

NM School DASH

Educational Plan for Student Success

A stylized illustration of a desert landscape. It features rolling hills in shades of blue and teal. In the foreground on the right, there is a silhouette of a yucca plant with a tall, thin stalk topped by a cluster of small, dark, circular flowers. The background is a dark blue sky with small white dots representing stars.

Process Guide for Schools 2023-2024

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The New Mexico Public Education Department (NM PED) strives to ensure that every student is successful in their future college, career, or civic endeavors by building capacity for educators statewide to sustain improvement and close achievement gaps.

The department brings this vision to life through NM School DASH — a framework for evidence-based planning, implementation, and monitoring processes for schools. Informed by thorough research and statewide input from school and district leaders, NM School DASH model inspires change by facilitating a straightforward course of action for New Mexico educators.

The framework identifies key resources to support the change process; documents critical offline planning, implementation, and monitoring activities; and informs substantive collaborative data-based conversations. By supporting a common, consistent approach to improvement plans, NM School DASH allows for a scalable approach to improvement plans, encourages a laser-like focus on improving student outcomes, and cultivates a growth mindset amongst educators.



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INTRODUCTION

The New Mexico Public Education Department (NM PED) believes that every student has the ability to succeed in their future college, career, or civic endeavors and that every New Mexico school has the potential to prepare them to do so. As part of New Mexico Rising, New Mexico's state plan for Every Student Succeeds Act (ESSA), all New Mexico schools will implement an improvement system designed to increase student outcomes through a focus on the levers of school instructional leadership led by a strong and diverse School Core Team.

To support schools, NM PED has developed the New Mexico School DASH Model (Data, Accountability, Sustainability, and High Achievement). This model is:

- A guided team discussion providing schools with a strategic educational plan that is unique to their school population, opportunities, and challenges.
- Non-linear, but all components are interrelated and provide a common approach.
- A guide for continuous growth and accountability through planning, implementation, monitoring, and reflection.
- Organized as an Annual Plan (Components 1-4) and two 90-day Plans (Component 5), coupled with reflection and monitoring of Components 1-5 (Component 6).
- It is essential for the School Core Team to develop future plans by assessing the school's current status and by reviewing the impact of the immediate past plan on student outcomes.

Appendix D contains a graphic representation of the New Mexico School DASH Model (NM School DASH).

To guide and support this planning model, NM School DASH offers three important and interrelated elements:

- The NM School DASH Process Guide for Schools,
- NM School DASH support materials included in the Resource Library, and
- The NM School DASH Process Management Tool.

NM School DASH Process Guide for Schools

The NM School DASH Process Guide sets a vision and defines a process to ensure a common approach, consistency of language, and a laser-like focus on improving student outcomes. It provides guidance to schools as they engage in the change process and identifies key resources to support change efforts. Finally, the guide helps document critical offline planning, implementation, and monitoring activities, and frames substantive collaborative conversations.

The guide outlines the six components necessary to complete rigorous planning, design monitoring activities, and inform implementation. It provides schools with a common language and common expectations to help build shared momentum for change (see Appendix A for a Glossary of Terms). The six components are:

- Component 1: Build School Core Team
- Component 2: Set Student Achievement Goals
- Component 3: Conduct Data Analysis and Identify THE Performance Challenge
- Component 4: Conduct Root Cause Analysis and Select Focus Areas
- Component 5: Create Desired Outcomes, Develop Progress Indicators, and Define Critical Actions
- Component 6: Implement Plan and Monitor Progress

NM School DASH Professional Learning

To complement the NM School DASH Process Guide, NM School DASH Professional Learning is provided in two main formats: self-guided and real-time. The self-guided learning is provided through a variety of resources that are designed to complement and build on the NM School DASH Process Guide. Following are links to suggested self-guided resources and supports:

- Professional learning materials – [NM School DASH Resource Library](#)
- [NM School DASH Help Desk](#)
- [NM School DASH website opening page](#)

To complement the self-guided learning, professional learning opportunities (provided in-person or virtually) offer an even deeper learning experience of the concepts described in this guide. Notice of those professional learning opportunities are disseminated to school districts across New Mexico and, additionally, are periodically posted on the NM School DASH website opening page.

NM School DASH Process Management Tool

Rounding out the NM School DASH supports is a web-based tool that facilitates and helps manage the improvement process. The [NM School DASH Process Management Tool](#) (the users' [guide to the online tool](#)) is designed to:

- Document and manage the planning, implementation, and monitoring of the NM School DASH process as outlined in this NM School DASH Process Guide;
- Create efficiencies, save time, and engage in focused periodic reviews of progress;
- Facilitate communication and information sharing amongst key stakeholders; and
- Provide resources and generate reports to support systematic, continuous review.

The NM School DASH Process Management Tool includes the [NM School DASH Resource Library](#) which includes additional materials, webinars, and resources, including this guide. URLs for linked resources referenced throughout this guide are listed in Appendix F.

Special Note Regarding “Certified Reviewer/Reflection Monitor”

Approval and authorization of each NM School DASH 90-day Plan is the responsibility of the Local Education Agency/District prior to the implementation of that plan. That approval and authorization function is to be based on the results of the comprehensive review, utilizing the NM School DASH Plan Quality Indicators and completed by the individual designated by the LEA/District as the “Certified Reviewer/Reflection Monitor.”

Certified Reviewer/Reflection Monitor status is awarded to individuals designated by the LEA/District, who have successfully completed the NM PED Certified Reviewer/Reflection Monitor training(s) and NM PED Certified Reviewer Assessment. Districts are encouraged to certify at least one district person to become a Certified Reviewer. Shared personnel through Regional Education Cooperatives (RECs) or other support agencies may be an option for smaller districts in meeting this requirement. For additional certification guidance and information, districts/schools are encouraged to visit www.psbnmssupport.com site for continually updated guidance and information.

Organization of the Process Guide

Each of the six components in this guide are organized in a similar manner. They all contain the following:

- *Description* of the component and key concepts.
- *Quality* Indicators that set the expectations of what rigor and quality look like for a given component.
- *Essential Elements* that describe what the component involves.
- *Guiding Questions* that help the School Core Teams' discussions as they work through a component.
- *Supports* available to assist School Core Teams include Worksheets, NM School DASH Resource Library, and the NM School DASH Process Management Tool.

In addition, this guide includes several appendices and other resources as follows:

- Appendix A: NM School DASH Glossary of Terms
- Appendix B: NM School DASH Plan Quality Indicators
- Appendix C: NM School DASH Worksheets (referenced in the guide)
- Appendix D: NM School DASH Ideal State Planning Model
- Appendix E: Timeline for a Traditional School Calendar
- Appendix F: List of URLs for Resources Referenced in This Guide

COMPONENT 1 – Build School Core Team

Description

The purpose of the NM School DASH School Core Team is to guide the school's approach to increase and sustain student achievement and positive educational outcomes for all students. The School Core Team will analyze data, identify school needs and root causes, address those targeted school needs, implement Desired Outcomes, and conduct Implementation Status Checks to achieve student academic goals utilizing the NM School DASH process and tools. Critical to the success of NM School DASH is the continued involvement of the School Core Team in all functions and components described above.

The membership of the School Core Team will vary depending on the size, demographics, and circumstances of the school. Communication, collaboration, and coordination are key functions of the team; therefore, membership should include a cross-section of stakeholders, including those with diverse perspectives.

School Core Team members are to have expertise relevant to the needs and diversity of students and the community. Additionally, School Core Team members are to represent a variety of positions and roles within the school environment. The term "position" is the job title of the School Core Team member; the term "role(s)" is the expertise and experience they will bring to the School Core Team. For example, a 3rd grade teacher (position) might serve in the role as Student Group Representative (e.g., SWD, EL, ED), Community Liaison Representative, Content Expert (e.g., math, progress toward graduation and post-graduation indicators), etc. A School Core Team member may serve multiple roles. See Appendix A for a Glossary of definitions and acronyms.

Please note that a **District Representative AND a Certified District Reviewer/Reflection Monitor** are required for each School Core Team. The role of the **District Representative** is:

- 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 Implementation Status Check-ins.

The role of the **Certified District Reviewer/Reflection Monitor** is:

- To review and provide feedback to the School Core Team, based on the embedded Quality Indicators; and
- To approve for implementation the NM School DASH Annual and 90-day Plans.

Note: District staffing issues may necessitate the same person be designated as both Certified District Reviewer/Reflection Monitor and District Representative. Additionally, smaller districts may consider the option of designating the role to a Regional Education Cooperative ("regional" Certified District Reviewer/Reflection Monitor).

The School Core Team will communicate progress to key stakeholder groups as needed and will provide updates to school site staff if modifications to the plan are made in the interim. Schools/Districts may wish to publish NM School DASH updates on appropriate websites and in newsletters to stakeholders. Additionally, Components 2 and 5 are accessible to interested parties via the New Mexico School Public DASH Board site (www.dash.ped.state.nm.us.)

Considerations for Relevant Student Groups

Student Groups that are significantly underperforming the *All Student* group must have representation on the School Core Team.

Quality Indicators¹

Component 1: Build School Core Team	Solid Progress
<p>Roles and areas of expertise are data-based and represent the diversity of the school community</p> <p>Grades 3–8</p>	<p>School Core Team members represent a variety of positions and roles within the school environment, and must include the following:</p> <ul style="list-style-type: none"> • School leader <p>AND</p> <ul style="list-style-type: none"> • Relevant content representative: <p>AND</p> <ul style="list-style-type: none"> • Relevant student group representative (i.e., SWD, EL, ED); <p>AND</p> <ul style="list-style-type: none"> • Relevant community involvement representative; <p>AND</p> <ul style="list-style-type: none"> • A District representative; <p>AND</p> <ul style="list-style-type: none"> • A Certified District Reviewer/Reflection Monitor: <p>OPTIONAL for Middle Schools:</p> <p>Relevant graduation and post-graduation representative (staff responsible for Next Step Plans, Course Completion, etc.)</p>
<p>Grades 9–12</p>	<p>School Core Team members represent a variety of positions and roles within the school environment, and must include the following:</p> <ul style="list-style-type: none"> • School leader; <p>AND</p> <ul style="list-style-type: none"> • Relevant graduation/post-graduation representative (staff responsible for Next Step Plans, Course Completion, etc.); <p>AND</p> <ul style="list-style-type: none"> • Relevant student group representative (i.e., SWD, EL, ED); <p>AND</p> <ul style="list-style-type: none"> • Relevant community involvement representative; <p>AND</p> <ul style="list-style-type: none"> • A District representative; <p>AND</p> <ul style="list-style-type: none"> • A Certified District Reviewer/Reflection Monitor. <p>OPTIONAL:</p> <ul style="list-style-type: none"> • Relevant content representative

¹ For the complete NM School DASH Plan Quality Indicators, please see Appendix B.

Essential Elements to Build a School Core Team

- The School Leader will identify the School Core Team members before the start of the school year and based on relevant school wide data.
- A District Representative AND a Certified District Reviewer/Reflection Monitor must be identified for each School Core Team.
- Consider including “adjunct” School Core Team members who can provide expertise and assistance as needed, but don’t serve as full School Core Team members.
- The school leader provides introductory information to team members to orient them to the purpose and charge of the School Core Team.
 - Schedule initial meeting to create team norms including accountability for completing tasks.
 - Establish a schedule for regular meetings and activities.

Responsibilities

District Level:

- The District Representative will be actively involved in the planning and implementation processes of the Annual and 90-day Plans.
- The District will provide adequate data to the school leader to enable the development of a School Core Team to meet the unique needs of the school.
- The Certified District Reviewer/Reflection Monitor will provide feedback to both the District and the School Core Team.

School Level:

- The School Core Team will represent diverse backgrounds and viewpoints, based on relevant data, in order to consider challenges from many perspectives.
- The School Core Team will be representative of the student body, including student groups (i.e., SWD, EL, ED) and the community.

Reminder: The district assigns a School Core Team member whose role is District Representative and the district designates the Certified District Reviewer/Reflection Monitor. (If possible, these roles should be filled by two individuals.)

Worksheet:

A worksheet has been designed to help guide the work of this component; it can also be found in Appendix C and is available electronically in the [NM School DASH Resource Library](#).

Worksheet 1.1: School Core Team Members and Roles

This worksheet is designed to assist the school in identifying the members of the NM School DASH School Core Team, reflecting a diversity of perspectives and student needs. Additionally, it provides a method for reflection on the key stakeholders who will assist in attaining the school’s goals through their expertise.

School Core Teams are reminded that “community involvement” representation might be best accomplished through designation of a staff member who may be an active community member and brings the community perspective to the team. For example, there may be a staff member who serves on a village council; a staff member who is a parent; a staff member who serves on the board of a local youth organization; or a staff member who may serve as a tribal leader. Additionally, School Core Teams are cautioned that including a representative that is not a staff member on the team may create confidentiality and legal issues.

Use the chart to identify the School Core Team members and the role they will play on the team (choose role from list below). Note that team members may serve more than one role. Additionally, for each team member, list their current title or position and provide a justification for including them. (See Appendix A for a Glossary of Terms).

Add additional rows to the chart, as needed. Possible roles on the School Core Team include:

District Representative (required)	Graduation/Post-graduation Representative(s)	Community Involvement Representative(s)
School Leader(s)	Support Provider(s)	Certified District Reviewer/Reflection Monitor (required)
Student Group Representative(s) (SWD, EL, ED, etc.)	Data Analyst(s)	Operations Representative(s)
Content Representative(s)	Facilitator(s)	Other:
	Communications Representative(s)	

School Core Team Member Name	Title/Position: ● What position does this person hold?	Role(s): ● What role(s) will this person play on the team?

NM School DASH Process Management Tool

Once the School Core Team is formed and it meets the criteria described in the NM School DASH Process Guide, it is entered into the NM School DASH Process Management Tool. The tool supports this Component, as follows:

COMPONENT 2 – Set Student Achievement Goals

Description

The purpose of Component 2 is to set ambitious Summative and Benchmark Student Achievement Goals.

- **Grades 3–8** must develop projected ELA and math goals;
- **Grades 9–12** must develop projected 4-year cohort graduation rate goals; and
- **Grades 3–12** may develop an optional projected goal addressing school culture.
 - All students, staff, and stakeholders are aware that increased student achievement and improved outcomes for all students are top priorities of the school. Elements of this may include student and/or adult behaviors such as attendance, routines, procedures, behavioral support systems, etc.

The goal statements are to be clearly articulated and satisfy SMART criteria:

- **Specific** – School Core Teams must name standards-based assessment instruments of both Summative and Benchmark Goals.
- **Measurable** – School Core Teams must establish metrics to measure success.
- **Ambitious and Attainable** – dependent upon grade level and current level of achievement, School Core Teams will determine a goal that will challenge the instructional team but is attainable. For example, 5% growth may be both ambitious and attainable for a higher achieving school site or for high schools with a higher Graduation Rate. For schools that may be struggling with proficiency, 5% may not be ambitious enough.
- **Relevant** – School Core Teams must ensure the goal is relevant to improved student outcomes.
- **Timebound** – School Core Teams will establish a relevant and attainable timeframe to achieve the goals.

These goals are the bottom-line results that are used to measure the success of an Annual Plan.

Note: Worksheets 2.1 and 2.2 previously required to be uploaded for Component 2 have been replaced by an embedded template in the NM DASH Process Management Tool.

Summative Goals:

For **grades 3–8**, School Core Teams will review previous years' state summative standards-based assessment results for each assessed grade level at the school site and will then establish schoolwide ELA and math Summative Student Achievement Goals for the coming school year. School Core Teams will determine one of three (3) options for setting student achievement goals:

1. Grade Level Proficiency Increase – comparison of last year's grade level proficiency to this year's grade level proficiency goal; or

2. Cohort Proficiency Increase – compare the same students’ grade level proficiency growth over time; or
3. Growth within Cohort Proficiency Increase – comparison of movement from level-to-level within the assessment by the same students, year-to-year.

For **grades 9–12**, School Core Teams will review previous years’ 4-year Cohort (on-time) Graduation Rate summative data and will establish a 4-year Cohort (on-time) Graduation Rate for the coming school year. The goal statement should be clearly articulated and satisfy SMART criteria. These goals are the bottom-line results that are used to measure the success of an Annual Plan. Math and ELA goals are not required for **grades 9–12**; however, at their discretion, districts may require high schools to include math and/or ELA goals.

Please note: “Most current Graduation Rate” data will be one year older than state summative achievement results.

For **grades 3–12**, School Core Team may review additional data options that inform school culture. These data options may include attendance rates, staff retention rates, tardies, Office Discipline Referrals (ODRs), etc. which will help the School Core Team identify the Summative Goal Statement.

Schoolwide Summative SMART Goal Statements (overall annual school goals based on the individual annual grade goals) are developed by the School Core Team for each specified goal area.

Benchmark Goals:

For **grades 3–8**, once Math and ELA Summative Goals have been established, the School Core Team will set Benchmark Goals to monitor progress toward meeting Summative Goals. Benchmark Goals should be clearly articulated in both ELA and math, align with Summative Goals (including selected option for setting student achievement goals), and be connected to the most current interim (**grades 3–8**). Benchmark Goal Statements should also satisfy SMART criteria.

For **grades 9–12**, once the Graduation Rate Summative Goal has been established, the School Core Team will set Benchmark Goals to monitor progress toward meeting Summative Goal. The Benchmark Goal should be clearly articulated and related to the Graduation/Post-graduation Indicators’ data and may (but is not limited to) include:

- Credit/course completion data
- Attendance data
- Office Discipline Referrals data
- Current interim/common assessment data
- College and Career Readiness Indicators
- Next Step Plans

The Benchmark Goal Statement should also satisfy SMART criteria.

For **grades 3–12**, once a School Culture Summative Goal has been established, the School Core Team will set a Benchmark Goal to monitor toward meeting the Summative Goal. The Benchmark Goal should be clearly articulated and related to School Culture data. The Benchmark Goal Statement should also satisfy SMART criteria.

School Core Teams will follow guidance provided from NM PED related to graduation requirements as provided on the NM PED website. Several resources can be found in the [NM School DASH Resource Library](#).

Quality Indicators

Component 2: Set Student Achievement Goals	Solid Progress
Summative Goals (ELA and math): Grades 3–8	<ul style="list-style-type: none"> State required summative assessment results from the previous school year for each assessed grade level at the school site are documented for ELA and math; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Projected state required summative assessment results for spring of the current school year for each assessed grade level at the school site are documented for ELA and math; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Projected schoolwide Summative Student Achievement Goal statements have been developed for ELA and math.
Benchmark Goals (ELA and math): Grades 3–8	<ul style="list-style-type: none"> Projected Benchmark results for ELA and math, using the most recent interim data are documented; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> A Summative schoolwide Benchmark Goal Statement has been developed for ELA and math; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Are aligned with Summative Student Achievement Goal Statements.
Summative Goal (Graduation): Grades 9–12	<ul style="list-style-type: none"> Projected Graduation Rate Summative Goal Statement has been developed using the most recent Graduation Rate data
Benchmark Goal (Graduation): Grades 9–12	<ul style="list-style-type: none"> Graduation Rate Benchmark Goal Statements have been developed based on post/graduation indicators;
Summative Goal (School Culture): Grades 3–12, optional)	<ul style="list-style-type: none"> School Culture Summative Goal Statement has been developed based on relevant learning environment data
Benchmark Goal (School Culture): Grades 3–12 (optional)	<ul style="list-style-type: none"> School Culture Benchmark Statement has been developed; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Is aligned with School Culture Summative Goal Statement.
SMART: Specific, Measurable, Ambitious/Attainable Relevant/Rigorous, Time-bound (Grades 3–8 and 9–12)	<ul style="list-style-type: none"> Summative and Benchmark Student Achievement/Graduation Rate Goal Statements are written to satisfy all SMART criteria.

Essential Elements to Set Student Achievement Goals

Use the Quality Indicators (included above) to determine completeness and quality of work in this component. The complete set of Quality Indicators is available in Appendix B and is also embedded within the NM School DASH Process Management Tool.

Responsibilities

School Level

Summative Goals – ELA and Math (Grades 3–8)

- Based upon the most recent Summative Student Assessment Data, goals will be developed to create a sense of focus and urgency toward actions to increase student achievement.
- The School Core Team will set ambitious/achievable Student Achievement Goals.
- School Core Teams will select one of the following options for setting Student Achievement Goals to meet the unique needs of the school:
 - Grade Level Proficiency Increase – measurement of last year’s grade level proficiency to current year’s grade level proficiency goal; or
 - Cohort Proficiency Increase – measurement of the same students’ grade level proficiency growth over time (last year to the current year); or
 - Growth within Cohort – measurement of movement from level-to-level within assessment by the same students, year-to-year (last year to current year).

Summative Goal – High School Graduation Rate (Grades 9–12)

Based on the most recent Graduation/Post-graduation Indicators data, the School Core Team will create a sense of focus and urgency toward actions to increase the high school graduation rate.

Benchmark Goals (Grades 3–12)

All Benchmark Goals will be aligned with Summative Goals.

Optional School Culture Goal (grades 3–12)

School Core Teams may consider the following questions to determine if this optional goal is needed.

- Do all stakeholders (including students) recognize that improved student outcomes is the primary mission of the school?
- How do consistent behavioral systems, routines, and procedures support a student culture focused on achievement?
- How does leadership monitor and maintain a positive student and staff culture?
- How does leadership ensure that instruction and interactions occur in a safe and supportive learning environment?

Worksheets:

Worksheets have been designed to help guide the work of this Component.

Worksheet options for Grades 3–8:

- 2.1a provides for grade level proficiency and cohort proficiency goal setting
- 2.1b provides for growth within a cohort goal setting.

Worksheet for Grades 9–12:

- 2.2 provides for graduation rate goal setting.

Optional worksheet for Grades 3–12:

- 2.3 provides for school culture goal setting.

They are also provided in Appendix C and available electronically in the [NM School DASH Resource Library](#).

Worksheet 2.1a: Student Achievement Goals and Benchmarks (Grades 3–8): Grade-level proficiency or Cohort level proficiency

This worksheet is designed to help organize Summative and aligned Benchmark grade-level goals using the options of Grade-level Proficiency and Cohort Proficiency.

Option chosen: _____ Grade-level Proficiency _____ Cohort Proficiency

Student Achievement Summative Goals and Benchmarks (Grades 3–8): Grade-level proficiency or Cohort proficiency			
ELA	<i>Most Recent</i> NM-MSSA Results	<i>Anticipated Spring</i> NM-MSSA Goals	Benchmarks: How School Core Team know the school is on track to meet the ELA goals? Identify interim assessment(s) by title:
Grade			
Grade			
Grade			
Grade			
ELA grade-level/cohort proficiency Summative Goal Statement:			ELA grade-level/cohort proficiency Benchmark Goal Statement:
Math	<i>Most Recent</i> NM-MSSA Results	<i>Anticipated Spring</i> NM-MSSA Goals	Benchmarks: How will School Core Team know the school is on track to meet the Math goals? Identify interim assessment(s) by title:
Grade			
Grade			
Grade			
Grade			
Math grade-level/cohort proficiency Summative Goal Statement:			Math grade-level/cohort proficiency Benchmark Goal Statement:

Worksheet 2.1b: Student Achievement Goals and Benchmarks Grades 3–8: Growth within a Cohort

This worksheet is designed to help organize Summative (annual) and aligned Benchmark grade-level goals using the option of Growth Within a Cohort.

ELA Student Achievement Summative and Benchmark Goals (Grades 3–8): Growth within a Cohort								
Most Recent ELA NM-MSSA Cohort Results:					Anticipated Spring ELA NM-MSSA Cohort Summative Goals:			
Grade	Novice	Nearing Proficient	Proficient	Advanced	Novice	Nearing Proficient	Proficient	Advanced
ELA Cohort Summative Goal Statement:					ELA Cohort Benchmark Goals			
					Grade	Needs Support	Near Target	On Target
ELA Cohort Benchmark Goal Statement:								

Math Student Achievement Summative and Benchmark Goals (Grades 3–8): Growth within a Cohort								
Most Recent Math NM-MSSA Cohort Results:					Anticipated Spring Math NM-MSSA Cohort Summative Goals:			
Grade	Novice)	Nearing Proficient	Proficient	Advanced	Novice	Nearing Proficient	Proficient	Advanced
Math Cohort Summative Goal Statement:					Math Cohort Benchmark Goals			
					Grade	Needs Support	Near Target	On Target
Math Cohort Benchmark Goal Statement:								

Worksheet 2.2: High School Graduation Rate Summative (Annual) and Benchmark (Interim) Goals (Grades 9–12)

This worksheet is designed to help capture the school's Summative (annual) Graduation Rate Goal for the current school year and the identified and aligned Benchmark Goals (Early Warning System, Course Completion, College and Career Readiness Indicators, etc.)

High School Student Achievement Goal and Benchmarks (Grades 9–12)			
Graduation Rate	<i>Most Recent</i> Graduation Rate Results	<i>Anticipated Spring</i> Graduation Rate Goal	Benchmarks: How will School Core Team know the school is on track to meet the Graduation Rate goal? (EWS, Course Completion, College and Career Readiness Indicators, etc.)
Cohort 4-year cohort Graduation Rate			
Based on the Graduation Rate Summative (annual) Goal above, develop a summary summative goal statement to be entered in the NM DASH Online Process Management Tool:			Based on the above Graduation Rate Benchmark (interim) Goal(s) above, develop a summary benchmark goal statement to be entered in the NM DASH Online Process Management Tool:

Worksheet 2.3: Optional School Culture Summative and Benchmark Goals (Grades 3–12)

This worksheet is designed to help capture the school’s Summative School Culture Goal for the current school year and the identified and aligned Benchmark Goals.

High School Student Achievement Goal and Benchmarks (Grades 9–12)			
School Culture	<i>Most Recent</i> School Culture Data	<i>Anticipated Spring</i> School Culture Goal	Benchmarks: How will School Core team know the school is on track to meet the School Culture goal? (Office Discipline Referrals, attendance rates, survey results, etc.)
School Culture			
Based on the School Culture Goal above, develop a SMART summary summative goal statement to be entered in the NM DASH Online Process Management Tool:			Based on the above School Culture Benchmark Goal(s) above, develop a SMART summary benchmark goal statement to be entered in the NM DASH Online Process Management Tool:

NM School DASH Process Management Tool

The NM School DASH Process Management Tool supports the offline planning, implementation, and monitoring process and includes new functionality that replaces the previously required Component 2 worksheets. The new functionality captures:

- **Grades 3–8** state required assessment results for each assessed grade level at the school site and documents a projected year-end goal established for each of those grade levels;
- **Grades 3–8** schoolwide Summative Student Achievement Goal statements for both ELA and math using the most recent summative student achievement data; and
- **Grades 9–12** Graduation Rate Benchmark Goal Statements aligned with Graduation Rate Summative Goal Statement.

Additionally, the Process Management Tool:

- Facilitates communication about goals and underlying details.
- Establishes ELA and math goals for **grades 3–8** and High School Graduation Rate goals for **grades 9–12**.
- Produces reports to share with stakeholders.
- Streamlines creating the Annual Plan and subsequent 90-day Plans.
- Incorporates the Quality Indicators into elements of this Component.

Goals

[See Related Resources](#)[Process Guide](#)

With the core team, analyze student achievement data. Set summative student achievement goals for ELA and math. An optional third goal may be identified based on deep data analysis. Set benchmark goals to monitor progress toward summative goals. Benchmark goals align with summative goals and are connected to interim or formative assessment data.

[Expand All](#)

▼ English Language Arts



PROFICIENCY

Grade Level Proficiency

STUDENT ACHIEVEMENT SUMMATIVE GOALS AND BENCHMARK GOALS BY GRADE LEVEL/COHORT

6TH	7TH	8TH
-----	-----	-----

STUDENT SUMMATIVE ASSESSMENTS RESULTS

Proficiency results for grade 6 on 22-23 NM-MSSA

SUMMATIVE GOALS

Projected results for grade 6 on upcoming 23-24 NM-MSSA

BENCHMARKS

Projected 6th grade results for mid-year based on district selected interim assessments

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

A school-wide summary statement on projected NM-MSSA results on upcoming 23-24 NM-MSSA that includes all tested grades in the school and should meet SMART criteria.

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

A school-wide summary on projected mid-year interim results that includes all tested grades in the school and should meet SMART criteria.

COMPONENT 3 – Conduct Data Analysis and Identify THE Performance Challenge

Description

Data Options. Meaningful data analysis and identification of areas of concern leading to THE Performance Challenges (Component 3) by the School Core Team are essential for conducting Root Cause Analysis and selection of Focus Areas (Component 4). To accomplish this, the School Core Team will review a minimum of 4 Data Options (not to exceed 6) and:

- Must include student performance data.
- Must include student/adult behaviors **or** instructional practices.
- Additionally, School Core Teams have the option to address all 3 (student performance data, student/adult behaviors, and instructional practices.)

The table below contains examples of data options available in dropdown boxes of the NM School DASH online management tool:

Data Options:

Grades 3–8	Grades 9–12
ELD assessment(s) data	ELD assessment(s) data
Interim assessment(s) data	Interim assessment(s) data
School NM VISTAS report	School NM VISTAS report
Professional Development data	Graduation rate data
Classroom Observation (evaluative) data	Classroom Observation (evaluative) data
MLSS Self-assessment data	MLSS Self-assessment data
Formative student achievement data	Formative student achievement data
Student/staff/parent surveys data	Student/staff/parent surveys data
Student work samples data	Student work samples data
School Climate/Culture data	Grade distribution report data
Lesson/Unit Plan data	Lesson/Unit Plan data
NM MSSA summative data	Scholastic Aptitude Test data
Next Step Plans (grade 8 only) data	Next Step Plans data
Teacher action plans data	Teacher action plans data
Attendance Rate (ADA) data	Attendance Rate (ADA) data
ELEVATE Domain data	ELEVATE Domain data
Office Discipline Referral data	Office Discipline Referral data
Classroom Walkthrough data (non-evaluative)	Course completion data
Opportunity To Learn data	College/Career Readiness Indicator data
NM-ASR (science) data	Opportunity To Learn data
	Professional Development data
Other Data:	School Climate/Culture data
	Classroom Walkthrough data (non-evaluative)
	NM-ASR (science) data
	Other Data:

Data Analysis Process. From the 4–6 critical data options identified by the School Core Team, a detailed data analysis will be completed. The School Core Team will include all selected data sets in the data analysis narrative (described below). School Core Teams are encouraged to consider results of the MLSS Self-assessment in which many critical data points are identified and assessed. Supplemental guidance regarding MLSS and NM School DASH alignment is available in the NM School DASH Resource Library (*MLSS and NM School DASH Connections.*)

Throughout the process of deep data analysis and reflection, the School Core Team will identify trends and/or patterns and/or relationships drawn from both student and teacher data, all with a clear link to student learning, graduation rates, and improving outcomes for the whole child.

For purposes of NM School DASH, the following definitions are offered:

- **Trends** – change of data over time; tendency over time.
Examples:
 - 3rd grade student summative math number/operation proficiency results over past 4 years has decreased by 20%.
 - 90% of teacher evaluation data over past 3 years for Domain 3B has been rated “developing” and “not demonstrated.”
 - Over a 3-year period, graduation rates for the EL student group in 4-year cohort remains 15% below ALL student groups.
- **Patterns** – multiple occurrences of a characteristic or trait that helps in the identification of a problem or phenomenon; model for predicting future behavior.
Examples:
 - Based on most recent summative assessment data, grades 3 and 4 (students with disabilities) – 80% of students are in Level 1 or 2 Proficiency Scores for Numbers/Operations.
 - Non-evaluative walkthrough data indicates 90% of questioning during math instruction was at DOK levels 1 and 2.
- **Relationships** – 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.
Examples:
 - Results for 100% of 3rd grade students with disabilities have been at Level 1 on most recent summative assessment in number/math operations and 95% of non-evaluative classroom walkthroughs indicate IEPs have not been implemented with fidelity.
 - Results for 95% of 3rd grade students in math number/operations CFAs have decreased and non-evaluative walkthrough data indicates teachers are at the “developing” and “not demonstrated” level in Domain 3B questioning.
 - For 3 years the attendance rate for 9th graders has been 75% and course completion rate has remained at 60%.

Data Analysis Narrative: Using the guidance provided below, School Core Teams will analyze, interpret (trends and/or patterns and/or and relationships), and summarize in the Data Analysis Narrative. Data Analysis Narrative must include:

- All Data Options selected; **and**
- Analysis of specific student groups' data (i.e., SWD, EL, ED); **and**
- Trends **and/or** patterns **and/or** relationships within the data.

School Core Teams are reminded that “bulleting” for lists of information is a feature of the Online Management Tool for DASH.

Areas of Concern: Then, the team will identify areas of concern (aligned with Data Analysis Narrative) and select THE Performance Challenge from those concerns (prioritized for that school) for each goal.

THE Performance Challenge: provides strategic focus for improvement efforts and:

- Require immediate attention and effort to reduce or eliminate within a 90-day period; **and**
- Aligned to the Data Analysis; **and**
- Must be addressed in the 90-day Plan (Desired Outcomes.)

Quality Indicators

Component 3: Conduct Data Analysis and Identify THE Performance Challenge	Solid Progress
Data Options	<p>Data Options must include:</p> <ul style="list-style-type: none"> Minimum of 4 Data Options; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Student achievement data (grades 3–8 required; (grades 9–12 optional) Graduation/Post-graduation Indicators data (grades 9–12 required and grades 3–8 optional); <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Student/adult behaviors and/or instructional practices.
Data Analysis Narrative	<p>All Data Options identified are evident in the in-depth Data Analysis narrative. Data Analysis Narrative must include:</p> <ul style="list-style-type: none"> Analysis of specific student groups' data (i.e. SWD, EL, ED); <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Narrative description(s) that contain trends and/or patterns and/or relationships.
Areas of Concern Identification and Discussion	<p>Areas of Concern</p> <ul style="list-style-type: none"> Aligned to the Data Analysis.
THE Performance Challenge (For Each Goal) Identification and Discussion	<p>Based on the Areas of Concern identification and discussion:</p> <ul style="list-style-type: none"> Must be addressed in the 90-day Plan (Desired Outcome) <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Is the prioritized Area of Concern.

Essential Elements to Conduct Data Analysis and Identify THE Performance Challenge

- Identify the 4–6 Data Options for deep data analysis to include the following:
 - Identify and collect schoolwide
 - Student achievement data (**grades 3–8 required** and **grades 9–12 optional**): state-required summative results, other summative assessments, interim assessment results [e.g., Istation, Illuminate], PSAT/SAT results, ACT results, ACCESS data, common formative assessment data, etc.

- Graduation/Post-graduation Indicators data (**grades 9–12** required and **grades 3–8** optional): Credit/course completion, Attendance/Truancy data, Office Discipline Referrals data, Demonstration of Readiness data, etc.

AND 1 OF THE 2 FOLLOWING

- Identify and collect student/adult behaviors data (progress monitoring results (PLCs, data meetings, etc.), lesson/unit plans, dropout data, teacher action plans, etc.)

OR

- Identify and collect instructional practices data (standards-based instruction, CWT data, student engagement data, questioning techniques data, etc.)

- Must identify specific student groups and compare to “All Student” group for academic performance.
- Consider the number (n size) and percent of students scoring at proficient, to determine trends and/or patterns and/or relationships in ELA and math. (Note: Use at least the last 2 years of summative data. Using the guidance provided below, interpret data (trends and/or patterns and/or relationships), summarize and prioritize results.
- Using the guidance provided below, interpret data (trends and/or patterns and/or relationships), summarize and prioritize results.
- After a variety of Areas of Concern are identified, determine the most significant to be THE Performance Challenges prioritized for each goal. THE Performance Challenge is a specific statement about concerns regarding student performance or adult behaviors.
- Use the Quality Indicators to determine completeness and quality of work in this component. The complete set of Quality Indicators is available in Appendix B and is also embedded within the NM School DASH Process Management Tool.

Additional Guidance:

- Identify student achievement data over a period of time.
- From the data analysis, identify strengths and areas for improvement.
- Identify the prioritized student achievement concerns.
- Compare all significant student group performance to **ALL** students.
- Ensure that Areas of Concern and THE Performance Challenge are aligned to the Data Analysis Narrative.
- Identify the most urgent and important concerns regarding the whole child (i.e., physical health, social and emotional status, etc.)

Worksheet:

A worksheet has been designed to help guide the work of this component; it can also be found in Appendix C and is available electronically in the [NM School DASH Resource Library](#).

Worksheet 3.1: Conduct Data Analysis and Identify THE Performance Challenge

This worksheet is designed to capture notes from discussions examining Data Options, a Data Analysis Narrative, Areas of Concern and THE Performance Challenge.

For each Goal area, identify the Data Options to discuss and interpret and summarize in Data Analysis. From the Data Narrative Analysis, identify all Areas of Concern. From the Areas of Concern, prioritize and identify THE Performance Challenge.

Data Options, Data Analysis Narrative, Areas of Concern and THE Performance Challenge				
Goal	Data Options	Data Analysis Narrative	Areas of Concern	THE Performance Challenge
ELA:				
Math:				
Graduation:				
Culture:				

NM School DASH Process Management Tool

The NM School DASH Process Management Tool supports the offline planning, implementation, and monitoring process, as follows:

- Captures details about Data Analysis results and possible Areas of Concern.
- Establishes THE Performance Challenge for each goal.
- Produces reports to share with stakeholders.
- Streamlines creating the Annual Plan and subsequent 90-day Plans.
- Incorporates the Quality Indicators into elements of this Component.

Performance Challenges



Expand All

▼ THE prioritized concern identified through data analysis that the School Core Team will address first.



Goal

English Language Arts

Student Achievement and Student/Adult Behaviors, and/or Instructional Practices (data options)

- Classroom walk through (non-evaluative) data
- Interim assessment(s) data
- Lesson/unit plans data
- MLSS Self-assessment data

Schoolwide data shows... (in depth data analysis narrative)

- Detailed analysis of **classroom walkthrough data** to include trends and/or patterns and/or relationships.
- Detailed analysis of **interim assessment data** to include trends and/or patterns and/or relationships.
- Detailed analysis of **MLSS self-assessment** data to include trends and/or patterns and/or relationships.
- Detailed analysis of **lesson/unit plans** data to include trends and/or patterns and/or relationships.

These areas are cause for concern...

A list of all potential concerns identified through the in-depth data analysis narrative.

COMPONENT 4 – Conduct Root Cause Analysis and Select Focus Areas

Description

Root Cause Analysis occurs when School Core Teams identify the deepest underlying cause, or causes, of THE Performance Challenge. The Root Cause Analysis becomes the focus of the 90-day Plan (see Component 5: Desired Outcome, Progress Indicators, and Critical Actions)

The process for identifying Root Causes is generative and systematic, allowing a School Core Team to narrow the scope of their focus and deepen the understanding of challenges facing the school, until the team arrives at a specific Root Cause.

Root Causes are:

- In the locus of control of adults in the building. For example, if the district hasn't provided updated curriculum materials, that would be a "condition" out of the control of the school site; and,
- Defined as something that is missing or lacking; and,
- If addressed, are likely to lead to increased student achievement and improved student outcomes. For example, a school might provide professional learning opportunities to address instructional deficits. Implementation and monitoring of those learning opportunities must occur to determine if they positively impact student achievement and improved student outcomes.

Root Causes are not:

- Possible solutions
- Conditions
- Blame/fault

School Core Teams are encouraged to utilize the *5 Whys* and *The Fishbone Process* as tools to target specifically the Root Cause of THE Performance Challenge. These tools are available in the [NM School DASH Resource Library](#).

After the School Core Team conducts a Root Cause Analysis, Focus Areas are selected. In selecting 1 to 2 Focus Areas per goal, the School Core Team will determine those that address THE Performance Challenge. When effectively addressed, those selected should increase achievement for all students and become the focus of the 90-day Plan's Desired Outcomes, Critical Actions, and Progress Indicators.

There are seven (7) identified Focus Areas from which to choose and follow the Component 4 Quality Indicators below.

Quality Indicators

Component 4: Conduct Root Cause Analysis & Select Focus Areas	Solid Progress
Clear Root Cause Statements within School Core Team's control	<p>The Root Cause Statement:</p> <ul style="list-style-type: none"> Clearly addresses THE Performance Challenge; AND Is within the school's control (not a condition); AND If addressed, will likely lead to improved student outcomes.
High-leverage and aligned Focus Areas: Grades 3–8	<ul style="list-style-type: none"> 1–2 Focus Area(s) per goal (ELA and math) are selected; AND Are aligned to THE Performance Challenge.
High-leverage and aligned Focus Areas: Grades 9–12	<ul style="list-style-type: none"> 1–2 Focus Area(s) per goal (Graduation Rate) are selected; AND Are aligned to THE Performance Challenge.

Essential Elements to Conduct Root Cause Analysis and Select Focus Areas

- Engage in Root Cause Analysis to identify the deepest underlying cause of THE Performance Challenge for each goal developed.
- Identify 1–2 highest-leverage Focus Areas, per goal, most likely to improve outcomes and increase student achievement.

Guidance: Conduct Root Cause Analysis

- The School Core Team determines the heart of the problem for THE Performance Challenge.
- Student achievement data (including specific student groups), student and adult behaviors, and instructional practices evidence support this hypothesis.

Guiding Questions: Select Focus Areas

Standards Alignment: All grade levels have identified essential standards.

- How does the school ensure that the Layer I (core) curriculum and instruction is aligned with the NMIS and is being implemented with fidelity?
- Does the school have a scope and sequence aligned to the NMIS?

Layer I (core) Instruction and Intervention: There is a dedicated block of time devoted to providing core instruction to all students aligned with grade-level standards.

- To what extent is staff aware and knowledgeable of MLSS Layer 1 implementation?
- What percent of students are achieving grade-level expectations or making significant growth (including specific student groups)? If at least 80% are not attaining proficiency, what is the School Core Team doing to ensure that the school is making significant progress toward this goal?

- What evidence does the School Core Team have that the rigor level of the tasks students perform during the lesson are aligned to the rigor of the NM Instructional Scope?
- What culturally and linguistically responsive instruction is occurring in all classrooms?
- What evidence exists to demonstrate high-quality, core-aligned, culturally/linguistically responsive instruction is occurring?

Data-Driven Instruction (DDI): There is a precise, systematic approach to improving student learning throughout the year. The cycle of DDI includes assessment, analysis, and action.

- Are the district and school's assessment strategies firmly in place (formative, interim, and summative)?
- How do teachers and leadership analyze and act on assessment data?
- Do teacher action plans include focused and targeted whole-group, small-group, and individual interventions?
- How effectively does school leadership hold teachers accountable to ensure effective instructional adjustment, interventions, and instructional feedback?

Layer 2 Interventions: There are fluid, flexible interventions in place in addition to Layer 1 (core) instruction for students not progressing as expected.

- To what extent is staff aware and knowledgeable of MLSS Layer 2 implementation?
- How does the school identify students in need of Layer 2 interventions?
- What evidence demonstrates that the students are receiving targeted, evidence-based interventions?
- What evidence demonstrates that teachers are frequently monitoring progress and making adjustments if needed?
- What evidence exists to demonstrate that common formative assessments are in place and teachers are using the resulting data to monitor the impact of interventions on academic and behavior skills?

Layer 3 Interventions: There are fluid, flexible interventions in place in addition to Layer 1 (core) and Layer 2 instruction for students not progressing as expected.

- To what extent is staff aware and knowledgeable of MLSS Layer 3 implementation?
- To what extent are Layer 3 interventions successful in addressing student needs based on data? What evidence exists to demonstrate that Layer 3 interventions are more intensive than Layer 2 interventions, such as longer durations, more frequency, or smaller group settings?
- Is the progress of students receiving Layer 3 interventions being monitored bi-weekly?

Collaboration: Teachers have time during the week to work together to promote student success.

- What evidence does the School Core Team use to ensure teacher teams work together weekly to analyze data, share strategies, plan collaboratively, and debrief the outcomes of instruction?

School Leadership and Systems: There is a school leadership framework that supports increasing and sustaining student achievement as well as improved outcomes for the whole child.

- Is there a school leadership team in place comprised of key instructional leaders and support service providers?
- To what extent does the leadership team focus on data-driven instruction, observation and feedback, standards-aligned planning and instruction, and job-embedded professional development?

Worksheet:

The worksheet is designed to help guide the work of this component. It is also provided in Appendix C and available electronically in the [NM School DASH Resource Library](#).

Worksheet 4.1: Performance Challenge(s), Root Cause Statement(s) and Focus Area(s)

This worksheet is designed to capture notes from discussions examining the most recent data, areas of concern, guiding questions, and the results of the thorough Root Cause Analysis, and is based on the data analysis (Component 3), and THE Performance Challenge identified for each Goal area. After conducting a thorough Root Cause Analysis, draft a detailed Root Cause Statement for each Goal area related to THE school's Performance Challenge and identify corresponding Focus Area(s).


THE Performance Challenge(s), Root Cause Statement(s), and Focus Area(s)			
Goal	THE Performance Challenge	Root Cause Statement	Focus Area
ELA:			
Math:			
Science:			
Graduation:			
Culture:			


NM School DASH Process Management Tool

The NM School DASH Process Management Tool supports the planning, implementation, and monitoring process, as follows:

- Captures THE Performance Challenge, the results of Data Analysis, and subsequent Root Cause identification for each selected Focus Area.
- Facilitates communication about these results and the underlying details.
- Documents the Root Causes and Focus Areas in order to progress toward achieving the goals in the Annual Plan (Components 1-4).
- Lays the foundation for developing the 90-day Plan (Component 5).
- Provides easy access to details about Root Cause Analysis.
- Incorporates the Quality Indicators into elements of this Component.


Root Causes




 See Related Resources

 Process Guide

The core team engages in thoughtful root cause analysis to zero in on the deepest underlying cause or causes of school performance challenges that, if resolved, result in elimination or substantial reduction of the performance challenge.

[Expand All](#)

 WHY is THE Performance Challenge occurring? It is recommended that School Core Team use the 5 Whys or Fishbone graphic organizer to conduct the Root Cause Analysis.



Performance Challenge: THE prioritized concern identified through data analysis that the School Core Team will address first.

Focus Area: Layer 1 (core) Instruction (per NM MLSS guidance)

COMPONENT 5 – Create Desired Outcomes, Develop Progress Indicators, and Define Critical Actions (Build a 90-day Plan)

Description

The **Desired Outcome** developed by the School Core Team:

- Is determined for each selected Focus Area based on data analysis and THE Performance Challenge (see Component 3);
- Identifies the **observable and measurable adult behaviors** that will address and reduce THE Performance Challenge;
- Can reasonably be completed in 90 days; and
- Leads to improved student outcomes for all students.

The School Core Team then strategically develops Progress Indicators. Progress Indicators are:

- Metrics and evidence that will be used to measure progress toward the **Desired Outcomes** (not completion of Critical Actions) at the 30-ish, 60-ish, and 90-ish day (dependent on number of actual days of instruction) by completion of the Implementation Status Check-ins;
- Reflect expected scaffolded growth between Progress Indicator metrics (not Critical Actions).

Finally, the School Core Team will determine the 3–5 Critical Actions that will achieve the Desired Outcome. The Critical Actions:

- Promote a sense of urgency toward addressing the Root Cause;
- Are logically sequenced throughout the 90-day period to build on each other; and
- Identify appropriate person(s) responsible; person(s) involved; clear timelines; and resources needed.

Quality Indicators

Component 5: Create Desired Outcomes, Develop Progress Indicators, and Define Critical Actions	Solid Progress
Desired Outcomes – observable and measurable adult behaviors with a focus on increasing student achievement	<p>The 90-day Desired Outcome:</p> <ul style="list-style-type: none"> Identifies specific observable adult behavior(s); <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Is measurable; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Is likely to result in improved student outcomes; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Is aligned with THE Performance Challenge; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Can reasonably be completed in 90 days.
Progress Indicators	<p>Progress Indicators are developed for each Desired Outcome and will:</p> <ul style="list-style-type: none"> Identify metrics and evidence used to measure progress toward achieving the Desired Outcome: <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Show scaffolded growth between Progress Indicator metrics; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Establishes dates at 30ish-, 60ish-, and 90ish-day intervals.
Critical Actions	<p>Critical Actions:</p> <ul style="list-style-type: none"> Include a minimum of three (3–5 recommended) Critical Actions; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Are logically sequenced throughout the 90-day period to build upon each other; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Clearly address THE Performance Challenge and Desired Outcome.
Critical Actions – Person(s) responsible/involved for completing actions	<p>Each Critical Action:</p> <ul style="list-style-type: none"> Identifies the appropriate person(s) responsible; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Identifies the appropriate person(s) involved.
Critical Actions – timelines and resources	<p>Each Critical Action:</p> <ul style="list-style-type: none"> Identifies clear timelines; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Identifies resources needed.

Essential Elements to Create Desired Outcomes, Develop Progress Indicators, and Define Critical Actions

- Create a 90-day Desired Outcome for each selected Focus Area based on THE Performance Challenge identified (Component 3). Specifically, the School Core Team identifies the observable and measurable **adult behaviors** that will result in increased student achievement in ELA and math (**grades 3–8**), increased graduation rate (**grades 9–12**), and/or improved outcomes for all students.
- Develop Progress Indicators — the metrics and evidence that will be used to measure progress toward meeting the Desired Outcomes. There is expected scaffolded growth between Progress Indicator metrics.
- Determine the Critical Actions that will promote a sense of urgency toward addressing and achieving each Desired Outcome within 90 days by developing a timeline for Critical Actions to include the persons responsible and involved, as well as the resources needed.
- Use the Quality Indicators to determine completeness and quality of work in this component. The complete set of Quality Indicators is available in Appendix B and is also embedded within the NM School DASH Process Management Tool.

Guidance:

Desired Outcomes

- Specific **adult behaviors** must be in place at the end of 90 days.
- It is likely to result in improved student outcomes.
- Is it observable and measurable?

Progress Indicators

- Metrics will be developed by the School Core Team to determine progress toward the Desired Outcome at the 30-, 60-, 90-day Implementation Status Check-ins. The Progress Indicators are logically scaffolded throughout the 90-day period.

Critical Actions

- 3 – 5 specific strategic actions the school will complete in order to meet the Desired Outcome.
- Critical Actions must have a designated “person responsible” (must be on School Core Team.)
- Critical Actions must identify “persons involved,” “timelines,” and “supports/resources needed.”

Worksheet

Below is a worksheet designed to help guide the work of this component. It is also provided in Appendix C and available electronically in the [NM School DASH Resource Library](#).

Worksheet 5.1: 90-day Plan

Use the following worksheet to organize and capture the results generated from the planning and discussion of the guidance found in this Component. The worksheet can be used to facilitate capturing the details that will be entered into the NM School DASH Process Management Tool.

GOAL:					
FOCUS AREA:					
DESIRED OUTCOME:					
PROGRESS INDICATORS:					
Indicator Date		Metric(s) to Determine Progress Toward Achieving Desired Outcome			
CRITICAL ACTIONS:					
Date Range		Critical Action to Address and Achieve Desired Outcome	Resources Needed/Funding Source	Person(s) Responsible	Person(s) Involved
Start	End				

NM School DASH Process Management Tool

The NM School DASH Process Management Tool supports the offline planning, implementation, and monitoring process, as follows:

- Connects the details of the various components to build a coherent and actionable 90-day Plan.
- Facilitates tracking progress and provides alerts and notifications.

- Fall 2023

August 08, 2023 – December 19, 2023

See Related Resources

Process Guide

- View Performance Challenges
 - View Root Causes

Persons Responsible from the core team update the status of critical actions. The core team provides 30-, 60-, and 90-day check-in reports on the progress of the plan.

Focus Areas

Layer 1 (core) Instruction (per NM MLSS guidance) - ELA

DESIRED OUTCOMES

A simple statement of the measurable and observable adult behavior that will be implemented by the end of 90 days.

CRITICAL ACTIONS

COMPLETED	DATE RANGE	CRITICAL ACTION	RESOURCES NEEDED	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
	08/09/2023 - 08/09/2023	Example: Any PD needed for staff to ensure that the Desired Outcome can be implemented.	Any resources or supports needed to complete the action step, if any	Ted Lasso	All persons involved in this action step
	08/14/2023 - 12/19/2023	It is strongly recommended that non-evaluative classroom walkthroughs and face-to-face feedback be included to ensure that school leadership can observe the implementation of the Desired Outcome	Any resources or supports needed to complete the action step, if any	Ted Lasso	All persons involved in this action step
	08/09/2023 - 12/19/2023	It is recommended no more than 3-5 Critical Actions be included in the 90-day Plan	Any resources or supports needed to complete the action step, if any	Rebecca Welton	All persons involved in this action step

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE OF PROGRESS
09/13/2023	1st Implementation Status check at 30-ish days to ensure plan is being implemented and that it is having a positive impact on improving student outcomes.
11/03/2023	2nd Implementation Status check at 60-ish days to ensure plan is being implemented and that it is having a positive impact on improving student outcomes.
12/19/2023	3rd Implementation Status check at 90-ish days to ensure plan is being implemented and that it is having a positive impact on improving student outcomes.

COMPONENT 6 – Implement Plan and Conduct Implementation Status Check-ins

Description

Once the 90-day Plan is developed and approved, the School Core Team monitors implementation by completing the 30-ish, 60-ish, and 90-ish-day Implementation Status Check-ins in the NM School DASH Process Management Tool using the Check-in feature. This implementation check can be captured “offline” in Worksheet 6.1 prior to posting in the NM School DASH Process Management Tool. These check-ins allow the School Core Team to:

- Ensure that Progress Indicator data is collected and reviewed three times, and measure progress toward Desired Outcomes;
- Ensure a positive impact on student outcome data;
- Ensure that Critical Actions occur as designed and on-time (modify, continue, or expand Critical Actions).

As part of the implementation/monitoring process, the School Core Team will determine the status of their plan. Status may include:

- Progress is **as expected – continuation** of Progress Indicators and Critical Actions; no adjustments necessary
or
- Progress **exceeds expectations – expansion** of the scope of Progress Indicators and Critical Actions as needed;
or
- Progress is **less than expected – modifications** to the Critical Actions are necessary (reset).

The **Certified District Reviewer/Reflection Monitor** does not provide feedback to the School Core Team for Component 6 in the Online Process Management Tool during the plan approval process. However, the Certified District Reviewer/Reflection Monitor may wish to complete the optional form (Worksheet 6.2) for periodic written feedback during the implementation and monitoring of the plan. This worksheet can be uploaded to the Online Management Tool.

Reminder: If the School Core Team does not complete the required 30-ish, 60-ish, 90-ish-day monitoring and implementation functions, the Certified District Reviewer will be automatically notified from the NM DASH Process Management system.

Quality Indicators

Component 6: Implement Plan and Conduct Implementation Status Check-ins	Solid Progress
Monitoring of successful implementation of 90-day Plan (Progress)	<p>For each Focus Area selected, evidence of implementation monitoring is provided for:</p> <ul style="list-style-type: none"> Desired Outcome Progress Indicators; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Student Outcome Data.
Adjustments to Critical Actions based on monitoring of 90-day Plan	<p>When monitoring progress, the School Core Team should consider growth of improved student outcomes based on Common Formative Assessments (CFA), Office Discipline Referrals (ODR), etc. in addition to progress on meeting Progress Indicators.</p> <ul style="list-style-type: none"> For each Focus Area, progress is as expected – continuation of Critical Actions based on evidence of meeting Progress Indicators; no adjustments necessary. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> For each Focus Area, progress exceeds expectations – expansion of the scope of Progress Indicators and Critical Actions as needed based on evidence of exceeding Progress Indicators. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> For each Focus Area, progress is less than expected – modifications of the Critical Actions are necessary (reset) based on not meeting Progress Indicators.
Supports needed for adjustments	<ul style="list-style-type: none"> Evidence of supports considered for each adjustment is documented.

Essential Elements to Implement Plan and Monitor Progress

- Conduct 30-ish 60-ish, and 90-ish-day check-ins (Worksheet 6.1) using the Check-in feature in the NM School DASH Process Management Tool, capturing progress, identifying modifications and resources needed, if necessary.
- Develop strategies for communicating regularly with stakeholders regarding progress toward goals and important shifts to the plan.

Guidance

Make Needed Adjustments

- Given the school's current progress toward meeting the Desired Outcome, adjustments will be summarized in Component 6 of the current 90-day Plan?
- Given the school's current student outcomes, adjustments will be summarized in Component 6 of the current 90-day Plan?
- Reflecting on Progress Indicators and student outcomes, School Core Teams will identify which Critical Actions had the greatest positive impact(s) on the quality of teaching and learning in the school.

- School Core Team will review to determine all Critical Actions were completed as planned.
- School Core Team will determine if major lessons were learned or barriers uncovered in implementation that need to be addressed moving forward.
- School Core Team will determine and identify if additional supports or resources are needed.
- All adjustments will be communicated to school site staff.

Worksheets

A worksheet has been designed to help guide the work of this component. It is also provided in Appendix C and available electronically in the [NM School DASH Resource Library](#).

Worksheet 6.1: 30-ish 60-ish, and 90-ish day Implementation Status Check-ins

This worksheet is designed to provide the School Core Team an opportunity to reflect on progress toward accomplishing 90-day Plan Desired Outcomes, Critical Actions, and Progress Indicators and the impact on student outcomes. Specifically:

- At regularly scheduled intervals, the School Core Team meets in person to reflect on progress toward accomplishing 90-day Plan Desired Outcome(s).
- In considering evidence of progress toward 90-day Plan Desired Outcome(s), School Core Teams will focus on student outcome data, as well as the Progress Indicator data to meet the Desired Outcome.
- Given the current student outcome data and Progress Indicator data, identify any necessary 90-day Plan adjustments, resources, and required district support

GOAL:			
FOCUS AREA:			
Feedback on evidence of progress toward meeting Desired Outcome	Feedback on evidence of Student Outcome data	Feedback on evidence of Progress Reflections (Continue, Expand, or Modify)	Feedback on evidence of Adjustments/Supports to Continue, Expand, or Modify
Date (30-ish day):			
Evidence of progress toward meeting Progress Indicator #1:	Evidence of positive impact on Student Outcome data:	Continue <input type="checkbox"/> Expand <input type="checkbox"/> Modify <input type="checkbox"/> Actions Necessary:	Resources and Supports needed to Continue, Expand, or Modify:
Date (60-ish day):			
Evidence of progress toward meeting Progress Indicator #2:	Evidence of positive impact on Student Outcome data:	Continue <input type="checkbox"/> Expand <input type="checkbox"/> Modify <input type="checkbox"/> Actions Necessary:	If evidence of Adjustments/Supports needed to Continue, Expand, or Modify is not sufficiently documented, consider the following:
Date (90-ish day):			
Evidence of progress toward meeting Progress Indicator #3:	Evidence of positive impact on Student Outcome data:	N/A	N/A



NM School DASH Process Management Tool

The NM School DASH Process Management Tool supports the offline planning, implementation, and monitoring process, as follows:

- Guides the progress monitoring process.
- Provides due date notifications and recent activity information on the home page dashboard.
- Produces various reports to inform stakeholders, review progress, and analyze results.
- Facilitates and manages the 30-, 60-, and 90-day Check-ins.
- Supports identification of areas needing adjustment or focused attention.
- Incorporates the Quality Indicators into elements of this Component.

REPORT ON PROGRESS

Check-In: 30-Day
Date: 09/13/2023

 0  0

Progress Towards Meeting Desired Outcomes
The check in date should match the first Progress Indicator date.
Was the scaffolded adult behavior (Desired Outcome) completely implemented? Cite the evidence.

Impact on Student Outcomes
Are student outcomes improving? Cite the evidence.

Next 30 days
Modify

Adjustments & Supports Needed
If Progress Indicator was met and/or student outcomes are improving, the plan should continue as is. (Select *continue* from drop down above)

If Progress Indicator was not met or student outcomes are not improving, the Critical Actions should be modified. Those modifications are noted here. (Select *modify* from drop down above.)

If it appears that Desired Outcome will be accomplished prior to 90 days and if student outcomes are improving, Desired Outcome, Progress Indicators, and Critical Actions should be expanded and noted here. (Select *expand* from drop down above)

Mid-year Reflection, Revisit, and Review

The functions described below must be completed to develop the Spring 90-day Plan. Quality Indicators are not developed for the Mid-year Reflection.

The guided reflection will be completed by the School Core Team, using the NM School DASH Process Management Tool, at the end of each **Fall** 90-day Plan to reflect, revisit, and review the Annual Plan (Components 1-4) and Fall 90-day Plan (Components 5 - 6) and to begin planning for the Spring 90-day Plan (Component 5). This reflection is only used mid-year to guide development of the Spring 90-day Plan.

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:
 - Which Critical Actions (Component 5) made the biggest impact?
 - What lessons have been learned?
 - Identified potential Spring semester Desired Outcomes (Component 5).

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 identified THE Performance Challenge actually the highest priority of concern?
- Revisit the Root Causes(s) (Component 4) from the Fall 90-day Plan:
 - Is the Focus Area(s) (Component 4) selected appropriate
 - Was the identified Root Cause in the Annual Plan the actual root cause?

Review process includes:

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

Following the mid-year review and reflection, the School Core Team will develop the draft of Desired Outcomes for the Spring 90-day Plan.

After completion of the Reflect, Review, Revisit process, the School Core Team will develop the Spring 90-day Plan. Then, the Certified District Reviewer/Reflection Monitor will review, approve, and provide feedback to the School Core Team, using the online Quality Indicators (Components 5.)

Worksheet: 90-day Plan Reflect, Revisit, and Reset

This guided reflection should be completed by the School Core Team mid-year to reflect on the Fall 90-day Plan, to revisit the Annual Plan (Components 1–4) and prepare for the Spring 90-day Plan (Component 5). Items to consider in discussing include:


- What progress is the school making toward student outcome/graduation rate goals based on current data?
- Was the Annual Plan Data Analysis Narrative comprehensive? Should other data options be considered?
- Was the Annual Plan Root Cause decision the correct root cause? Remember to leverage the 5 Whys or a fishbone.
- What is the most valuable feedback the School Core Team has received from district leadership about planning, implementation, and monitoring?
- What does the School Core Team identify as the school's most compelling need?

FOCUS AREA:		
DESIRED OUTCOME:		
Evidence of Meeting Progress Indicators:		
Date:		
Date:		
Date:		
WAS DESIRED OUTCOMES MET?	DO BENCHMARK GOALS INDICATE POSITIVE IMPACT ON STUDENT OUTCOMES?	POTENTIALSPRING SEMESTER DESIRED OUTCOME
If Desired Outcomes were achieved, which Critical Actions had the greatest impact and why?	Did achievement of the Desired Outcomes have a positive impact on student outcomes as measured by the Benchmark Goals?	Based on analysis of adult behaviors and student outcomes, what is the draft Desired Outcome for the Spring 90-day Plan?
If Desired Outcomes were not achieved, what were the barriers to success?	If Benchmark Goals were not met, what were the barriers?	

NM School DASH Process Management Tool

The NM School DASH Process Management Tool supports the mid-year reflection, revisit, and review process, as follows:

- Captures the results of the mid-year reflection.
- Produces various reports to inform stakeholders, review progress, and analyze results.
- Supports identification of areas needing adjustment or focused attention.

 **Reflect – Fall 2023**

☒ REVIEW

☐ REFLECTION ☐ NOTES FOR CHANGES TO ANNUAL PLAN ☐ IDEAS FOR NEXT 90-DAY PLAN

PROGRESS ON BENCHMARK GOALS

The School Core Team uses interim assessment results to determine if Benchmark Goal was met for ELA and math. High School will use graduation/post-graduation indicators.

90-DAY PLAN GUIDED REFLECTION

Layer 1 (core) Instruction (per NM MLSS guidance) - ELA

CRITICAL ACTIONS THAT MADE THE BIGGEST IMPACT
This is determined based on implementation status checks every 30-ish days. Critical Actions that best supported progress toward achieving the Desired Outcome and having a positive impact on student outcomes.

LESSONS LEARNED
This is also based on implementation status checks every 30-ish days. What worked well and what were some identified modifications or adjustments that were needed?

POTENTIAL NEXT SEMESTER DESIRED OUTCOME
Based on the progress toward completion of the Progress Indicators, what will adults be doing differently for the Spring 90-day plan?
*The Fall 90-day Plan's Desired Outcome should not be continued into the spring.

APPENDIX A – 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.

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

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.

APPENDIX B – NM School DASH Plan Quality Indicators

The Quality Indicators outlined in this tool serve as guidance for School Core Teams as they draft Annual and 90-day Plans. Certified District Reviewers must use the NM School DASH Process Management Tool when reviewing plans and providing feedback to teams. It serves to set the expectations of what rigor and quality look like.

Schools are expected to meet all of indicators as Solid Progress. The Quality Indicators are provided here in their entirety. They have been embedded within each component description above, as well as in the [NM School DASH Process Management Tool](#) (with the exception of Component 6). This helps to facilitate review and feedback and serves as a mechanism for communication between School Core Teams and Certified District Reviewers.

As stated in the NM System of Support, the Certified District Reviewer reviews and approves the NM School DASH Annual and 90-day Plans. To attain the success criteria for the NM School DASH, the school and district must have all Quality Indicators meet Solid Progress.

The Quality Indicators are also available as a stand-alone document in [the NM School DASH Resource Library](#).

Component 1: Build School Core Team	Solid Progress
<p>Roles and areas of expertise are data-based and represent the diversity of the school community</p> <p>Grades 3–8</p>	<p>School Core Team members represent a variety of positions and roles within the school environment, and must include the following:</p> <ul style="list-style-type: none"> • School leader; • AND • Relevant content representative; • AND • Relevant student group representative (i.e., SWD, EL, ED); • AND • Relevant community involvement representative; • AND • A District Representative; • AND • A Certified District Reviewer/Reflection Monitor: • OPTIONAL: • Relevant graduation and post-graduation indicators (Middle Schools)

<p>Grades 9–12</p>	<p>School Core Team members represent a variety of positions and roles within the school environment, and must include the following:</p> <ul style="list-style-type: none"> • School leader <p>AND</p> <ul style="list-style-type: none"> • Relevant graduation/post-graduation representative (staff responsible for Next Step Plans, Course Completion, etc.): <p>AND</p> <ul style="list-style-type: none"> • Relevant student group representative (i.e., SWD, EL, ED); <p>AND</p> <ul style="list-style-type: none"> • Relevant community involvement representative; <p>AND</p> <ul style="list-style-type: none"> • A District Representative; <p>AND</p> <ul style="list-style-type: none"> • A Certified District Reviewer/Reflection Monitor. <p>OPTIONAL:</p> <ul style="list-style-type: none"> • Relevant Content representative
<p>Component 2: Set Student Achievement Goals</p>	<p>Solid Progress</p>
<p>Summative Goals (ELA and math): Grades 3–8</p>	<ul style="list-style-type: none"> • State required summative assessment results from the previous school year for each assessed grade level at the school site are documented for ELA and math; <p>AND</p> <ul style="list-style-type: none"> • Projected state required summative assessment results for spring of the current school year for each assessed grade level at the school site are documented for ELA and math; <p>AND</p> <ul style="list-style-type: none"> • Projected schoolwide Summative Student Achievement Goal statements have been developed for ELA and math.
<p>Benchmark Goals (ELA and math): Grades 3–8</p>	<ul style="list-style-type: none"> • Projected Benchmark results for ELA and math using the most recent interim data are documented; <p>AND</p> <ul style="list-style-type: none"> • A Summative schoolwide Benchmark Goal Statement has been developed for ELA and math; <p>AND</p> <ul style="list-style-type: none"> • Are aligned with Summative Student Achievement Goal Statements.
<p>Summative Goal (Graduation): Grades 9–12</p>	<ul style="list-style-type: none"> • Projected Graduation Rate Summative Goal Statement has been developed using the most recent Graduation Rate data.
<p>Benchmark Goal (Graduation): Grades 9–12</p>	<ul style="list-style-type: none"> • Graduation Rate Benchmark Goal Statements have been developed based on post/graduation indicators.

Summative Goal (School Culture): Grades 3–12, optional	<ul style="list-style-type: none"> School Culture Summative Goal Statement has been developed based on relevant learning environment data
Benchmark Goal (School Culture): Grades 3–12, optional	<ul style="list-style-type: none"> School Culture Benchmark Statement has been developed; AND Is aligned with School Culture Summative Goal Statement.
SMART: Specific, Measurable, Ambitious/Attainable Relevant/Rigorous, Time-bound: Grades 3–8 and 9–12	<ul style="list-style-type: none"> Summative and Benchmark Student Achievement and Graduation Rate Goal Statements are written to satisfy all SMART criteria.
Component 3: Conduct Data Analysis and Identify THE Performance Challenge	Solid Progress
Data Options	<p>Data Options must include:</p> <ul style="list-style-type: none"> Minimum of 4 Data Options; AND Student achievement data (grades 3–8 required; (grades 9–12 optional) Graduation/Post-graduation Indicators data (grades 9–12 required and grades 3–8 optional); AND Student/adult behaviors and/or instructional practices.
Data Analysis Narrative	<p>All Data Options identified are evident in the in-depth Data Analysis narrative. Data Analysis Narrative must include:</p> <ul style="list-style-type: none"> Analysis of specific student groups' data (i.e. SWD, EL, ED); AND Narrative description(s) that contain trends and/or patterns and/or relationships.
Areas of Concern Identification and Discussion	<p>Areas of Concern:</p> <ul style="list-style-type: none"> Aligned to the Data Analysis.
THE Performance Challenge (For Each Goal) Identification and Discussion	<p>Based on the Areas of Concern identification and discussion:</p> <ul style="list-style-type: none"> Must be addressed in the 90-day Plan (Desired Outcome); AND Is the prioritized Area of Concern.
Component 4: Conduct Root Cause Analysis & Select Focus Areas	Solid Progress
Clear Root Cause Statements within School Core Team's control	<p>The Root Cause Statement:</p> <ul style="list-style-type: none"> Clearly addresses THE Performance Challenge; AND Is within the school's control (not a condition);

	<p>AND</p> <ul style="list-style-type: none"> • If addressed, will likely lead to improved student outcomes.
High-leverage and aligned Focus Areas: Grades 3–8	<ul style="list-style-type: none"> • 1–2 Focus Area(s) per goal (ELA and math) are selected; <p>AND</p> <ul style="list-style-type: none"> • Are aligned to THE Performance Challenge.
High-leverage and aligned Focus Areas: Grades 9–12	<ul style="list-style-type: none"> • 1–2 Focus Area(s) per goal (Graduation Rate) are selected; <p>AND</p> <ul style="list-style-type: none"> • Are aligned to THE Performance Challenge.
Component 5: Create Desired Outcomes, Develop Progress Indicators, and Define Critical Actions	Solid Progress
Desired Outcomes – observable changes in adult behavior with a focus on increasing student achievement	<p>The 90-day Desired Outcome for each Focus Area:</p> <ul style="list-style-type: none"> • Identifies specific observable change(s) in adult behavior; <p>AND</p> <ul style="list-style-type: none"> • Is measurable <p>AND</p> <ul style="list-style-type: none"> • Is likely to result in improved student outcomes; <p>AND</p> <ul style="list-style-type: none"> • Is aligned with THE Performance Challenge; <p>AND</p> <ul style="list-style-type: none"> • Can reasonably be completed in 90 days.
Progress Indicators	<p>Progress Indicators are developed for each Desired Outcome and will:</p> <ul style="list-style-type: none"> • Identify metrics and evidence used to measure progress toward achieving the Desired Outcome; <p>AND</p> <ul style="list-style-type: none"> • Show scaffolded growth between Progress Indicator metrics; <p>AND</p> <ul style="list-style-type: none"> • Establishes dates at 30ish-, 60ish-, and 90ish-day intervals.
Critical Actions	<p>Critical Actions are developed for each Desired Outcome will:</p> <ul style="list-style-type: none"> • Include a minimum of three (3–5 recommended) Critical Actions; <p>AND</p> <ul style="list-style-type: none"> • Are logically sequenced throughout the 90-day period to build upon each other; <p>AND</p> <ul style="list-style-type: none"> • Clearly address THE Performance Challenge and Desired Outcome.
Critical Actions – Person(s) responsible/involved for completing actions	<p>Each Critical Action:</p> <ul style="list-style-type: none"> • Identifies the appropriate person(s) responsible; <p>AND</p>

	<ul style="list-style-type: none"> Identifies the appropriate person(s) involved.
Critical Actions – timelines and resources	<p>Each Critical Action:</p> <ul style="list-style-type: none"> Identifies clear timelines <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Identifies resources needed.
Component 6: 30-, 60-, and 90-day Check-ins for Progress Monitoring	Solid Progress
Monitoring of successful implementation of 90-day Plan (Progress)	<p>For each Focus Area selected, evidence of monitoring is provided for:</p> <ul style="list-style-type: none"> Desired Outcome Progress Indicators; <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Student Outcome Data.
Adjustments to Critical Actions based on monitoring of 90-day Plan	<p>When monitoring progress, the School Core Team should consider growth of student outcomes based on Common Formative Assessments (CFAs), Office Discipline Referrals (ODRs), etc. in addition to progress on meeting Progress Indicators.</p> <ul style="list-style-type: none"> For each Focus Area, progress is as expected – continuation of Critical Actions based on evidence of meeting Progress Indicators; no adjustments necessary. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> For each Focus Area, progress exceeds expectations – expansion of the scope of Progress Indicators and Critical Actions as needed based on evidence of exceeding Progress Indicators. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> For each Focus Area, progress is less than expected – modifications of the Critical Actions are necessary (reset) based on not meeting Progress Indicators.
Supports needed for adjustments	<ul style="list-style-type: none"> Evidence of supports considered for each adjustment is documented.

APPENDIX C – NM School DASH Worksheets

Worksheet 1.1: School Core Team Members and Roles

This worksheet is designed to assist the school in identifying the members of the NM School DASH School Core Team, reflecting a diversity of perspectives and student needs. Additionally, it provides a method for reflection on the key stakeholders who will assist in attaining the school's goals through their expertise.

Use the chart to identify the School Core Team members and the role they will play on the team (choose role from list below). Note that team members may serve more than one role. Additionally, for each team member, list his/her current title or position and provide a justification for including him/her. Add additional rows to the chart, as needed. Possible roles on the School Core Team include:

District Representative (required)	Graduation/Post-graduation Indicators Representative(s)	Community Involvement Representative(s)
School Leader(s)	Support Provider(s)	Certified District Reviewer/Reflection
Teacher Leader(s)	Data Analyst(s)	Monitor (required)
Student Group Representative(s)	Facilitator(s)	Operations Representative(s)
(SWD, EL, ED, etc.)	Communications Representative(s)	Other:
Content Representative(s)		

School Core Team Member Name	Title/Position: ● What position does this person hold?	Role(s): ● What role(s) will this person play on the team?

Worksheet 2.1a: Student Achievement Goals and Benchmarks (Grades 3-8): Grade- level proficiency or Cohort proficiency

This worksheet is designed to help organize Summative (annual) and Benchmark (interim) grade-level goals using the options of Grade-level Proficiency and Cohort Proficiency.

Option chosen: _____ Grade-level Proficiency _____ Cohort Proficiency

Student Achievement Summative Goals and Benchmarks (Grades 3–8): Grade-level proficiency or Cohort proficiency			
ELA	<i>Most Recent</i> NM-MSSA Results	<i>Anticipated Spring</i> NM-MSSA Goals	Benchmarks: How will School Core Team know the school is on track to meet the ELA goals? Identify interim assessment(s) by title:
Grade			
Grade			
Grade			
Grade			
ELA grade-level/cohort proficiency Summative Goal Statement:			ELA grade-level/cohort proficiency Benchmark Goal Statement:
Math	<i>Most Recent</i> NM-MSSA Results	<i>Anticipated Spring</i> NM-MSSA Goals	Benchmarks: How will School Core Team know the school is on track to meet the Math goals? Identify interim assessment(s) by title:
Grade			
Grade			
Grade			
Grade			
Math grade-level/cohort proficiency Summative Goal Statement:			Math grade-level/cohort proficiency Benchmark Goal Statement:

Worksheet 2.1b: Student Achievement Goals and Benchmarks (Grades 3–8): Growth within a Cohort

This worksheet is designed to help organize Summative (annual) and Benchmark (interim) grade-level goals using the option of Growth Within a Cohort.

ELA Student Achievement Summative and Benchmark Goals (Grades 3–8): Growth within a Cohort								
Most Recent ELA NM-MSSA Cohort Results:					Anticipated Spring ELA NM-MSSA Cohort Summative Goals:			
Grade	Novice	Nearing Proficient	Proficient	Advanced	Novice	Nearing Proficient	Proficient	Advanced
ELA Cohort Summative Goal Statement:					ELA Cohort Benchmark Goals			
					Grade	Needs Support	Near Target	On Target
ELA Cohort Benchmark Goal Statement:								

Math Student Achievement Summative and Benchmark Goals (Grades 3–8): Growth within a Cohort								
Most Recent Math NM-MSSA Cohort Results:					Anticipated Spring Math NM-MSSA Cohort Summative Goals:			
Grade	Novice)	Nearing Proficient	Proficient	Advanced	Novice	Nearing Proficient	Proficient	Advanced
Math Cohort Summative Goal Statement:					Math Cohort Benchmark Goals			
					Grade	Needs Support	Near Target	On Target
Math Cohort Benchmark Goal Statement:								

Worksheet 2.2: High School Graduation Rate Summative (Annual) and Benchmark (Interim) Goals (Grades 9–12)

This worksheet is designed to help capture the school's Summative (annual) Graduation Rate Goal for the current school year and the identified Benchmark (interim) Goals (Early Warning System, Course Completion, College and Career Readiness Indicators, etc.)

High School Student Achievement Goal and Benchmarks (Grades 9–12)			
Graduation Rate	<i>Most Recent</i> Graduation Rate Results	<i>Anticipated</i> <i>Spring</i> Graduation Rate Goal	<u>Benchmarks:</u> How will School Core Team know the school is on track to meet the Graduation Rate goal? (EWS, Course Completion, College and Career Readiness Indicators, etc.)
Cohort 4-year cohort Graduation Rate			
Based on the Graduation Rate Summative (annual) Goal above, develop a summary summative goal statement to be entered in the NM DASH Online Process Management Tool:			Based on the above Graduation Rate Benchmark (interim) Goal(s) above, develop a summary benchmark goal statement to be entered in the NM DASH Online Process Management Tool:

Worksheet 2.3: Optional School Culture Summative and Benchmark Goals (Grades 3–12)

This worksheet is designed to help capture the school’s Summative School Culture for the current school year and the identified and aligned Benchmark Goals.

High School Student Achievement Goal and Benchmarks (Grades 9–12)			
School Culture	<i>Most Recent</i> School Culture Data	<i>Anticipated Spring</i> School Culture Goal	Benchmarks: How will School Core Team know the school is on track to meet the School Culture goal? (Office Discipline Referrals, attendance rates, survey results, etc.)
School Culture Goal			
Based on the School Culture Goal above, develop a SMART summary summative goal statement to be entered in the NM DASH Online Process Management Tool:			Based on the above School Culture Benchmark Goal(s) above, develop a SMART summary benchmark goal statement to be entered in the NM DASH Online Process Management Tool:

Worksheet 3.1: Conduct Data Analysis and Identify THE Performance Challenge

This worksheet is designed to capture notes from discussions examining Data Options, a Data Analysis Narrative, Areas of Concern and THE Performance Challenge.

For each Goal area, identify the Data Options to discuss and interpret and summarize in Data Analysis. From the Data Narrative Analysis, identify all Areas of Concern. From the Areas of Concern, identify and prioritize THE Performance Challenge.

Data Options, Data Analysis Narrative, Areas of Concern and THE Performance Challenge				
Goal	Data Options	Data Analysis Narrative	Areas of Concern	THE Performance Challenge
ELA:				
Math:				
Graduation:				
Culture:				

Worksheet 4.1: Performance Challenge(s), Root Cause Statement(s), and Focus Area(s)

This worksheet is designed to capture notes from discussions examining the most recent data, Performance Challenge(s), guiding questions, and the results of the thorough Root Cause Analysis.

Based on the data analysis (Component 3), identify Performance Challenge(s) for each Goal area, and then specify THE Performance Challenge for each Goal area. After conducting a thorough Root Cause Analysis, draft a detailed Root Cause Statement for each Goal area related to THE school's Performance Challenge(s) and identify corresponding Focus Area(s).

THE Performance Challenge(s), Root Cause Statement(s) and Focus Area(s)			
Goal	THE Performance Challenge	The Root Cause Statement	Focus Area
ELA:			
Math:			
Graduation:			
Culture:			

Worksheet 5.1: 90-day Plan

Use the following worksheet to organize and capture the results generated from the planning and discussion of the guiding questions found in Component 5. The worksheet can be used to facilitate capturing the details that will be entered into the NM School DASH Process Management Tool.

GOAL:					
FOCUS AREA:					
DESIRED OUTCOME:					
PROGRESS INDICATORS:					
Indicator Date		Metric(s) to Determine Progress Toward Achieving Desired Outcome:			
CRITICAL ACTIONS:					
Date Range		Critical Actions to Address Root Cause and Achieve Desired Outcome	Resources Needed/Funding Source	Person(s) Responsible	Person(s) Involved
Start	End				

Worksheet 6.1: 30-ish 60-ish, and 90-ish day Implementation Status Check-ins

This worksheet is designed to provide the School Core Team an opportunity to reflect on progress toward accomplishing 90-day Plan Desired Outcomes, Critical Actions, and Progress Indicators and the impact on student outcomes. Specifically:

- At regularly scheduled intervals, the School Core Team meets in person to reflect on progress toward accomplishing 90-day Plan Desired Outcome(s).
- In considering evidence of progress toward 90-day Plan Desired Outcome(s), School Core Teams will focus on student outcome data, as well as the Progress Indicator data to meet the Desired Outcome.
- Given the current student outcome data and Progress Indicator data, identify any necessary 90-day Plan adjustments, resources, and required district support

GOAL:			
FOCUS AREA:			
Feedback on evidence of progress toward meeting Desired Outcome	Feedback on evidence of Student Outcome data	Feedback on evidence of Progress Reflections (Continue, Expand, or Modify)	Feedback on evidence of Adjustments/Supports to Continue, Expand, or Modify
Date (30-ish day):			
Evidence of progress toward meeting Progress Indicator #1:	Evidence of positive impact on Student Outcome data:	Continue <input type="checkbox"/> Expand <input type="checkbox"/> Modify <input type="checkbox"/> Actions Necessary:	Resources and Supports needed to Continue, Expand, or Modify:
Date (60-ish day):			
Evidence of progress toward meeting Progress Indicator #2:	Evidence of positive impact on Student Outcome data:	Continue <input type="checkbox"/> Expand <input type="checkbox"/> Modify <input type="checkbox"/> Actions Necessary:	If evidence of Adjustments/Supports needed to Continue, Expand, or Modify is not sufficiently documented, consider the following:
Date (90-ish day):			
Evidence of progress toward meeting Progress Indicator #3:	Evidence of positive impact on Student Outcome data:	N/A	N/A

Worksheet: 90-day Plan Reflect, Revisit, and Reset

The NM School DASH Annual and 90-day Plan is a roadmap that provides focus and urgent actions to increase achievement and improve outcomes for all students. This guided reflection should be completed by the School Core Team at the end of each 90-day Plan to foster discussion, revisit the Annual Plan (Components 1–4), and prepare for the next 90-day Plan (Component 5). Items to consider in discussing include:

- What progress is the school making towards academic goals?
- What is the data saying the Desired Outcomes should be?
- Is your analysis of Root Causes deep enough? Remember to leverage the 5 Whys or a fishbone.
- What is the most valuable feedback your school has received from district leadership about planning, implementation, and monitoring?
- What does the School Core Team articulate as the school's most compelling need?

FOCUS AREA:		
DESIRED OUTCOME:		
Evidence of Meeting Progress Indicators:		
Date:		
Date:		
Date:		
WAS DESIRED OUTCOME MET?	DO BENCHMARK GOALS INDICATE POSITIVE IMPACT ON STUDENT OUTCOMES?	POTENTIAL SPRING SEMESTER DESIRED OUTCOME:
<p>If Desired Outcomes were achieved, which Critical Actions had the greatest impact and why?</p> <p>If Desired Outcomes were not achieved, what were the barriers to success?</p>	<p>Did achievement of the Desired Outcomes have a positive impact on student outcomes as measured by the Benchmark Goals?</p> <p>If Benchmark Goals were not met, what were the barriers?</p>	<p>Based on analysis of adult behaviors and student outcomes, what is the draft Desired Outcome for the Spring 90-day Plan?</p>

APPENDIX D – NM School DASH Ideal State Planning Model



APPENDIX E – Timeline for the Ideal State

Timeline	NM School DASH Action
By August 31	<ul style="list-style-type: none"> School Core Team creates Annual Plan to reflect the most recent summative data School Core Team develops the Fall 90-day Plan and enters in the online system LEA reviews and approves the Annual Plan and Fall 90-day Plan in the online system
Late September to Mid-October (traditional school calendars)	<ul style="list-style-type: none"> School Core Team completes the 30-day Reflection and Progress Check
Late October to Mid-November	<ul style="list-style-type: none"> School Core Team completes the 60-day Reflection and Progress Check-in
Mid-December to Mid-January	<ul style="list-style-type: none"> School Core Team completes the 90-day Reflection and Progress Check-in School Core Team completes Mid-Year Review, Reflection, and Revisit School Core Team develops the second 90-day Plan and enters in the online system
January	<ul style="list-style-type: none"> LEA reviews and approves the Spring 90-day Plan in NM School DASH online system
Mid-February Late-February	<ul style="list-style-type: none"> School Core Team completes the 30-day Reflection and Progress Check-in
Mid-March to Late-March	<ul style="list-style-type: none"> School Core Team completes the 60-day Reflection and Progress Check-in
By Late-May	<ul style="list-style-type: none"> School Core Team completes 90-day Reflection and Progress Check-in
By end of school year (traditional school calendars)	<ul style="list-style-type: none"> Draft of next Annual Plan has been created

APPENDIX F – List of URLs for Resources Referenced in This Guide

Resource	URL
New Mexico DASH - Process Management Tool	https://dash.ped.state.nm.us
New Mexico DASH - Resource Library	https://dashlibrary.ped.state.nm.us
New Mexico Public Education Department	https://webnew.ped.state.nm.us
Priority Schools Bureau NM School DASH Support	https://www.psbnm-support.com/nm-dash



Priority Schools Bureau

**"SHAPERS" ARE INDEPENDENT THINKERS: CURIOUS,
NON-CONFORMING, AND REBELLIOUS. THEY
PRACTICE BRUTAL, NONHIERARCHICAL HONESTY.
AND THEY ACT IN THE FACE OF RISK, BECAUSE
THEIR FEAR OF NOT SUCCEEDING EXCEEDS THEIR
FEAR OF FAILING."**

— Adam M. Grant, *Originals: How Nonconformists Move the World*