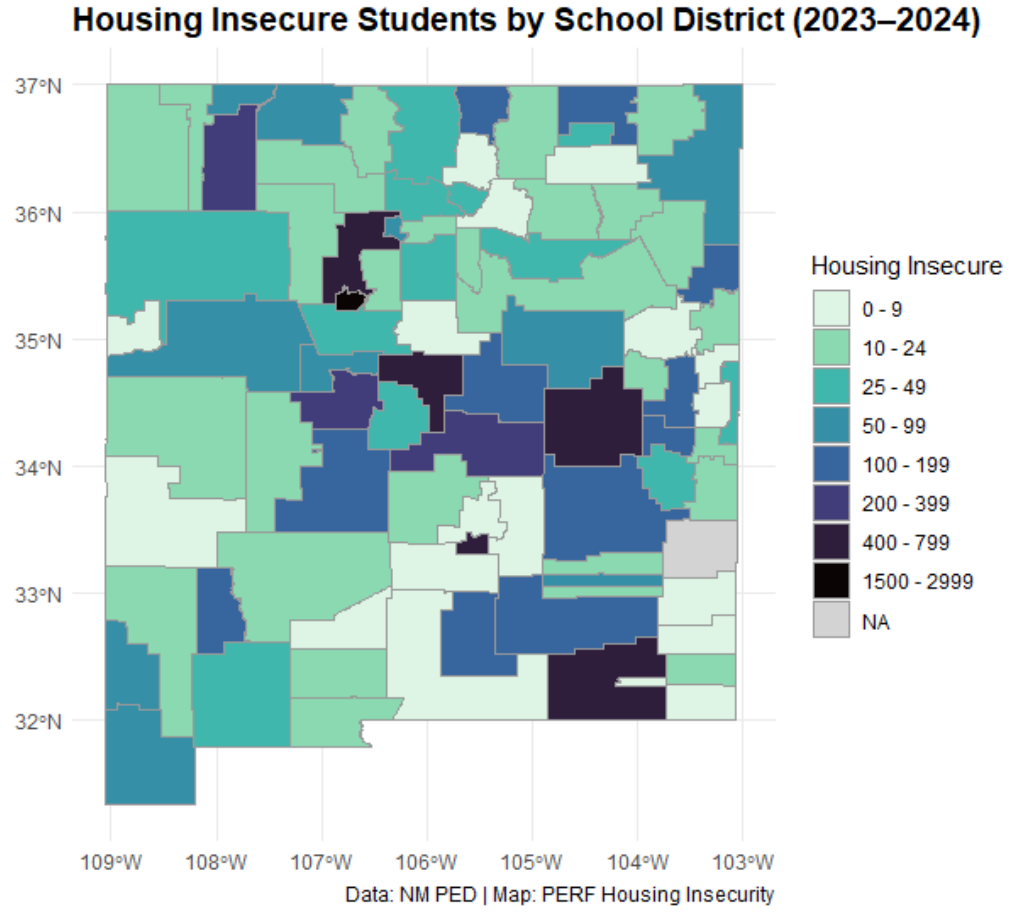
- Pre-post study design comparing changes in attendance, GPA, graduation rates, and student well-being among participating unhoused students before and after receiving support
- Additional comparisons to unhoused students in non-participating districts when feasible

Short-Term Outcomes: Increased attendance, engagement, course completion, and course performance among students experiencing homelessness

Long-Term Outcomes: Decreased dropout rates and increased graduation rates for students experiencing homelessness

Housing Insecurity

- **Conditional Cash Transfer:** $500 monthly stipend receipt is tied to academic metrics such as attendance rates and classwork completion.
- **Academic Support:** Required weekly tutoring and regular teacher meetings
- **Non-Academic Support:** Weekly check-ins with guidance counselor and social workers



Innovative Staffing

Summary Statement: Aims to address teacher shortages by redesigning instructional and leadership roles such as implementing team-based teaching model.

Evaluation Methods:

- Matched comparison design with propensity score matching, employing linear regressions and mixed effects models to assess causal impact on key outcomes
- Conducting descriptive and inferential analyses (including t-tests) to measure changes in student feelings

Short-Term Outcomes: Increased educator satisfaction, decreased staff vacancy rates, increased student engagement

Long-Term Outcomes: Increased educator retention rate, increased student proficiency and graduation rates

Innovative Staffing

- Teachers with records of high-growth student learning lead small teaching teams (typically 4-6 teachers) in the same grade or subject
- Co-plan, co-teach, model instruction, coach team members, and provide feedback while continuing to teach students part of the time
- Team members bring different specializations - some with deep content knowledge, others with applied knowledge from other industries, or expertise in project-based learning or technology integration
- Implementation includes intensive job-embedded professional learning and weekly coaching cycles
- Helps schools restructure to extend the reach of excellent teaching to more students for higher pay, within recurring school budgets

Thank you!

For Questions

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