Presentation for the Legislative Finance Committee
January 20, 2025

School Improvement and Transformation

Amanda DeBell, Deputy Secretary

Teaching, Learning, and Innovation Division

Elisabeth Peterson, Director

Priority Schools Bureau

Investing for tomorrow, delivering today.

A Presentation by the New Mexico Public Education Department

School Improvement and Transformation is a Collective and Ongoing Effort

Through partnership in the field, we know the challenge confronting public education is not recruiting more people to an ineffective system but rather creating powerful systems that allow ordinary people to achieve success.

Collectively, we must push through bureaucratic structures that can interrupt real change and growth within a community while simultaneously providing the systems, support, and accountability to grow their school leaders and educators.

PED Focus for School Improvement: Five Domains

Five overarching domains identified through research and interviews with successful district and school leaders and educators that drive the work of PSB:

Culture and Equity	*To what degree has the school established equitable practices that ensure all students and staff have an opportunity to reach their full potential?*
Leadership	*To what degree does school leadership establish, communicate, support, and monitor school-wide priorities?*
Instructional Infrastructure	*To what degree is the school's instructional infrastructure in place, understood, and utilized by school leaders and teachers?*
Talent Management	*To what degree does the school ensure effective teachers are hired, retained, developed, and leveraged to improve student outcomes?*
Support and Accountability	*To what degree do school leaders establish and communicate expectations, monitor progress, provide support, and hold staff accountable?*

2024-2025 School Year – School Improvement

- **155** School Support and Readiness Assessment (SRA) / School Improvement and Transformation-Monitoring (SIT-M) site visits completed in six weeks and all reports posted publicly

- **9** optional professional learning opportunities for school and district teams looking at support and accountability, creating systems for monitoring, coaching conversations for accountability, setting ambitious goals, and identifying measures of progress

- **5** Additional Targeted Support and Improvement (ATSI) / Targeted Support and Improvement (TSI) cross collaborative team SSRA visits held in December

- **69** SIT-M middle of year visits scheduled: January 10 – February 24, 2025, and March – April 2025

2024-2025 School Year – Leadership Development

- **190** differentiated professional learning opportunities for teachers, instructional coaches, district team members and superintendents from July 1, 2024 – June 30, 2024

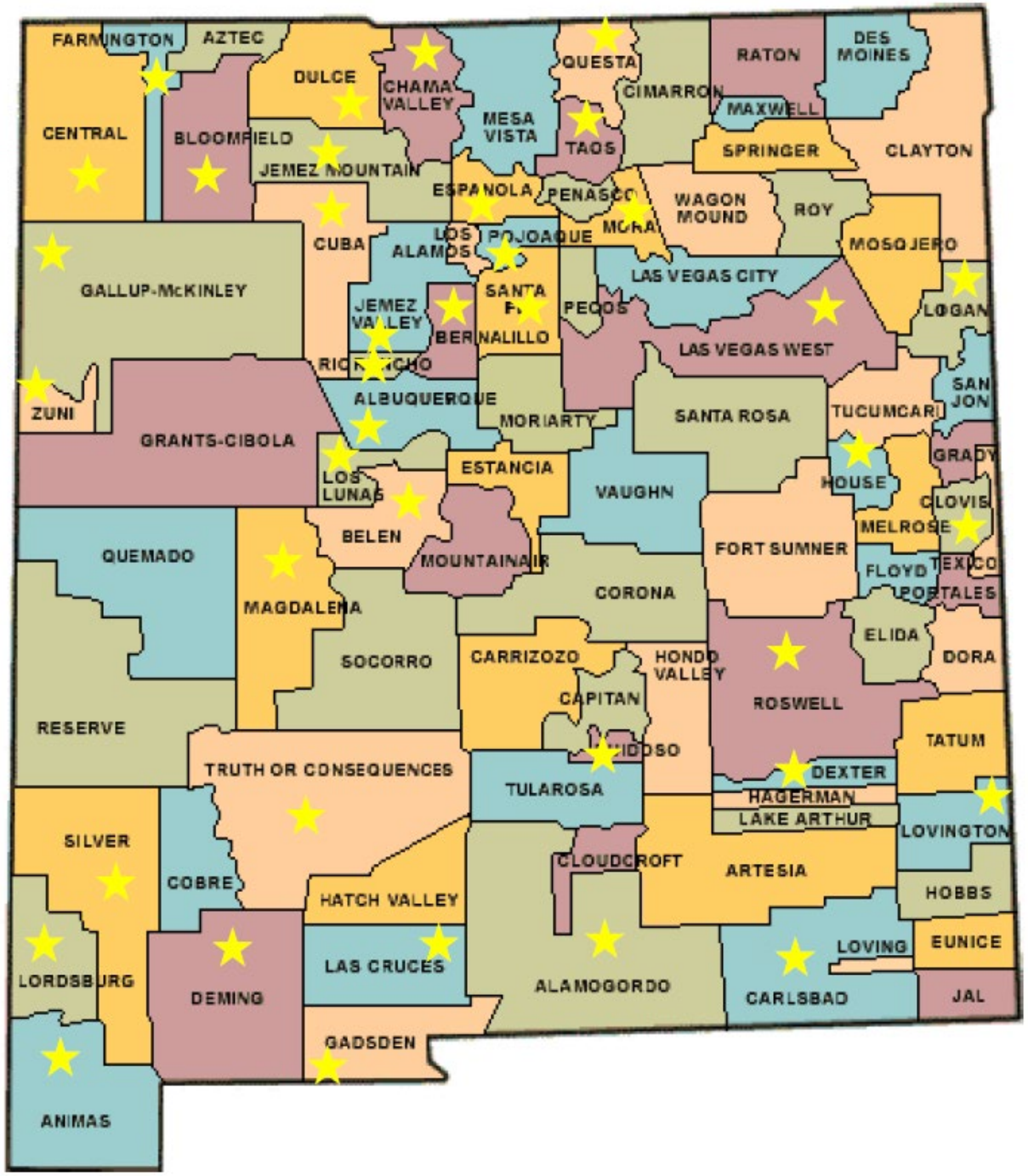
- **46** districts and charter schools participating in leadership development opportunities

- **385** teachers, **225** principals, assistant principals, and deans of instruction, **17** superintendents, and **80** performance coaches in **10** programs: Lift, Ascend, Aloft, Launch, Climb, Lead, Thrive, Thriving, Rise, and Soar

Monitoring Visits

69 schools in **33** LEAs will participate in MOY and EOY School Improvement and Transformation Monitoring site visits.

Additional support provided to TSI and ATSI through NM PED Tiger Teams (PED cross-division collaborative support).



Considerations for the Legislature and Actions Required

Key Recommendation

- Appropriating funding to pair principals with performance coaches in a randomized study that would help measure the impact of job-embedded principal professional development on principal retention, teacher turnover, and student outcomes.

Action Required

- Funding is required to support our research-based performance coaching model that includes professional learning for coaches and building leaders, and data monitoring tools.

Considerations for the PED and Actions Required

Key Recommendation	Action Required
• Develop a rubric that quantitatively scores schools on their implementation of best practices.	• The PED is currently working on the development of a rubric to inform improvement of best practices and sustainability in schools.
• Share the results of the School Support and Readiness Assessment (SSRA) and monitoring reports with school boards.	• The PED currently posts all reports publicly and will send letters to school boards with reports attached starting with the MOY visits.

Considerations for the PED and Actions Required

Key Recommendation

- Partner with district leadership to adapt the SSRA protocol into a uniform triennial evaluation process for all schools and provide districts with clear timelines, tools, and PD to implement the evaluation system.

Action Required

- Require district leadership participation in school monitoring visits to support schools in identifying and overcoming barriers to improvement following the timelines, tools, and PD currently in place.
- To expand this process and professional learning opportunities to all schools and districts, additional resources are required (time, money, and staff).

Considerations for the PED and Actions Required

Key Recommendation

- Collect and analyze data about teacher and principal performance to identify opportunities for additional support and professional development.

Action Required

- We need sustainable funding to purchase a teacher and principal evaluation platform to readily access performance data on a dashboard to inform our decision-making. The PED currently utilizes Canvas, which is a learning management system.

Considerations for the PED and Actions Required

Key Recommendation

- Monitor and measure the impact of its school improvement efforts, including both its school improvement assessments and leadership training programs.

Action Required

- School improvement efforts are currently measured by the NM DASH school strategic plan, expenditure of funds aligned to the plan, implementation of evidence-based strategies, and increases in student achievement.
- Leadership development programs measure effectiveness via a pre/post 360 Self-Assessment grounded in competency development.

Considerations for the PED and Actions Required

Key Recommendation

- Modify its NM Vistas calculations to:
  - Exit CSI, ATSI, and MRI schools on the same three-year cycle.
  - Not allow schools to exit designation if overall proficiency has not improved.
  - Not allow schools to exit designation without improvement in school practices.
  - Only receive points for students who move from Level 1 to Level 2 on proficiency index.

Action Required

- Utilize the NM Vistas differentiated accountability model required by ESSA to provide stakeholders with consistent data to inform decision-making over the next three years.

Considerations for School Districts and Actions Required

Key Recommendation

- Set clear expectations for principals regarding district-wide, evidence-based core practices.
- Ensure all schools have established systems to track/monitor student learning over time to inform instruction.
- Provide time within calendars for teachers to participate in structured collaboration time.
- Provide scopes and sequences to ensure all students have access to grade-level standards.

Action Required

- The PED is highly committed to supporting districts to implement these four key recommendations, but cannot require, unless it is incorporated in state statute and administrative code.

Considerations for School Sites and Actions Required

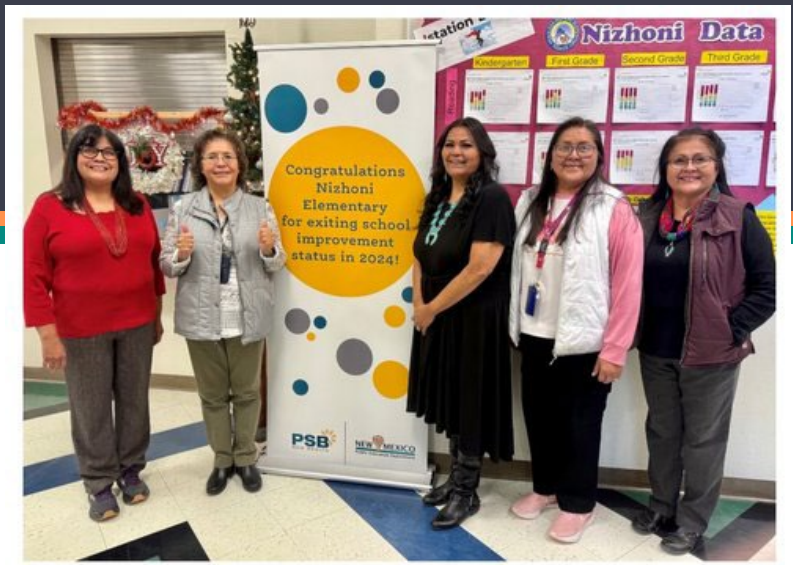
Key Recommendation

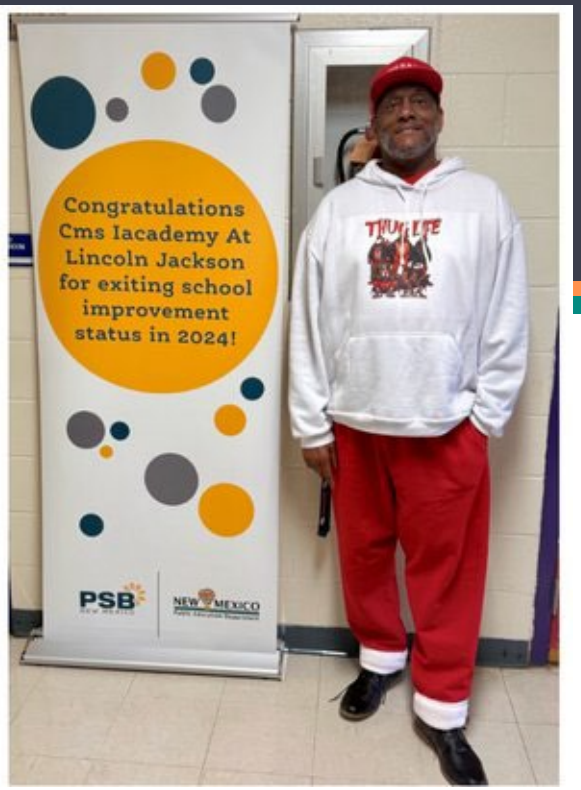
- Develop/strengthen school-based systems to:
  - Provide teachers with frequent, specific, and actionable feedback to improve instruction.
  - Connect grade-level standards to lesson plans and high-quality instructional materials.
  - Regularly track/monitor student learning over time to inform instruction.
  - Regularly communicate with families about students' learning progress.

Action Required

- The PED is highly committed to supporting districts in implementing these four key recommendations but cannot require them unless they are incorporated into state statute and administrative code.
- District leadership collaboration with principals, educators, and union leadership to ensure these evidence-based systems are implemented with fidelity in every school.

Congratulations Houston Middle School for exiting school improvement status in 2024!


Nizhoni Data
Kindergarten
First Grade
Second Grade
Third Grade
Congratulations Nizhoni Elementary for exiting school improvement status in 2024!
PSB
NEW MEXICO


Congratulations Cms Iacademy At Lincoln Jackson for exiting school improvement status in 2024!
PSB
NEW MEXICO

Congratulations School Of Dreams Academy for exiting school improvement status in 2024!
PSB
NEW MEXICO

Congratulations San Juan Elementary for exiting school improvement status in 2024!
PSB
NEW MEXICO

Congratulations Central Primary for exiting school improvement status in 2024!
PSB
NEW MEXICO

Congratulations Charlie Y. Brown Alt for exiting school improvement status in 2024!
PSB

Thank you!

For Questions:

Amanda DeBell, Deputy Secretary
Teaching, Learning, and Innovation Division
Amanda.DeBell@ped.nm.gov
(505) 670-3476

Elisabeth Peterson, Director
Priority Schools Bureau
Elisabeth.Peterson@ped.nm.gov