NM DASH Supplemental Guidance Fall 2021 Following School Closure as Impacted by COVID-19

As New Mexico schools prepare the 2021-22 NM DASH Annual and 90-day Plan (fall semester), there may be unique challenges as a result of school closure and changes in instructional environments.

- **For 2021-22 school year, the Priority Schools Bureau offers this document as suggested temporary adaptations.**

- **All NM DASH Annual and 90-Day Plans will be reviewed and feedback provided in the late fall, per requirements of New Mexico's approved ESSA Plan.**

In light of the impact of school closure/re-entry on schools' ability to gather and analyze data to establish summative achievement goals; to identify THE Performance Challenge; and conduct a Root Cause Analysis, the following Q & A is presented.

Please do not hesitate to reach out to the Priority Schools Bureau Team if you have questions, would like technical assistance, virtual support, E-Learning, or a conversation about your NM DASH and next steps.

In partnership on behalf of our children –
Elisabeth, Michelle, Regina, Celeste, Antionette, Sandy, Connie, and Birgit – Team PSB
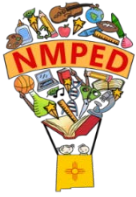
NM DASH Component Two: Setting Student Achievement Goals

Question: How does the School Core Team address the increasing number of troubling social emotional issues/behaviors evidenced during the school re-entry process?

- SCTs should consider the recently added School Goal of "Culture – optional" to address significant schoolwide issues other than Math and ELA achievement.

Question: What are the assessment and data set options to be considered as schools set summative student achievement goals for NM DASH for 2021-22 school year?

- To establish NM DASH Summative Student Achievement Goals, consider the following goal setting assessment options and data sets:
    - Spring 20-21 NM-MSSA (if available and appropriate for District)
    - Fall Administration of the District-approved Cumulative Interim Assessment
    - Fall, 2021 administration of District Interim Assessment to establish baseline for 2021-22 school year

Question: How does the School Core Team (SCT) set summative student achievement goals for grades 3-8 and graduation rate goals for grades 9-12?

Step 1: Identify Data

- **Grades 3 – 8**: Review 2020-21 summative results (BOY, MOY, EOY) for ELA and math from the appropriate source;
    - Spring 20-21 NM-MSSA (if available and appropriate for District)
    - Fall administration of the <u>District-approved cumulative Interim Assessment</u> (assesses previous year's instruction)
    - Fall, 2021 administration of <u>District-approved Interim Assessment</u> to establish baseline for 2021-22 school year. (Assesses preliminary instruction of the 2021-22 school year. It is recommended the administration of the District-approved Interim Assessment not occur until after 3 weeks of instruction and targeted SEL support of the 2021-22 year. This will result in schools developing a 75-day Fall NM DASH Plan.)
- To establish proposed summative goal for 2021-22 for ELA and math (BOY, MOY), schools are reminded the NM-MSSA will be the summative assessment for the 2021-22 school year.
- **Grades 9-12**: Review actual 2019-20 graduation rate results.

Step 2: Set Ambitious Summative Goal

- It is recognized that students will be entering the school year with significant academic gaps and the goal should be ambitious enough to address accelerated instruction. Summative Goals should meet all SMART criteria.

Question: Recognizing that schools/charters now have three (3) options (Grade Level Proficiency, Cohort Proficiency, Cohort Growth) for developing Summative Goals Statements, which is the most appropriate for the 2021-22 school year?

Based on the lack of reliable/consistent Summative Assessment data for the 2020-21 school year, it is recommended that schools/charters choose the Grade Level Proficiency option.

Question: How does the SCT set benchmark achievement goals for grades 3-8 and graduation rate benchmark goals for grades 9-12?

Step 1: Identify Data

- **Grades 3-8**: Review 2020-21 cumulative interim results for ELA and math;
- **Grades 9-12**: Review 2020-21 benchmark EWS.

Step 2: Set and Align Benchmark Goals (using SMART criteria) with Summative Goals

- **Grades 3-8 and grades 9-12**: It is recognized that students will be entering the school year with significant academic gaps and Benchmark Goals should be aligned with ambitious Summative Goals and address accelerated instruction as well as remedial instruction.

Toolbox

- NM DASH worksheet 2.1a: Student Achievement Goals/Benchmarks (grades 3-8 Grade/Cohort Proficiency)
- NM DASH worksheet 2.1b: Student Achievement Goals/Benchmarks (grades 3-8 Cohort Growth)
- NM PED Reentry Guidance: "Using Multiple Measures and Formative Practice to Identify Learning Needs" and "Instructional Acceleration"
- NM Instructional Support
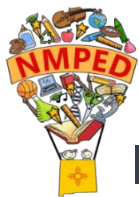
NM DASH Component Three:
Conduct Data Analysis and
Identify THE Performance Challenge(s)

Question: How does the School Core Team (SCT) collect and analyze relevant data to establish Performance Challenges?

Step 1: As described in the NM DASH Process Guide, data analysis is accomplished by the School Core Team reviewing student performance data, student and adult behaviors, and instructional practices, over a period of 2 – 3 years, to identify patterns, trends, and relationships.

Additionally, there may be unique and non-traditional data, including Opportunity to Learn data, available as a result of school closure and virtual learning environments; School Core Teams (SCT) will need to consider that in addition to the drop-down list available online.

Examples of Opportunity to Learn data would include student access to internet; percentage of instruction delivered in synchronous as opposed to asynchronous models; identified curriculum delivery deficits; parent surveys; and levels of engagement. For additional examples of Opportunity to Learn data, click on the link listed in the Toolbox Section.

Question: How does the SCT identify THE Performance Challenge for 2021-22?

Due to the unique set of circumstances for the 2021-22 school year, in developing the Fall 90-day Plan, School Core Teams may identify THE Performance Challenge to be:

1. Loss of learning opportunity due to multiple changes of instructional environments; **or**
2. Need for targeted and specific social emotional support

Question: The SCT has determined that THE Performance Challenge was created by school closure and transitioning to virtual learning. As a result, how does the SCT ensure implementation of acceleration strategies?

Acceleration is the model of taking the most important grade-level standards students need to understand and prioritizing that learning in a strategic way, so all students have access to grade-level instruction. District and school leaders can lean on the *New Mexico Instructional Scope* and the work encompassed in the Instructional Scope to prioritize content and design scaffolded learning opportunities strategically.

These types of learning opportunities will ensure that virtual, hybrid, or in-person scenarios are characterized by instructional choices that reinforce the belief that all students deserve access to grade level appropriate content.

Toolbox
o   NMPED Reentry Webinar Series
o   Instructional Acceleration: NM Guidance
o   DASH Worksheet 6.2: 90-day Plan Reflect, Revisit and Reset
o   NM DASH Process Guide, pages 16-17:   NM DASH - Various Data Options
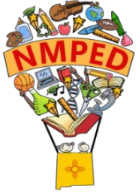
NM DASH Component Four:
Conduct Root Cause Analysis & Select Focus Area(s)

Question 1: How does the SCT conduct a Root Cause Analysis to address the varied set of instructional models and school closure issues of school year 2020-21?

For Fall, 2021, SCTs may wish to consider Root Cause Statements addressing the impact of school closure. For example:

- Challenge in delivery of effective and consistent instruction due to virtual/hybrid settings.

Question 2: Which of the Focus Areas should SCTs select if THE Performance Challenge was determined to be:

- Loss of learning opportunity due to multiple changes of instructional environments?
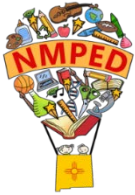
    Standards Alignment or Layer 1 Instruction and Interventions

- Need for targeted and specific social emotional supports.

    Leadership Systems or School Culture

Toolbox
- NMPED Reentry Webinar Series
- Instructional Acceleration: NM Guidance
- NM DASH Worksheet 6.2: 90-day Plan Reflect, Revisit and Reset
- NM DASH Process Guide, page 16-17: NM DASH – Various Data Options

Rigorous Teaching & Learning
# Essential Standards

Question: Have you identified essential grade level standards for Math and ELA?

It is recommended that SCTs use the *New Mexico Instructional Scope* to support acceleration; it provides detail and clarity around standards, best practices for instruction, and the most critical prerequisite skills and knowledge for math and literacy.

- Standards that are defined as the <u>most critical</u> prerequisite skills and knowledge are bolded, so they stand out amongst the other standards. This does not mean that these are the only standards required to be taught, rather, these are the standards that will allow for the acceleration that the students of New Mexico need at this time.
- While the bolded standards are the priority standards, the others need to be integrated.
- It is recommended that SCTs consider all information in the *NM Instructional Scope* as it defines all standards and instructional practices to consider when planning grade-level Math and ELA instruction for all students.
- Assessment information is provided to help guide instruction and support monitoring student progress on grade-level assignments.

Toolbox
o [New Mexico Instructional Scope](#)
o [NM Content Standards (All)](#)
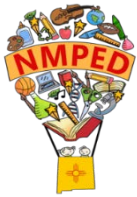
Rigorous Teaching & Learning: Formative Assessment

Question: How do our School Core Teams (SCT) and staff effectively use formative and interim assessments to facilitate accelerated learning?

As schools begin to prepare for student reentry in the fall, NM PED is dedicated to supporting teaching and learning through formative and interim assessments (iMSSA), available to all NM public schools, at no cost to the school or district.

These tools, which are aligned to state adopted content standards, are also aligned with the state's summative assessments, allowing for consistent, streamlined information on student progress.

Additionally, these tools are available in multiple delivery formats (paper and online) and with flexible administration (number of items, time) to be adaptable to all reentry options: remote, hybrid, or in-person.

Together, the implementation and use of high-quality formative and interim assessments and practices illuminate student learning gaps and highlight targeted areas of focus.

Toolbox

o NMPED Assessment Bureau Formative/Interim Resources
o NM DASH Process Guide, page 16-17: NM DASH – Various Data Options