

NM School DASH Supplemental Guidance

School Improvement and Transformation Identified Student Group(s)

1. As required by ESSA, the NM School DASH Annual and 90-Day Plan must be informed by all grade level applicable ESSA Indicators:
 - a. Academic Achievement Indicators: Math Proficiency and Reading Proficiency
 - b. Academic Progress Indicators: Math Improvement and Reading Improvement
 - c. School Quality/Student Success Indicators
 - d. Science Proficiency
 - e. Graduation Rate
2. Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI) schools must focus on the student group/s for which they have been identified, including specific goals, actions, etc., and they must address all grade level applicable ESSA Indicators.
3. More Rigorous Intervention (MRI) and Comprehensive Support and Improvement (CSI) identified for Graduation Rate or Low Performance must address all applicable ESSA indicators.
4. The Local Education Agency (LEA) and State Education Agency (SEA) must ensure the plan identifies evidence-based interventions.
5. The SEA will differentiate monitoring of NM School DASH Annual and 90-day Plans as identified in the [NM Differentiated System of Support](#).
 - a. Monitoring and feedback of school plans will be posted to the [School Improvement](#) page on the [NMPED](#) webpage.

NM School DASH Annual and 90-Day Plan Additional Quality Indicators for Schools in Designation – Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI)

1. Component One: Building School Core Team Representation

School Core Team membership must contain a representative with expertise in instruction for Student Group(s) which led to the identification of the school as a ATSI or TSI School Improvement and Transformation site.

2. Component Two: Set Student Achievement Goals; Performance Challenge(s)

The School Core Team of an ATSI or TSI School Improvement and Transformation site must develop the following to address the projected student outcome goals of the identified Student Group(s) leading to designation:

a. Summative Goals – Grades 3 – 8 (ELA and math)

School Core Team must:

- i. Analyze and document state required summative assessment results for all identified School Improvement Student Group(s), from the previous school year, at each assessed grade level at the school site for ELA and math; and
- ii. Project and document state required summative assessment results in ELA and math, for all identified School Improvement Student Group(s) at each assessed grade level.

b. Benchmark Goals – Grades 3 – 8 (ELA and math)

School Core Team must:

- i. Project and document Benchmark results for ELA and math using the most recent interim data for School Improvement identified Student Group(s).

3. Component Three: Conduct Data Analysis and Identify THE Performance Challenge

Data Options

School Core Team must:

- a. Select a minimum of 4 data options relevant to the School Improvement identified Student Group(s) and informed by the applicable ESSA indicators for the grade levels served at the site; and
- b. Include and document most recent student achievement data of the School Improvement identified Student Group(s); and informed by the applicable ESSA indicators for the grade levels served at the site; and
- c. Include and document student/adult behavior and/or instructional practice data relevant to the School Improvement identified Student Group(s); and informed by the applicable ESSA indicators for the grade levels served at the site.

Data Analysis Narrative

School Core Team must:

- a. Document in the Data Analysis Narrative all School Improvement Student Group'(s) Data Options selected; and
- b. School Core Team must explicitly analyze the challenges relevant to the site's School Improvement designated Student Group(s) including descriptions of trends, and/or patterns, and/or relationships.

Areas of Concern Identification

School Core Team must:

- a. Document the Areas of Concern are aligned to the site's Data Analysis and School Improvement identified Student Group(s) designation.

THE Performance Challenge Identification

School Core Team must;

- a. Document the prioritized Area of Concern is THE Performance Challenge for the School Improvement identified Student Group(s); and,

- b. Document THE Performance Challenge identified is addressed in the 90-day Plan’s designated Student Group’(s) Desired Outcome(s) in Component 5.

4. Component Four: Conduct Root Cause Analysis & Select Focus Area(s)

Root Cause Statement

- a. The School Core Team must develop a Root Cause Analysis statement addressing THE Performance Challenge for School Improvement designated Student Group(s).

High-leverage and Aligned Focus Areas

School Core Team must:

- a. Select and identify 1 – 2 Focus Areas per goal for School Improvement identified Student Group(s); and,
- b. Document the Focus Areas selected are aligned to the School Improvement identified Student Group’s or groups’ THE Performance Challenge.

5. Component Five: Create Desired Outcomes, Develop Progress Indicators, and Determine Critical Actions

Desired Outcome

School Core Team must:

- a. Develop and document observable change in adult behavior developed for designated Student Group(s) and likely to positively impact identified student group(s) outcomes.

**6. Component Six: Implement Plan and Monitor Progress
Monitoring of 90-day Plan Implementation**

- a. When completing Implementation Status Checks, the School Core Team must document, in the *Impact on Student Outcomes* section, all designated Student Group’(s) data, in addition to all students.

Frequently Asked Questions

Are schools designated as Excellence, Spotlight, or Traditional sites required to complete the NM School DASH?

Yes, all schools and charters are required to complete the NM School DASH Annual and 90-Day Plan.

6.29.1.8 IMPLEMENTATION: This regulation shall assist in the implementation of standards for excellence through the use of the Education Plan for all school districts and charter schools. At the school site level this regulation shall assist in the implementation of standards for excellence through the use of the NM School DASH, content standards with benchmarks and performance standards, and additional program and procedural requirements specified in this regulation.

A. District and charter school responsibilities for the Education Plan and NM School DASH. The Education Plan and NM School DASH are strategic improvement plans that are written or revised based on trend data and the academic achievement of the school and district. Each district and each charter school is required to develop, implement, monitor and evaluate the Education Plan on an annual basis. Additionally, the district shall ensure that a site-level NM School DASH is developed and implemented by each school within the district and by each charter school for which the district is the chartering agency. LEAs shall have each NM School DASH evaluated and approved by a certified district reviewer. State-chartered charter schools shall develop a site-level NM School DASH. Districts with fewer than 200 students may write only one NM School DASH for the entire district; however, a district with a school in or receiving a school improvement status classification is not eligible for this option.

B. The Education Plan and NM School DASH shall be guided by questions determined by the department.

[6.29.1.8 NMAC - Rp, 6.30.2.9 NMAC, 6/30/2009; A, 10/31/2011; A, 12/15/2020; A, 7/31/2023]

Are NM School DASH Annual and 90-Day Plans reviewed by the state?

Yes, all school Annual and Fall 90-Day plans are reviewed annually (November 01 - December 04, 2023), by an external district certified reviewer. Each District and Charter will receive feedback based on this review and this will be posted to the [NM DASH webpage](#) on the [NMPED website](#). Schools in status (MRI, CSI, ATSI, and TSI) receive additional desktop monitoring based on their status as outlined in the [NM Differentiated System of Support](#).

Can the public access the NM School DASH?

Yes, there is a [NM School DASH public facing site](#), release 04.12.2023. The public facing site does not include all of the elements, including the deeper data analysis done by schools, due to FERPA.

Who do I contact for NM School DASH support and technical assistance?

Email the [School DASH Annual and 90-Day Help Desk](#), or

Log into the [NM School DASH](#) and review the banner at the top of the page; all professional learning will be posted there, or

Contact [Ms. Sandy Gladden](#) or [Ms. Connie Copeland](#); NM School DASH Support

Is the NM School DASH Certified Reviewer new this year?

No, District Certified Reviewer designation began in 2020-2021.

What is the NM School DASH Timeline?

Please refer to the [NM School DASH Process Guide](#), page 72; in the [NM School DASH Resources Library](#)

Resources:

[NM School DASH Process Guide](#)

[Relevant Student Groups - Glossary](#)

[NM Vistas](#)