

NM School DASH Glossary of Terms

90-day Plan — In Component 5, the School Core Team creates a 90-day Desired Outcome for each selected Focus Area based on the Root Cause(s) identified. Specifically, the team identifies the changes in adult behaviors (Desired Outcomes); Progress Indicators are identified to measure attainment of Desired Outcomes and should be reviewed at 30-, 60-, and 90-day intervals; and Critical Actions – what needs to be done to meet the Desired Outcome – are developed, including resources, team members, and timelines.

Annual Plan — Components 1 through 4 develop a school's Annual Plan, which anchors each 90-day Plan during the school year. The Annual Plan is ideally drafted in the springtime to coincide with budget decisions and finalized in the summer following the release of the most recent summative student achievement data.

Areas of Concern— Contributing factors to be discussed in identification of THE Performance Challenge and as reflected in the data analysis narrative.

Benchmark Goal — See Student Achievement Goals below.

Certified District Reviewer/Reflection Monitor — responsibilities are as follows: to review, provide feedback, based on the embedded Quality Indicators, to the School Core Team; approve for implementation the NM School DASH Annual and 90-day Plans; and must be a Certified District Reviewer/Reflection Monitor per NM PED/PSB. Please note that all Certified District Reviewer/Reflection Monitors must have successfully completed the Certified District Reviewer/Reflection Monitor Assessment.

Community Involvement Representative — A school or district staff member who may be an active community liaison and brings the community perspective to the team.

Condition — If the Root Cause identified is not within the locus of control of the adults at a school, it is considered a condition and should not be used as a Root Cause. (Related: Root Cause)

Cohort Graduation Rate/Goal (4 year) — A cohort is named according to students' expected fourth year of high school. The cohort consists of all first-time 9th graders in the first of the 4 years of the cohort span. They are joined by incoming first-time 10th graders in the second year, 11th graders in the third year, and 12th graders in the fourth year.

Critical Actions — The key steps adults will take to create the changes in adult behaviors that will lead to achieving each Desired Outcome. They should be logically aligned and strategically timed to ensure implementation.

Data Analysis Summary — The concise overview of identified trends or patterns, and/or relationships in data drawn from students and teachers (student performance data student/adult behaviors, and instructional practices), with a clear link to student learning and improving outcomes for the whole child.

Desired Outcomes — The identified change(s) in adult behaviors that will eliminate or reduce identified Root Cause(s) and lead to increased student achievement in ELA, math, and science (**grades 3–8**) and 4-year Cohort Graduation Rate and science (**grades 9–12**).

District Representative — responsibilities are as follows:

- to serve as an active member of the School Core Team;
- to ensure communication between the School Core Team and the District Office; and,
- to attend all meetings to the greatest extent possible, including 30-, 60-, and 90-day check-ins for Progress Monitoring.

Every Student Succeeds Act (ESSA) — The national education law that reinforces the longstanding commitment to ensuring equal opportunity for all students. ESSA provides New Mexico with long-term stability that holds the state, local school systems, and schools accountable for results while encouraging them to be innovative in their work.

Focus Area — Eight key categories that have been identified for directing school improvement work. Schools are required to select one to two of these areas but may select an optional third if desired.

Goal Options — (grades 3–8 required)

- Grade Level Proficiency Increase – comparison of last year’s grade level proficiency to this year’s grade level proficiency goal; or
- Cohort Proficiency Increase – compare the same students’ grade level proficiency growth over time; or
- Growth within Cohort Proficiency Increase – comparison of movement from level-to-level within the assessment by the same students, year-to-year.

Graduation/Post-graduation Indicators —readily available data to alert teachers and administrators to students who are on the pathway to dropping out. Graduation/Post-graduation Indicators data may include:

- Credit/course completion data
- Attendance data
- Office Discipline Referrals data
- Current interim/common assessment data

Graduation Rate — In 2005, the National Governors Association (NGA) convened a task force to make recommendations on how states could measure graduation rates in a way that was comparable based on high-quality, student-level longitudinal data. The resulting recommendation has been agreed to by all 50 governors.

On-time graduates by year X

$$[(\text{first time 9th graders in year X-4}) + (\text{transfers in}) - (\text{transfers out})]$$

Implementation — The process of putting a decision or plan into effect with ongoing progress monitoring. (Related: Monitoring)

Instructional Practices (used for data analysis) — Implementation of evidence-based instructional practices in the classroom measured by non-evaluative classroom walkthroughs and domain rubrics in the Interim Feedback and Observation Plan (i.e., standards alignment, student engagement, questioning strategies).

Metrics — Measures of quantitative assessment commonly used for assessing, comparing, and tracking performance.

Mid-year Reflection, Review, Revisit

Reflection item(s) to consider:

- What progress is the school making towards benchmark achievement goals (Component 2)?
- For each identified Focus Area (Component 4) selected
- Revisit item(s) to consider:
- Revisit the School Core Team composition (Component 1): Are revisions needed for the Spring 90-day Plan?
- Revisit the Data Analysis (Component 3): Were the right data options used? Was the Data Analysis comprehensive? Were the most significant areas of concern identified? Was THE Performance Challenge identified?
- Revisit the Root Causes(s) (Component 4) from the Fall 90-day Plan: Is the Focus Area(s) (Component 4) selected appropriate?

Review process includes:

- School Core Team will ensure the Reflection, Revisit, and Review process is complete.

Monitoring — The regular process of observing and checking the progress or quality of change over a period of time (30-, 60-, and 90-day check-ins); including data and metrics. (Related: Implementation)

Multi-layered System of Supports (MLSS) — A coordinated and comprehensive framework for educators to use to organize their schools and school systems to support student learning.

<https://webnew.ped.state.nm.us/?s=mlss>

NM School DASH Plan Quality Indicators — A tool (rubric) Certified District Reviewers/Reflection Monitors use when reviewing plans and providing feedback to School Core Teams. It serves to set the expectations of what rigor and quality look like.

Patterns (in data analysis) — multiple occurrences of a characteristic or trait that helps in the identification of a problem or phenomenon; model for predicting future behavior.

(THE) Performance Challenge(s) — The prioritized area of concern to be addressed (for each goal area).

Progress Indicators — Data-based targets that, if met, would indicate positive progress toward the Desired Outcome and the ultimate Student Achievement Goals. Indicators will be aligned with 30-, 60-, and 90-day check-ins.

Quality Indicators — See NM School DASH Quality Indicators.

Relationships (in data analysis) — correlations; connection between 2 or more measures; extent to which 2 or more variables fluctuate together (negative or positive); and relationships may be considered with current data or data gathered over time. Must include consideration of relationships between all student groups and specific targeted student groups.

Root Cause Analysis — The process by which teams identify the deepest underlying cause, or causes, of THE Performance Challenge(s). Root Causes are in the locus of control of adults in the school, are generally defined as something that is missing or lacking, and if addressed are likely to lead to increased student achievement and improved student outcomes. (Related: Condition)

School Core Team — With district support, school leadership will identify key individuals from within the school community with diverse perspectives and expertise to define Performance Challenge(s) and establish a plan to increase student achievement. Composition must include representatives of appropriate student groups, a community representative, content experts, District Representative, and a Certified District Reviewer/Reflection Monitor. The term “position” is the job title of the School Core Team member; the term “role(s)” is the function(s) they will fulfill on the School Core Team.

School Culture — The written and unwritten rules that shape and influence every aspect of how a school functions; encompasses more concrete issues such as the physical and emotional safety of students and staff, which impacts how a school operates to support student success.

Stakeholder — Any person with a vested interest in the outcome of students, including (but not limited to) students, teachers, parents, community members, employers, and colleges.

Student Achievement Goals — These goals are the bottom-line results that are used to measure the success of an Annual Plan (ELA, math, and science for **grades 3–8** and 4-year Cohort Graduation Rate and science for **grades 9–12**). The goals should be clear and satisfy SMART criteria (Strategic, Measurable, Ambitious/Attainable, Relevant, and Time-bound). Both Summative (based on state required end- of-year assessment) and Benchmark (based on interim assessments) goals are required.

Student/Adult Behaviors (used for data analysis) — Behaviors such as attendance, office discipline referrals, and PLC participation demonstrated by students or staff that may impact student performance.

Student Groups (Subgroups of Students – ESSA) — Disaggregated into the following groups of students:

- Economically Disadvantaged Students (ED)
- Students With Disabilities (SWD)
- English Learners (EL)
- Students from each major racial/ethnic group: White; African American; Hispanic; Asian; Native American
- Military
- Migrant
- Homeless

Student Achievement Data (used for data analysis) — Data that measures student proficiency of grade-level standards. This could include summative assessments, interim assessments (e.g., Istation, Illuminate, etc.), and common formative assessments.

Student Outcomes — Impact on students of implemented changes in adult behavior (increased student achievement, fewer Office Discipline Referral rates, improved attendance, etc.)

Trends (in data analysis) — Change of data over time; tendency over time.