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Executive Summary of Changes to Phase III (Year 4) of New Mexico's SSIP

April 1, 2020

The Fourth year of Phase III of New Mexico's (NM) State Systemic Improvement Plan (SSIP) is fundamentally consistent with Phase I, Phase II, and the first three years of Phase III. This report references July 2018 through December 2019. Stakeholder input and data driven refinements to the project require practical changes to the plan; changes to these areas/initiatives are generalized below and detailed in section A5 on page 12.

- Program Sustainability Plan
- School Improvement Partner (SIP)
- Differentiated Implementation Fidelity Assessment
- Mini-Grants (in response to stakeholder suggestions to build capacity in the state, the amount of mini-grant funding was slightly decreased in order to increase the number of participants)
- Video Based Coaching
- Online book studies
- Survey Data
- Alignment to State ESSA Plan
- Evidence-based Practices

A. Summary of Phase III

Background

The New Mexico results-focused project began in fall 2011 during the United States Department of Education, Office of Special Education Programs (OSEP) Continuous Improvement Visit (CIV). The 2011 CIV consisted of several days of an on-site compliance review of the requirements under the Individuals with Disabilities Education Act (IDEA), by the OSEP. At the time of the visit, the U. S. Department of Education announced steps to help close the special education achievement gap by moving away from a compliance only monitoring process to a monitoring process that focuses on both the results plan indicators of students with disabilities and established compliance indicators. OSEP's philosophical shift in monitoring required NM to develop a results-driven plan that focused on improving one or more State Performance Plan (SPP) results indicators. The second facet of the on-site visit consisted of OSEP providing technical assistance and support reviewing the State's data and in the development of the results plan. The State selected SPP Indicator 3c: Reading proficiency rates of students with disabilities, as the 2011 results plan indicator.

The State's stakeholder group developed a multi-year results plan. The results-driven project, called New Mexico Real Results (NMRR), was initiated in 2011. The Title I Bureau, with the support of the Special Education Bureau (SEB), began implementation of NMRR. Each year, a data analysis was conducted and process improvements were made to NMRR. The project continued to expand each year.

The State experienced success with the NMRR program in 2011-12, and it was decided that the State Systemic Improvement Plan (SSIP) and State Identified Measurable Result (SIMR), which states that by federal fiscal year (FFY) 2018, 42.5% of students with disabilities in 3rd Grade of Cohort 1 in the RAMS schools will score benchmark on the End of Year reading accountability assessment, would adapt to complement the work of NMRR by focusing on the early elementary reading achievement of students with disabilities. This decision was supported by the State's IDEA advisory panel and stakeholder group. Results Driven Accountability (RDA) was chosen as the program's name.

In 2014, the U.S. Department of Education provided guidance to states "Leveraging Federal Funding Focus Groups Proceedings" by the American Institutes for Research (AIR). This guidance provides methods in which state agencies and local education agencies can leverage federal funds to best support improved outcomes for students with disabilities. New Mexico Supports for Reading, Achievement, Math, and School-culture (RAMS) is seeing measurable, statistically significant success across the state by leveraging IDEA Part B, IDEA Part D (SPDG), Title I Part A and Title IV Part A funds and resources.

New Mexico's five year (2013-2017) State Personnel Development Grant (SPDG) focused on improving student outcomes in early elementary reading, along with outcomes in math and improving behavior. The SPDG supports increasing student achievement in the areas of reading, math and behavior while decreasing the achievement gap between students with disabilities and all students. The SPDG employs strategies to support students at risk of failing—those who score in the lowest quartile of achievement. As such, the SPDG is administered by New Mexico's Title I Bureau, whose mandate is to support the achievement of at risk students. In 2017, New Mexico was awarded a new five year SPDG to focus of improving student outcomes in early literacy.

In March of 2019, RDA was changed to New Mexico Supports for Reading, Achievement, Math, and School-culture (RAMS). This change reflects New Mexico's leveraging of resources and is consistent with our Secretary's message of leading with support; RAMS will be used throughout this report in reference to the previously titled RDA program.

The NMRR and the SPDG were analogous; the programs were combined to create the Title I Supports for Reading, Achievement, Math, and School-culture (RAMS) professional development program. The resources employed by the SPDG and NMRR were combined to create RAMS while

continuing to meet all of their respective program requirements. In New Mexico, the SSIP is known as RAMS.

New Mexico's SIMR states that by federal fiscal year (FFY) 2018, 42.5% of students with disabilities in 3rd Grade of Cohort 1 in the RAMS schools will score benchmark on the End of Year reading accountability assessment. There is broad recognition across the agency and among the stakeholders that the best way to accomplish this is to support whole school improvement, as most special education students spend the majority of their day in the general education setting. Supporting whole school improvement in the early elementary grades while maintaining a focus on at-risk learners is a hallmark of the Title I program, and it was determined that New Mexico's Title I Bureau had the capacity and expertise to best administer the RAMS program.

The Title I Bureau is responsible for coordination of the SSIP. The Special Education Bureau (SEB), Priority Schools Bureau, Literacy Bureau, and Assessment and Accountability Bureau have been involved in the planning, implementation, and evaluation of RAMS.

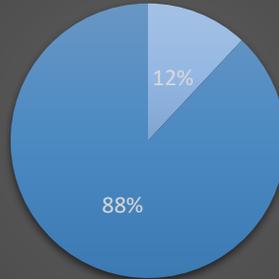
After the Phase II implementation of the SSIP, the State's infrastructure and capacity was reviewed to determine the implementation and monitoring of Phase III of the SSIP. It was determined that two data coordinators would be hired to lead the evaluation process, and coordinate data collection and stakeholder engagement of the RAMS program. Two data coordinators funded with IDEA B funds were hired in July, 2016, and are housed in the Title I Bureau and supervised by Title I staff.

The RAMS Program Manager and data coordinators worked with the internal cross-bureau (Title I, Special Education, Literacy and Priority Schools Bureaus) stakeholder group at the PED to determine what improvements needed to be made in Phase III of the SSIP to better support Local Education Agency (LEA) implementation and scale up of the use of evidence-based interventions, programs, practices and strategies. In addition, the internal stakeholder group discussed strategies to support current state initiatives, without duplicating efforts, to provide meaningful interventions and supports for New Mexico's elementary students.

In 2018-19 RAMS worked with 88 elementary schools in 44 of the 89 districts across the State of New Mexico. RAMS served 13,997 students with disabilities (SWD) of a total K-3 student population of 103,125 students in RAMS supported schools. In 2018-19 the State of New Mexico had a total student population of 347,023; 57,483 of which were SWDs. These metrics will define most of the comparative data used in this report. Demographic information for this student population is shown below.

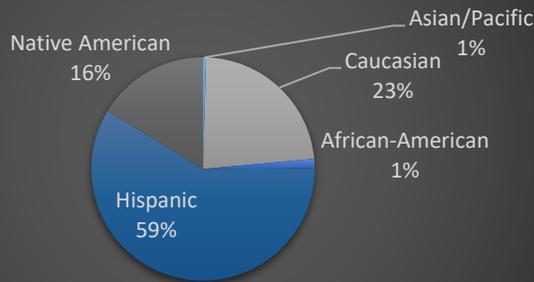
RAMS School Demographics

2018-19 K-3rd Grade Students in RAMS Schools with and without disabilities



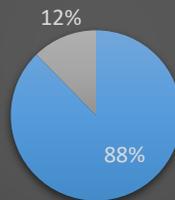
- Students with Disabilities in RAMS Schools
- Students without Disabilities in RAMS Schools

2018-19 Ethnicity of all K-3rd Grade Students in RAMS Schools



- Asian/Pacific
- Caucasian
- African-American
- Hispanic
- Native American

2018-19 Socioeconomic Status of all K-3rd Grade students in RAMS Schools

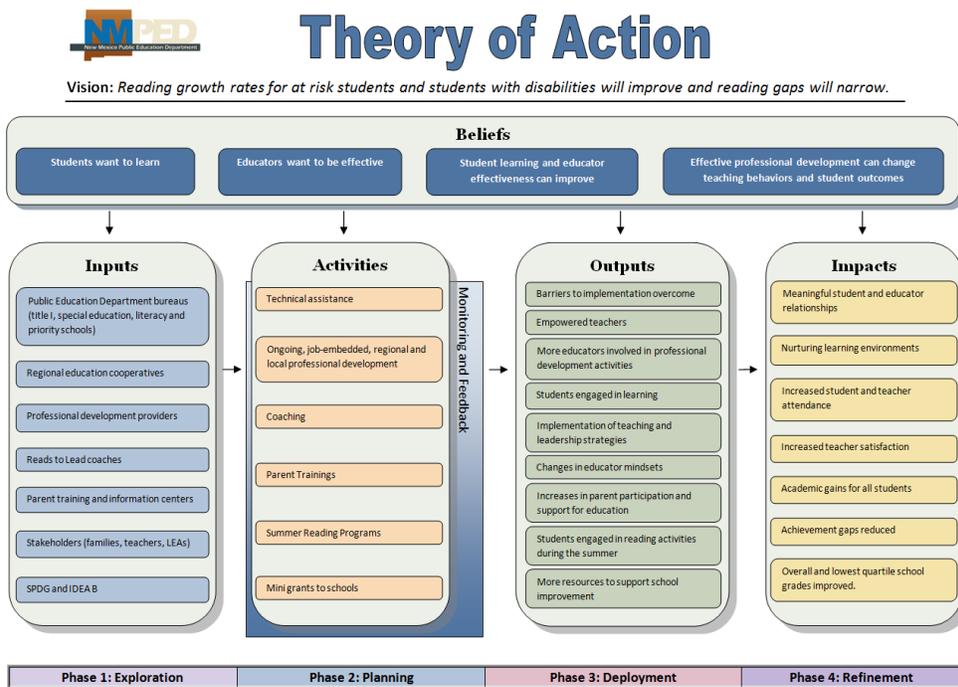


- Economically Disadvantaged
- Non Economically Disadvantaged

A1. Theory of action or logic model for the SSIP, including the SIMR

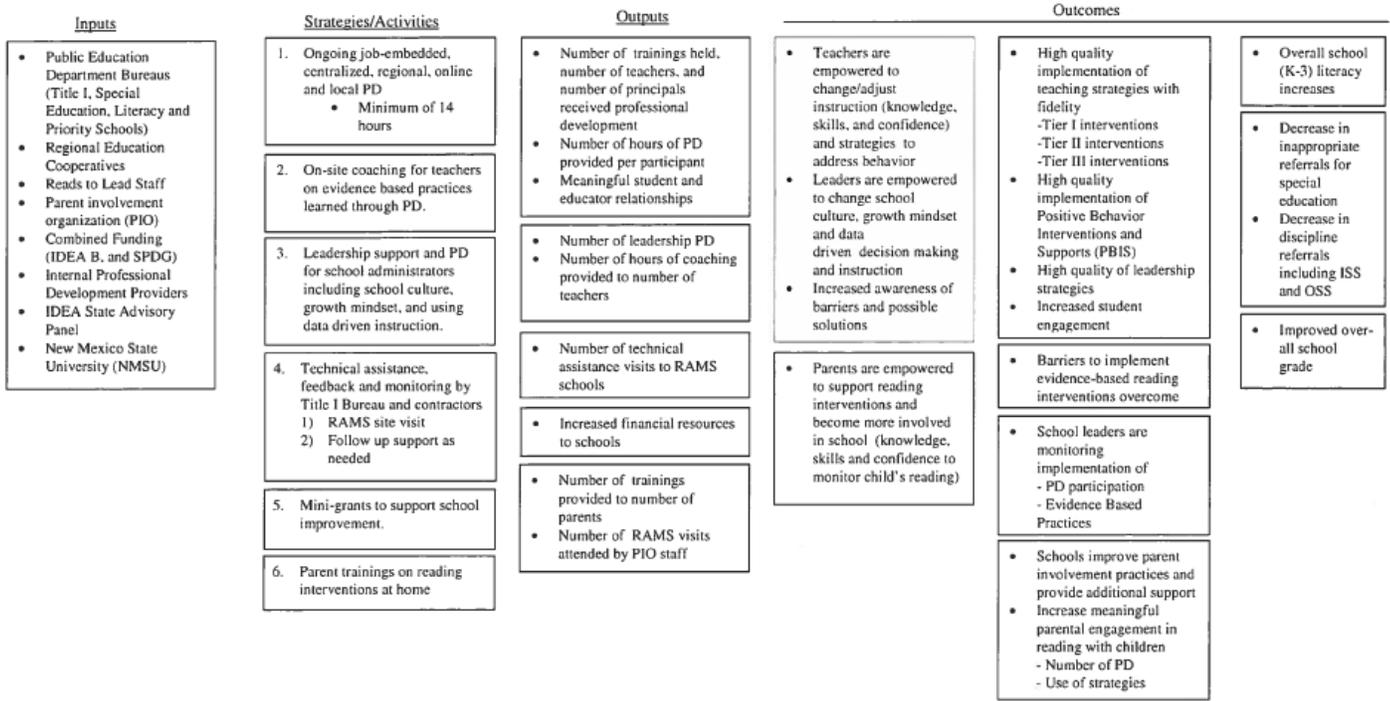
Our Logic Model is the graphic depiction of the logical relationship between our resources (inputs), strategies, activities (outputs), and outcomes. The logic model was developed in Phase II of the SSIP. The logic model was revised during Phase III in a collaboration of Public Education Department (PED), IDEA Data Center (IDC), RAMS Stakeholders, and the State’s IDEA Panel. Stakeholder input and the intended results of the RAMS model were the catalysts for these revisions.

On several occasions, the RAMS data coordinators met with the IDEA Panel to review the logic model. This group included the SIMR to support the RAMS logic model. The SIMR states that by federal fiscal year (FFY) 2018, 42.5% of students with disabilities in 3rd Grade of Cohort 1 in the RAMS schools will score benchmark on the End of Year reading accountability assessment. In terms of the SIMR and how the SSIP will support these expected results, this group discussed each major RAMS strategy, including how RAMS could support each strategy, the types of data that could be used to evaluate the effectiveness of each strategy, and future needs and barriers that might arise from each strategy. The expected short, intermediate, and long-term outcomes of the strategies were also refined. The data coordinator used the information and worked with the IDC consultants to revise the logic model and ensure alignment with the evaluation of the SSIP. Proposed changes were incorporated in the logic model and presented to the IDEA Panel for supplementary review.



New Mexico Public Education Department Logic model: New Mexico Title I Supports for Reading, Achievement, Math, and School-culture (RAMS)

New Mexico Public Education Department Logic model: New Mexico Title I Supports for Reading, Achievement, Math, and School-culture (RAMS)
 SIMR: By federal fiscal year (FFY) 2018, 42.5% of students with disabilities in NM RAMS schools will score benchmark on the End of Year reading accountability assessment.



SIMR: By federal fiscal year (FFY) 2018, 42.5% of students with disabilities in 3rd Grade of Cohort 1 of NM RAMS schools will score benchmark on the End of Year reading accountability assessment. A2. The coherent improvement strategies or principal activities employed during the year, including infrastructure improvement strategies.

End of Year Reading Accountability Assessment Data

	2013-14 DIBELS	2014-15 DIBELS	2015-16 DIBELS	2016-17 Istation	2017-18 Istation	2018-19 Istation	2019-20 Istation
Target	32.5%	34.5%	36.5%	38.5%	40.5%	42.5%	42.5%
EOY SIMR Data	32.5%	33.0%	33.8%	41.7%	39.9%	17.4%*	Unknown
Difference	Met	-1.5%	-2.7%	+3.2%	-0.6%	-25.1%*	Unknown

**Beginning with the 2018-19 school year, students scoring at or above the 60th percentile were considered proficient. Prior to this change, students scoring at or above the 40th percentile were considered proficient.*

As shown in the logic model, NM RAMS has six primary strategies. In year one, two, and three of Phase III, all six strategies were implemented. Year four continued the implementation of these six strategies:

- Ongoing, professional development targeted to the identified evidence-based interventions, programs, practices and strategies and online book studies that provided the research basis for the evidence-based interventions, programs, practices and strategies

- Leadership professional development that provided the facilitative administrative support for evidence-based interventions, programs, practices and strategies
- Onsite coaching services that provided modeling and feedback on implementation of the evidence-based interventions, programs, practices and strategies
- School mini-grants that provided the resources necessary to support implementation of the evidence-based interventions, programs, practices and strategies
- Ongoing training for parents and technical assistance for schools on effective family engagement evidence-based interventions, programs, practices and strategies
- School site visits by Public Education Department (PED) led teams that monitored and revised the implementation of the evidence-based interventions, programs, practices and strategies, to provide targeted assistance, and to provide feedback

A3. The specific evidence-based practices that have been implemented to date

The RAMS program identified six specific school improvement categories which aligned to the NM Data, Accountability, Sustainability, and High Achievement (DASH) 90-day plan. The 90-day plan is a state-wide initiative implemented by the Priority Schools Bureau. Based on annual school needs and the data provided from site visits conducted by PED staff, the schools focused on two of the six categories. The six categories are divided into 32 school improvement criteria, which are the project’s evidence-based interventions, programs, practices and strategies (updated fall, 2018). RAMS schools are supported in these areas through Targeted Assistance PD opportunities in all six areas. They are encouraged to align PD with their NM DASH Plans as well as the areas for growth on the RAMS School site visits.

These 32 criteria supplement the Coherent Improvement Strategies (CISs) to support the LEAs. The RAMS professional development program provided professional development, book studies, coaching, technical assistance and monitoring based on the school improvement criteria listed below, with NM DASH categories in parentheses:

Data Driven Instruction	DD1	CCSS assessments are in place and used as universal screening tools. <i>(Standards Alignment)</i>
	DD2	Leaders conduct data analysis meetings following assessments. <i>(Data Driven Instruction)</i>
	DD3	Teachers complete test-in-hand analysis of assessments. <i>(Data Driven Instruction)</i>
	DD4	Teachers write action plans after analysis of assessments. <i>(Data Driven Instruction)</i>
	DD5	Frequency, duration, and group size for interventions are based on data. <i>(Data Driven Instruction)</i>
Observation and Feedback Cycles, Collaboration	EL1	Administrators observe instruction in every class every week and have a system for providing effective feedback. <i>(Observation and Feedback)</i>
	EL2	Leaders use observation and feedback to check for alignment to teacher action plans and data-based student needs. <i>(Observation and Feedback)</i>

	EL3	There are effective shared leadership systems to support school improvement. <i>(School Leadership & Systems)</i>
	EL4	Teacher teams review data and research, and consider implications for school improvement. <i>(Collaboration)</i>
	EL5	Principal has a system to monitor implementation of instructional practices learned through professional development. <i>(Ongoing, Job-embedded Professional Development)</i>
Tier 1 Instruction and Intervention and Standards	T1-1	A rigorous core curriculum in reading and math is used with intentionality. <i>(Standards Alignment)</i>
	T1-2	Instruction purposefully supports the Common Core State Standards at grade level. <i>(Tier I (core) Instruction)</i>
	T1-3	Common formative assessments are used to progress monitor student progress. <i>(Tier II (SAT) process)</i>
	T1-4	Small group instruction occurs with every student every day during core instruction. <i>(Tier I interventions)</i>
	T1-5	Small group instruction is differentiated to meet student needs. <i>(Tier I interventions)</i>
Tier 2 Student Assistance Team (SAT)	T2-1	Objective criteria are used for moving students up and down RtI levels. <i>(Tier II (SAT) Process)</i>
	T2-2	Students move from Tier 2 to Tier 1 with some regularity during the school year. <i>(Tier II (SAT) Process)</i>
	T2-3	There are teacher team meetings to review data and support student achievement prior to referral for Tier 2 interventions. <i>(Tier II (SAT) Process)</i>
	T2-4	Students receive appropriate interventions prior to and after Tier 3 referral. <i>(Tier II (SAT) Process)</i>
School Culture: Positive Learning Environment	PE1	There is a school-wide system for collecting and analyzing behavior data. <i>(School Culture)</i>
	PE2	Five positive reinforcements are provided for each instance of corrective feedback. <i>(School Culture)</i>
	PE3	There are shared behavioral expectations for teachers and students <i>(School Culture)</i>
	PE4	There are common school and classroom procedures and routines. <i>(School Culture)</i>
	PE5	Adult interactions with students are caring and warm. <i>(School Culture)</i>
	PE6	Students with disabilities are supported with non-punitive behavioral supports. <i>(School Culture)</i>
	PE7	Data (non-personally identifiable information) are posted publicly and shared in a meaningful way with stakeholders. <i>(School Culture)</i>

	PE8	The principal spends the majority of his or her time addressing student achievement. <i>(School Culture)</i>
School Culture: Family Engagement	FE1	An active advisory school council meets at least once a month and keeps agendas. <i>(School Culture)</i>
	FE2	There are monthly activities for families outside of work hours. <i>(School Culture)</i>
	FE3	The Title I school compact and family engagement policies include effective strategies and show evidence of parent participation in the development process. <i>(School Culture)</i>
	FE4	For at least 60 minutes/week, families provide reading support for students at home. <i>(School Culture)</i>
	FE5	Parents are notified about student reading progress, how student achievement compares to grade level, and ways to support reading at home. <i>(School Culture)</i>

A4. Brief overview of the year’s evaluation activities, measures, and outcomes

Evaluation data was collected and analyzed throughout the year to make immediate process improvements. When the budget was reviewed, all data was evaluated to determine return on investment (ROI). All data was reviewed again at the semiannual stakeholder meetings. The stakeholders were provided data to review in order to participate in informed programmatic decision-making.

School-site Assistance is the program’s use of qualitative feedback from the RAMS stakeholder group and from site visit team members to evaluating effectiveness of the project’s strategies. Qualitative feedback is particularly important when considering improvements to the targeted assistance component of the project.

Program data was collected at multiple intervals. Evaluation data collected quarterly included the surveys of the school principals, teachers, parents, and outside stakeholders. Qualitative data from the RAMS administrators’ stakeholder group continue to be collected annually. This data includes site visit results, surveys of teachers regarding the professional development and coaching and 2018-19 Istation data. Evaluation data included State accountability achievement data.

The data collected from site visits for each strategic category and supplemental criterion were correlated to student achievement data. The correlation data was analyzed by program staff and stakeholders to determine effectiveness of criteria and the changes made based upon this analysis.

Evaluation data was shared with the stakeholder groups at RAMS meeting. RAMS school administrators reviewed RAMS evaluation data during each leadership training.

To produce a quality program and report, the PED utilized the services of the IDEA Data Center (IDC). The Title I RAMS staff worked with IDC consultants to enhance data collection and support data analysis.

The site visit teams assessed evidence-based interventions, programs, practices and strategies implementation through classroom observations and interviews with principals, teachers, and parents. Using a series of rubrics, the site visit teams assessed the fidelity of evidence-based interventions, programs, practices and strategies implementation at each RAMS school and provided the results to school and district administration.

In the first two years of the project, schools received two site visits. For schools in the program for three or more years, the number of site visits was based on the school grade while the state was issuing grades. Once the school grading system was diminished, schools with the lowest site visit scores from the prior year received visits in the fall. All other schools were visited in the spring.

A5. Highlights of changes to implementation and improvement strategies

The fourth year of Phase III of New Mexico's SSIP is largely consistent with Phase I, Phase II, and the first three years of Phase III; however, there have been improvements to the project requiring minimal, purposeful changes to the plan. These changes are described below:

Program Sustainability Plan: In an effort to continue high quality support to all schools as we continue to add new schools, RAMS developed a system of tiered support for all schools based on site visits, NMSTAMELA, and Istation data performance. This tiered support allowed RAMS to determine schools in greater need of support and could assist them accordingly. These tiers, gold, silver, and bronze, helped to determine funding, coaching, and number of site visits.

School Implementation Partner (SIP): The SIP is a site-based teacher or instructional coach working in conjunction with the CORE coach for that site. The SIP receives additional PD which is then communicated to the staff on site. This partnership is a component of our mechanism for sustainability. The SIP serves as the primary resource person for the teachers when the coach is not on site. This in turn helps to provide for a continuous resource for PD at all RAMS schools.

Differentiated Implementation Fidelity Assessment: Istation, NMSTAMELA, and site visit data are used to determine the level of differentiation for each RAMS school. By using multiple sources of data, RAMS schools are able to receive impactful site visits. The site visit tool is a working document that allows the teams to focus on specific areas while at the schools. All of the personnel that conduct site visits, including NMPED RAMS staff, NMPED Special Education Bureau staff, and contracted REC (Regional Education Cooperative) staff participate in a calibration activity prior to conducting site visits to ensure validity.

Mini-grants: Continuing in 2018-19, the provision of mini-grants to support implementation of the RAMS framework of evidence-based practices was continued to provide RAMS services to schools. Based on multiple data sets: Istation, NMSTAMELA, and site visit reports; schools in Cohort 1 received varying amounts (either \$20,000 or \$30,000 based on their status and/or number of years within the program). Again, RAMS developed a system of tiered support for all schools based on site visits, NMSTAMELA, and Istation data performance. This tiered support allowed RAMS to determine schools in greater need of support and could assist them accordingly. These tiers, gold, silver, and bronze, helped to determine funding, coaching, and number of site visits.

Video-based coaching: For the 2018-19 school year, all schools were given Swivl classroom technology. Using Swivl, teachers were encouraged to videotape themselves, upload their video and request that a CORE coach review the video and provide feedback. Teachers that were engaged in the process were able to reflect on their practice, which is a positive step in the process of improving their instruction and student learning.

Online book studies: For the 2018-19 school year all schools were given the opportunity to participate in quarterly book studies in order to grow professionally and improve their practices. Book Studies were on Driven by Data a “practical guide to improve instruction”, Great Habits, Great Readers, and Get Better Faster by Paul Bambrick-Santoyo, and Starting Strong: Evidence-Based Early Literacy Practices by Balmey and Beauchat

Survey Data: In an effort to streamline and centralize survey data, RAMS continued to use Survey Monkey for data collection. Survey Monkey was managed by one of the data coordinators within the NMPED RAMS staff. Surveys were developed to gather feedback and assist the program managers with future planning based on needs.

Alignment to State ESSA Plan: The PED began the stakeholder engagement process for the state’s ESSA plan in fall 2016 through engagement meetings. The meetings were facilitated by *New Mexico First* and their full report can be accessed at <https://webnew.ped.state.nm.us/information/essa-new-mexico/>

The State’s IDEA Advisory Panel, as one of the SSIP’s stakeholder groups, was presented information about the proposed state plan and had the opportunity to provide feedback. While developing the ESSA state plan, components of the SSIP were incorporated into the ESSA plan. This alignment contributes to better outcomes for all students, including students with disabilities. This innovative and concerted approach has allowed the PED, LEAs, and schools to leverage human and fiscal resources to meet the needs of all students and their families. New Mexico’s ESSA plan has been approved by the U.S. Department of Education and is currently being implemented.

Evidence-Based Practices: In the fall of 2018, a team of educational experts met to review and revise this program’s evidence-based practices to make them more relevant, comprehensive, easier to implement, effective, and to better align them with the school’s 90-day improvement plan initiative (NM DASH). This revision process ensured that the evidence-based practices remained up-to-date and created a school-wide common vocabulary describing evidence-based practices. Again, RAMS schools are supported through Targeted Assistance PD opportunities in

all six areas of the rubric. They are encouraged to build EBPs that align PD with their NM DASH Plans as well as the areas for growth on the RAMS School site visits.

B. Progress in Implementing the SSIP

1. Description of the State’s SSIP implementation progress

B1a. Description of extent to which the State has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed

Progress on SSIP implementation, including the extent to which activities were carried out as intended and in the expected timeline, accomplishments, and milestones, as well as the outputs achieved are in the following Key Deliverables matrix and provide an updated status for each of the six RAMS implementation strands. The specific activities, by corresponding strategy in the logic model, show the steps taken to ensure that the activities were implemented. These CISs are designed to support implementation of the RAMS evidence-based interventions, programs, practices and strategies.

Coherent Improvement Strategies (CIS) Implementation Plan 2018-2019

Ongoing Professional Development Specific activities needed to implement Targeted to the identified Evidence Based Practices (EBPs) and that provide the research basis for the EBPs		
Key Deliverable	Date	Status
RAMS staff review Request for Reimbursements (RfRs)	April 2018	Complete
Quarterly online book studies	October 2018, January 2019, March 2019, May 2019	Complete

Dates planned for summer 2019 (June and July, by region)	April 2019	Complete
Venues secured for summer 2019	February 2019	Complete
IGAs and Individual Contracts in place for 2019 summer conference	February 2019	Complete
4 Regional convenings (2 in June and 2 in July) were held for RAMS Champions and K-3 Teachers with focus on PD addressing SWDs	June & July 2019	Complete
Summer principal PLC	July 2018	Complete
Fall principal PD	September 2018	Complete
Spring principal PD	March 2019	Complete
Priority Schools Bureau provided PD to RAMS Champions	October 2019	Complete
Identify eligible schools	April 2018	Complete
Review and approve RAMS applications	June 2018	Complete
Awards published on ASD webpage	May 2018	Complete
Final award letters sent to districts	September 2018	Complete
Request for Reimbursements approved	Ongoing	On-Track

<p align="center">Onsite coaching services</p> <p align="center">Specific activities needed to implement Instructional Coaching (IC)</p> <p align="center">RAMS schools are provided at least 2 days of instructional coaching per month, one day to focus on reading instruction, one day to focus on math instruction</p>		
Key Deliverable	Date	Status
IGA in place with NMSU	October 2018	Complete
IC survey tool prepared	July 2018	Complete
IC survey scheduled	September 2018	Complete
Fall survey	December 2018	Complete
Spring survey	May 2019	Complete
Instructional Coaching	Ongoing	On-Track
Swivl technology used at each RAMS school to support self-reflection and video-based coaching	Instituted October 2018 and ongoing	On-Track

<p align="center">School mini-grants 2018-19</p> <p align="center">Provide the resources to support implementation of the EBPs</p>		
Key Deliverable	Date	Status

Release of RAMS application	April 2018 and May 2019	Complete
RAMS staff review application for alignment to program for 2018-2019 & 2019-2020	May 2018 and May 2019	Complete
RAMS schools submit initial budgets to Operating Budget Management System (OBMS) for 2018-2019 & 2019-2020	May 2018 and May 2019	Complete
RAMS Staff review and approve initial budgets for 2018-2019 & 2019-2020	June 2018 and June 2019	Complete
Review of expenditures and approval of RfRs	Ongoing	On-Track

<p>School site visits</p> <p>Specific activities needed to implement Targeted Assistance (TA)</p> <p>RAMS schools are provided targeted assistance through site visits and through Targeted Assistance teams to support implementation of the RAMS framework, monitoring and feedback</p>		
Key Deliverable	Date	Status
Review and revise rubrics	Ongoing	On Track
IGA in place to support site visits and T/A teams	Ongoing	Complete

Site visits scheduled for the school year 2018 -19	July 2018 Ongoing	Complete
Create site visit calendar	September 2018 & September 2019	Complete
Fall site visits completed	December 2018 & 2019	Complete
Feedback on visits collected	May 2019	Complete
Spring site visits completed	May 2019	Complete
TA teams dispatched to schools	Ongoing	On-Track

B1b. Intended outputs that have been accomplished as a result of the implementation activities

The intended outputs for RAMS have been accomplished as a result of the intended implementation of the CIS activities highlighted above. The following chart provides information on the outputs and pertinent data to show the degree of current participation and success of coaching, technical assistance and professional development. This is followed by information detailing the year’s activities and progress in each improvement area.

Status	Output/Data Point
Number of trainings held, number of teachers, and number of principals receiving professional development	RAMS hosted a four day summer conference in summer of 2018, 2 leadership regional meetings, and 6 PBIS sessions. Each school held their own onsite PD Summer Conference – 324 total participants (229 teachers, 3 Special Education Directors, 56 principals, 8 assistant principals, 6 assistant superintendents, 2 superintendents, and 20 instructional coaches/interventionists)

Status	Output/Data Point
	<ul style="list-style-type: none"> PBIS sessions – 300 total participants (214 teachers, 80 principals)
Leadership PD	<ul style="list-style-type: none"> 2 Leadership meetings – 256 total participants including principals and superintendents
Hours of coaching provided to RAMS schools	<ul style="list-style-type: none"> 71 of 80 schools received coaching throughout the year Number of Hours Onsite Coaching with Teachers – 6,132 total hours
Number of school-site assistance visits to RAMS schools	<ul style="list-style-type: none"> 69 of 80 schools received at least one visit in the last year Spring of 2018 RAMS staff conducted 80 site visits to all 80 participating school Fall of 2018 RAMS staff conducted 22 site visits in RAMS schools
Increased financial resources to schools	<ul style="list-style-type: none"> All schools receive \$10,000, \$15,000, or \$20,000 to support RAMS initiatives with a total number of dollars distributed to RAMS schools of \$1,900,00.00

Professional Development

To support the LEAs, ongoing job-embedded professional development (PD) focused on identified evidence-based interventions, programs, practices and strategies for improving reading scores for students with disabilities. Onsite PD largely focused on modeling evidence-based interventions, programs, practices and strategies and provided feedback on their implementation. There were more on-site trainings to better meet the schools’ needs and align RAMS services with research-based practices specifying that the closer PD happens to the classroom, the more likely it is to affect teachers’ instructional practices.

RAMS schools were actively engaged in trainings including, but not limited to the following topics:

- Differentiated Instruction
- Small group, data-driven sessions
- Effective evidence-based practices and strategies
- Response to Intervention (RtI)
- Maximizing Student Engagement
- Implementing Effective Leadership
- 90-Day (NM DASH) Improvement Planning

- Book Studies on Driven by Data a “practical guide to improve instruction”, Great Habits, Great Readers, and Get Better Faster by Paul Bambrick-Santoyo, and Starting Strong: Evidence-Based Early Literacy Practices by Balmey and Beauchat

In 2018-19 on-site participation numbers for teachers and administrators was higher than previous years as we added more schools to the program. The participation numbers are consistent when growth is factored into both the sessions and attendance increases.

Two regional Leadership trainings and six PBIS trainings were offered in 2018-19. The numbers show a strong ongoing participation rate for teachers and administrators that are slightly higher than previous years. Eight PD sessions took place on four days over two years to support PBIS implementation. All together, there were 300 participants, 214 of which were teachers and 80 principals.

2018-19 RAMS professional development data show that teacher practice and student achievement were positively impacted by these offerings. 147 or 79% teachers responded and 48 or 55% of principals responded to the survey. This data was collected through Survey Monkey following PD sessions.

2018-19 Quality of PD Survey Results	
Question	Yes
The PD topic was relevant to you and your school?	100%
The PD provider built on or related to participants’ previous professional development?	89.66%
The PD provider included the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)?	100%
The PD provider included opportunities for participants to practice and/or rehearse new skills?	58.62%
Did you learn a new skill, strategy, or insight from today's training?	100%
Will you implement strategies learned today in your teaching practice?	100%
Will today's training have a positive impact on your professional practice?	96.43%
Will today's training have a positive impact on student achievement?	93.10%

RAMS hosted a summer conference in June and July of 2019 for teachers, principals, district administrators, and paraprofessionals. This four day event provided training and support for all evidence-based interventions, programs, practices and strategies and gave participants the opportunity to collaborate and develop a plan for the year. Survey data is highlighted below and mirrors previous year’s responses. This information is a continuation of the previous survey.

Question:	Yes
The PD provider built on or related to participants' previous professional development?	89.66%
Did you learn a new skill, strategy, or insight from today's training?	100%
Will you implement strategies learned today in your teaching practice?	100%
Will today's training have a positive impact on your professional practice?	96.43%
Will today's training have a positive impact on student achievement?	93.10%
The PD topic aligned with the school's 90 day plan, site visit improvement categories, or district goals?	96.55%

Coaching

In 2018-19, CORE was in its seventh year of coaching for RAMS. Onsite coaching for teachers on evidence-based interventions, programs, practices and strategies occurred on a monthly basis. Below is a table that represents the amount of revised coaching activity that occurred from August 2018 to December 2019. The table represents data from coaching logs maintained by NMSU. In 2018-19, the number of virtual coaching with the Instructional Leads (80 schools – 6 or 8 hours per month) was 2,456. The number of hours of Teacher Coaching was 2,744.

Principals were provided the opportunity to complete a survey via Survey Monkey in the spring of 2019 to evaluate the effectiveness of coaching throughout the year.

2018-19 CORE Coach Principal Survey	
Answer Options	Strongly Agree and Agree
Provides a supportive and positive environment for teacher learning	85.19%
Arrives prepared and ready to work with teachers	85.19%
Is knowledgeable about K-3 classroom practices	85.19%
Has added value to our school environment	84.9%

Teachers were also provided the opportunity to complete a survey on effectiveness of coaching during 2018-19, as a part of the mini-grant annual assurances.

In this survey, 223 teachers shared the type of support they received along with the subject matter covered. Similar to previous years, teachers reported that differentiation and access to participation was critical to the positive impact of the CORE coaching initiative. This can be attributed to a year-long focus on any specific option.

2018-19 CORE Coach Teacher Survey	
Which best describes the nature of your work with your CORE Coach?	
Answer Options	Yes Response
Designing student interventions	47.53%
Sharing resources	83.41%
Focused observation with feedback/reflective conversation	47.98%
Reviewing student data	39.91%
Observing a modeled lesson	43.05%
Professional Learning Communities (PLCs)	43.05%
Co-Teaching	17.49%
PBIS Support	12.11%
Analyzing and/or deconstructing standards	34.53%

The following survey reports metrics for content focus areas; teacher responses mirrored previous years indicating that coaching in both English Language Arts (ELA) and Mathematics remain the emphasis of these focusing efforts. This directly aligns with the NM DASH plans as schools are asked to include ELA and Mathematics as their primary focus areas and then can choose any additional areas related to need. Additionally, RAMS focused on PBIS PD in 2018-19.

Content Focus	
Answer Options	Yes Response
ELA/Reading	50.67%
Mathematics	44.84%
PBIS	4.48%

Teachers also used this survey to provide feedback about the effectiveness of support in specific areas of focus. Consecutive year’s comparisons show that there has been little change in the numbers of teacher’s agreement that CORE coaching was helpful.

The CORE coach has been helpful in:	
Answer Options	Strongly Agree and Agree
Providing opportunities to build a positive environment for learning	86.76%
Providing relevant strategies in math for my classroom	76.92%
Providing relevant strategies in ELA for my classroom	74.31%
Providing resources and ideas for interventions	84.62%
Analyzing and using data for instructional groupings	75%

Leadership

Leadership trainings for 2018-19 supported implementation of the 90-day improvement plan (NM DASH) and other effective leadership practices. These regional trainings were well attended with a total of 232 RAMS Champions (Principals) and Superintendents present.

Site-visit Assistance

Site-visit targeted assistance was provided to RAMS schools for implementation fidelity assessments.

RAMS schools receive on-site assistance and feedback through site visit teams monitoring implementation fidelity. The site visit teams consist of RAMS staff, Special Education Bureau staff, and REC contractors. During the visit, classroom observations are conducted along with interviews of the principal, the leadership team, special education teachers, and parents. Rubrics are used to rate the school in the six improvement categories and 32 criteria. Data gathered during the visit are shared with the school as support for leadership selecting one or two improvement categories on which to focus their improvement efforts. The selection narrows the school’s focus from 32 improvement criteria to no more than 12 evidence-based interventions, programs, practices and strategies and ensures that the evidence-based interventions, programs, practices and strategies meet the school’s needs. During each site visit, schools are given the option to maintain or change their focus categories.

A survey was sent to principals via Survey Monkey after their site visits allowing them the opportunity to provide feedback to the RAMS program; 48 of 88 Principals completed the survey. The feedback shows that the overwhelming majority reported site visits as being beneficial or extremely beneficial. Further, principals shared that the process was supportive.

2018-19 Site Visit Quality Survey Principals' Results	
Questions	Beneficial And Extremely Beneficial
How would you rate the site visit?	95.83%
Prior to the site visit did you receive information in a timely manner to help you prepare for the visit?	95.83%
Do you feel the summary of the school presented at the exit interview was accurate?	97.92%
Were the RAMS team members helpful?	97.92%

Site-visit Assistance Teams

RAMS schools also received TA from support teams to address site-specific implementation questions. Multiple TA visits were scheduled for the remainder of the 2018-19 school year.

Focuses included:

- CORE Coaching PD
- Implementing the SAT process
- Tier 1 data analysis
- Regional principal support
- New teacher support strategies
- Data analysis of Istation results

Mini-grants

The provision of mini-grants to support implementation of the RAMS framework of evidence-based interventions, programs, practices and strategies was differentiated to better align the provision of RAMS services to school need. The output for the mini-grant has been the increased financial resources to schools, specifically resources to support school improvement with a focus on the early elementary grades. All schools within the program received a mini-grant. Data showed a 36.7% increase in schools encumbering their money earlier than in previous years.

2018-19 Mini-Grant Survey Principal Survey	
Question	Yes
Have you spent your mini-grant funds for the year? Reported in February 2019.	61.7%
Do your expenditures align with your current focus category?	89.58%
Has the grant money helped support change in your school?	100%

B2. Stakeholder involvement in SSIP implementation

B2a. How stakeholders have been informed of the ongoing implementation of the SSIP

B2b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP

Stakeholders have been involved in the RAMS project from its inception and are important participants in program implementation.

RAMS staff met with the Advisory Panel at advisory meetings to update the panel on implementation and achievement data. RAMS staff reviewed proposed alterations to the project plan with the panel and sought input and feedback. The link to the New Mexico IDEA Panel is: <https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/IDEA-Panel-Brochure-Goals-and-Actions.pdf>

The formal stakeholder group, the IDEA Advisory Panel, consisted of:

- Parent Training and Information Centers
- Directors of Special Education
- Parents
- Representatives from various entities including NM Corrections Department, NM School for the Visually Impaired, NM Division of Vocational Rehabilitation, Education for Homeless Children and Youth
- Teachers and Higher Ed. Representatives
- Directors of Regional Educational Cooperatives

The group provided input on data-based proposed process improvements prior to changes being made as well as feedback on activities that have occurred. The group provided input and feedback on issues such as the identification of evidence-based interventions, programs, practices and

strategies, the depth and breadth of the professional development activities, the RAMS calendaring of site visits as well as site visit processes and procedures themselves.

After the Phase I and II implementation of the SSIP, the State's infrastructure was reviewed with the internal cross-bureau (Title I, Special Education, Literacy and Priority Schools Bureaus) stakeholder group at the PED to determine what improvements would be made in Phase III of the SSIP to better support LEAs to implement and scale up evidence-based interventions, programs, practices and strategies. The internal group met formally at least semi-annually as part of an advisory group, which included RECs, to determine if any changes were needed to the State's infrastructure, resources needed for implementation, expected outcomes, and timelines for completing the improvement efforts. Informal collaboration and discussion among the multiple bureaus was ongoing. Changes to the site-visit tool were made based on stakeholder feedback. It was determined that the tool needed to be revised in order to better focus on aligning the NM DASH language and focus with the site-visit tool language and focus.

This collaborative effort among PED bureaus assisted with improvement of the State's infrastructure and eliminated agency redundancies. Resources, financial and human, have been combined to better support schools across the state. Collaborative and strategic efforts allowed the PED to reach more schools with its interventions and supports, reduced duplication of effort, and moderated inconsistent messages.

To strengthen the program by bringing in perspectives outside the SEA, the PED regularly consulted external stakeholders. The external stakeholder group included parents, teachers, district level Directors of Special Education, and the State's IDEA Advisory Panel which consisted of representatives from parent training and information centers, directors of special education departments, parents, representatives from various entities including NM Corrections Department, NM School for the Visually Impaired, NM Division of Vocational Rehabilitation, Education for Homeless Children and Youth, Teachers and Higher Ed. Representatives, and Directors of Regional Educational Cooperatives. Stakeholder groups provided feedback based on evaluation questions, logic model, and data collected. The stakeholder group made up of the RAMS school Principals that met twice at regional trainings, helped revise the evidence-based interventions, programs, practices and strategies to align with the 90-day Plan (NM DASH). The evidence-based interventions, programs, practices and strategies were reviewed and aligned into each new category. The feedback gathered from the stakeholders allowed the RAMS program to change the planning for regional leadership meetings/training to allow more people to attend, as well as adjust mini-grant distribution to meet the needs of the schools. Prior to 2018-19, stakeholder feedback was that rather than the trainings being 8:00 am to 4:00 pm, the hours were changed to 9:00 am to earlier dismissal in order to limit the amount of travel so that more principals could attend. The day was also focused primarily on training, rather than business type discussions so that it was richer and principals were more motivated to attend

Stakeholder groups have been important partners in planning and decision making. From the original decision to focus on early elementary reading through the recent decision to move most

professional development activities to regional summer events, stakeholders have been strategic project partners.

Evaluation data, both objective and anecdotal, have been an important driver of project change. The data was discussed at advisory project leadership meetings as well as at semiannual project advisory meetings. As project refinements are considered, stakeholder groups are consulted for their expertise and direction. Data included numbers of schools participating, achievement data of all students compared to that of SWDs, as well as site-visit score information, and number of Targeted Assistance PDs conducted.

Stakeholders, such as the State's RECs, have been involved with the implementation of the evidence-based interventions, programs, practices and strategies. They are contracted to support school site visits. They work as part of a team monitoring and supporting evidence-based interventions, programs, practices and strategies implementation, and they also provide PD to families and schools in support of evidence-based interventions, programs, practices and strategies implementation.

Another key area in which stakeholders have made significant contributions to RAMS staff is in the development of the evidence-based interventions, programs, practices and strategies. While developing the evidence-based interventions, programs, practices and strategies, the RAMS staff worked with school and district personnel, professional development providers, project contractors and other PED bureaus. It was important for the evidence-based interventions, programs, practices and strategies to be appropriate for a wide ranging cadre of schools across our vast and varied state. This required the input of stakeholders from around the State. The evidence-based interventions, programs, practices and strategies will continue to be refined with annual stakeholder feedback. Revision of the evidence-based interventions, programs, practices and strategies increased their effectiveness at improving student achievement. Refinement of the related rubrics to clarify implementation levels strengthen the RAMS program. Information was gathered from stakeholders via quarterly IDEA Panel meetings, RAMS Leadership PD, Site-visit exit conferences, as well as NMPED department collaborative meetings among bureaus, including Title I, Special Education, Literacy and Priority Schools Bureaus.

Stakeholder groups of school principals and district administrators provided feedback that led to a move away from regional PD activities held throughout the year to regional summer PD events. District leadership expressed concerns about the PD calendar during the fall site visits and school administrators were asked how to improve the calendaring of leadership trainings. Their suggestions were taken to a focused stakeholder group of RAMS participants. As a result, RAMS moved most regional PD activities requiring teacher attendance to the last weeks of July. Scheduling continues to be reviewed by the RAMS staff for each new implementation year.

C. Data on Implementation and Outcomes

1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan

RAMS staff worked together to collect and analyze evaluation data. Evaluation data was reviewed and analyzed by the project data coordinators and presented to the project manager. Evaluation data was shared with the stakeholder groups at RAMS meetings. RAMS school administrators reviewed RAMS evaluation data during each quarterly leadership training.

Output data, PD participation numbers and survey data, and quality of PD and site visit data was collected and analyzed by the project data coordinators. Data was shared with the program manager. Before significant changes to the implementation and improvement strategies were made the data was shared with the Director of Comprehensive School Supports Division. The director approved significant changes. As an example, empirical and anecdotal data was used to restructure the RAMS Principals' Meeting; the conference was conducted during one day and break-out sessions were the primary focus of the professional development. The use of correlation data to determine correlation of the improvement strategies, and student achievement data sometimes shows the need to amend or remove criteria that are not effectively changing adult behavior and student outcomes.

In 2018-19, a number of planned evaluation activities were completed. Two major areas of focus included: revisions to the site visit tools and processes and measures of PD effectiveness. Changes in these measures focused on improving the quality of data and maximizing program efficiencies.

PD was evaluated in several different ways. When evaluating the effectiveness of PD, project staff utilized the Hierarchy of Possible Outcomes, (Schiller, Hayes, & Nagle, 2015). The impact on participant learning allows them to take steps in order to impact behavioral and social change using A Theory of Action to Develop Performance Indicators to Measure Progress Toward a SIMR (Schiller, Hayes, & Nagle, 2015). Participation is the first measure of PD effectiveness; if the PD does not reach the intended audience, then it is ineffective. The second measure of PD effectiveness is the participant's evaluation rubric. The rubric provided the project information about whether the PD event employed best practices for professional development. The third measure of PD effectiveness was the post PD teacher survey which provided self-reported information about the implementation of evidence-based interventions, programs, practices and strategies.

The site visits included measures of implementation fidelity of evidence-based interventions, programs, practices and strategies. The site visit teams assessed evidence-based interventions, programs, practices and strategies implementation through classroom observations and interviews with principals, teachers and parents. Using a series of rubrics the site visit teams assessed the fidelity of evidence-based interventions, programs, practices and strategies implementation at RAMS schools and provided the results to school and district administration. RAMS staff utilized principal surveys to determine if RAMS grant money was supporting positive change in the school. Title I staff monitored the expenditures of each school to ensure schools were utilizing the funds provided in accordance with the request for application.

C1a. How evaluation measures align with the logic model

RAMS staff used the logic model as a road map that drove the evaluation, activities, and outputs for all RAMS programming. RAMS staff used student achievement data to check for overall literacy increases for all students, with a focus on students with disabilities. Istation, NMSTAMELA, and site visit data was analyzed to see if implementation of evidence-based interventions, programs, practices and strategies supported by RAMS were affecting the overall school achievement for RAMS schools. Correlation data among student outcomes, and implementation of evidence-based interventions, programs, practices and strategies were analyzed to make programmatic decisions. Site visit data was analyzed to determine to what extent the school was implementing evidence-based interventions, programs, practices and strategies and how that level of implementation affected student outcomes. All evaluation measures aligned to the logic model and provided a plan for measuring the effectiveness of the expected short-term, intermediate, and long-term outcomes of the strategies. The expected short-term, intermediate, and long-term outcomes of the strategies were consistently assessed and refined.

C1b. Data sources for each key measure

Upon finalization of the logic model and evaluation questions, the table below was created to determine the data to be collected and the timelines necessary to complete the evaluation.

Data Source	Key Measures	Outcomes
Student achievement data from Istation (Reading Accountability Assessment)	Percent of K-3 students scoring benchmark-All students, and SWD	Overall school literacy increase, SWD student literacy increase
NMSTAMELA	Number of 3 rd graders scoring proficient and above	Increased proficiency of 3 rd grade students in Cohort 1 schools
Site visit tool	Fidelity of implementation of evidence-based interventions, programs, practices and strategies	High quality implementation of evidence-based interventions, programs, practices and strategies and Improved overall site visit score for RAMS Cohort 1 schools

C1c. Description of baseline data for key measures

The key measures RAMS staff reviewed and analyzed to measure progress toward the SIMR are student achievement data, site visit scores, and fidelity of implementation of evidence-based interventions, programs, practices and strategies. The data for key measures encompassed only data for Cohort 1 of the RAMS project. The RAMS project adds new schools each year, and to include subsequent cohorts would necessitate adjusting the baseline each year. While working with the OSEP project officer, it was determined that RAMS would report only on Cohort 1 schools to measure progress toward the SIMR.

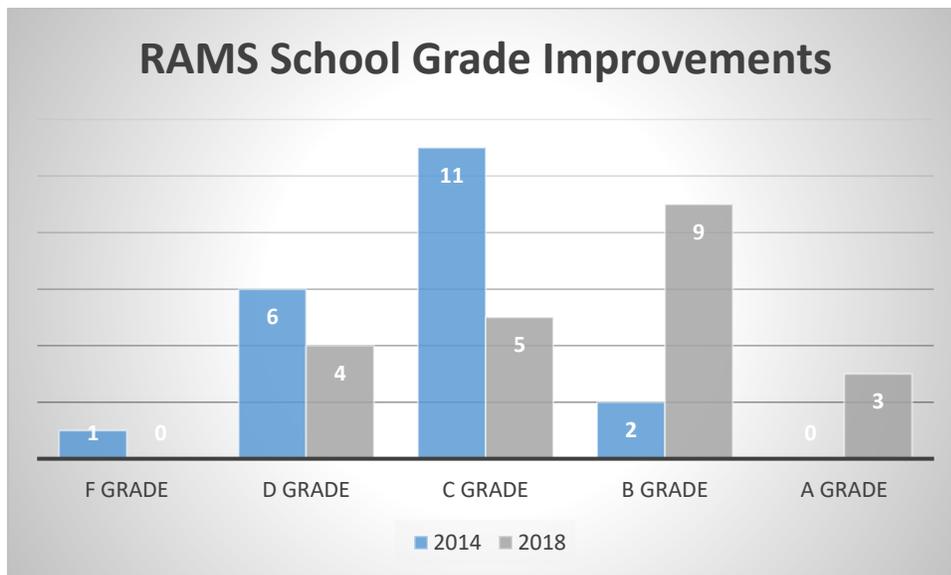
Previously, DIBELS-Next was the assessment used to measure progress toward the SIMR. Below is the baseline information that was set in the 2013-14 school year. The baseline data reflected that 32.5% of students with disabilities in New Mexico RAMS Cohort 1 schools scored Benchmark on the DIBELS-Next End of Year (EOY) assessment. In 2016-17, Istation became the new assessment used to measure progress toward the SIMR and is the assessment used through 2017-18 and beyond. Progress toward the SIMR is analyzed in section E. Though this percentage has decreased in 2017-18 and again in 2018-19, this data mirrors a state-wide decrease in Istation assessment scores.

End of Year Reading Accountability Assessment Data

	2013-14 DIBELS	2014-15 DIBELS	2015-16 DIBELS	2016-17 Istation	2017-18 Istation	2018-19 Istation	2019-20 Istation
Target	32.5%	34.5%	36.5%	38.5%	40.5%	42.5%	42.5%
EOY SIMR Data	32.5%	33.0%	33.8%	41.7%	39.9%	17.4%*	Unknown
Difference	Met	-1.5%	-2.7%	+3.2%	-0.6%	-25.1%*	Unknown

**Beginning with the 2018-19 school year, students scoring at or above the 60th percentile were considered proficient. Prior to this change, students scoring at or above the 40th percentile were considered proficient.*

Until 2018-19, the PED released school grades (New Mexico School Grading FAQs, V1.0, p.1) each year as part of state and federal statutes that mandate accountability for all public schools. Value-added modeling was used as a statistical adjustment of a school’s outcome that took the school’s characteristics into account when determining school grades. The following graph shows the changes in schools grades for RAMS Cohort 1 schools from 2013 to 2018, however, due to change in administration, 2017-18 was the final year for school grades.

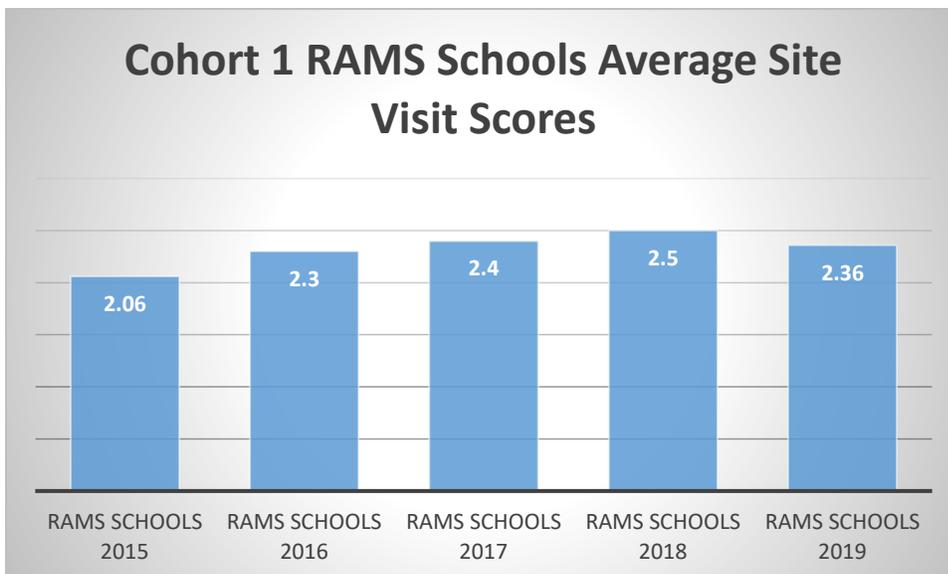


Baseline school grade data was established in 2013-14 school year for all Cohort 1 schools in RAMS. For these schools the cohort grade point average, based upon a 4.0 scale, was 1.15 for the baseline year.

School Grade GPA (0-4 GPA Scale)				
2013-14	2014-15	2015-16	2016-17	2017-18
1.15	2.07	2.07	2.15	1.93

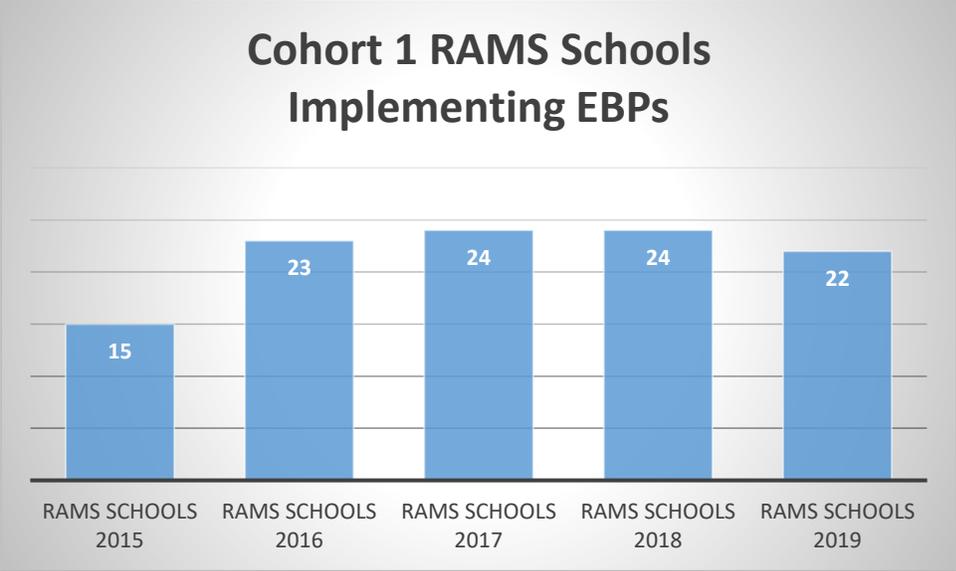
Site Visit Scores

Site visits are conducted each year for RAMS schools. In fall 2015 the baseline for overall site visit scores using the Implementation Fidelity Tool was established. The lowest score possible was a 1.0 and the highest score possible was a 3.0. The average score for Cohort 1 schools in fall of 2015 was 2.06. Beginning with the 2018-19 school year, the lowest score possible was a 0.0 and the highest score was a 3.0. The short-term goals for site-visit assistance, feedback and monitoring were for leaders and teachers to be empowered to change/adjust instruction and have an increased awareness of barriers and possible solutions. Intermediate goals were for there to be evidence of high quality implementation of teaching strategies with fidelity, high quality implementation of PBIS, overcome barriers to implement evidence-based interventions, programs, practices and strategies reading interventions and leadership strategies. The long-term expectations were an overall increase in literacy for K-3 SWDs and increased over-all school grades in all RAMS schools during those years that school grades were issued.



Site visits were conducted to support schools through monitoring of fidelity of implementation of evidence-based interventions, programs, practices and strategies. A survey was sent to principals after the first year of site visits and each year thereafter. Feedback indicates that the site visits were beneficial or extremely beneficial. Further, principals shared that the process was supportive. There is an increase in the percentage of principals that found the site visits beneficial or better.

Evidence-based interventions, programs, practices and strategies implementation: The criterion for considering a school to be implementing the RAMS evidence-based practices was a 2.0 overall score on the site visit tool. Baseline data for fall 2015 showed that 15 Cohort 1 schools met the criteria for implementation.



C1d. Data collection procedures and associated timelines

This chart groups the data source and timelines associated with gathering and analyzing data. RAMS uses Survey Monkey to improve reporting processes and data collection quality for surveys and other sources of data that were utilized.

Outputs	Data Source for Each Key Measure	Tasks	Timeline
A. Onsite PD Teachers/Leadership PD Regional/Regional PD(PBIS)			
Strategies/Activities: Ongoing , centralized, regional and local professional development in the areas of differentiated instruction, SAT/RtI, PBIS and reading interventions			
Procedures for Data Collection: REC contractors collect and send data/Survey Monkey Data			

Number of Participants/ number of events	Survey of PD participants	Create tables (number of Participants, quality of training and social validity)	3/15/2019
		Collect data from REC/sign in sheets	3/28/2019
		Fill in tables with data	4/1/2019
Quality of the activities/ strategies (e.g., post training survey)	RAMS interview and coaching logs (put into spreadsheet)	Collect data from Survey Monkey surveys	3/28/2019
		Analyze survey data	4/1/2019
How did it go? Barriers to implementation, unexpected events	Follow up survey of PD participants	Create an excel template, then enter quantitative data into excel	3/31/19
		Analyze quantitative data	3/31/19
		Fill in tables with data	4/5/19
Did teachers increase knowledge/confidence, skills?	Survey of PD participants	Write the narrative about the tables/graphs	4/5/19
Did the teachers value the training?	Survey of PD	Collect data from Survey Monkey surveys	3/28/19
Do teachers feel more empowered to do their job because of the training?	Follow-up survey of PD participants	Collect data from Survey Monkey surveys	4/15/19
B. Coaching			
Strategies/Activities: On-site coaching for teachers on evidence based practices learned through centralized, regional and local PD.			
Procedures for Data Collection: Survey Monkey-CORE Coach Survey			
Are teachers increasing knowledge/ skills related to EBPs?	PD evaluation tool (survey)	Coaching Logs	4/15/19
Do teachers find it valuable?	Surveys on coaching	Collect data from Survey Monkey surveys	4/15/19
Are teachers feeling more empowered to do job?	Surveys on coaching	Collect data from Survey Monkey surveys	4/15/19
Are principals finding coaching valuable?	Surveys on coaching	Collect data from Survey Monkey surveys	4/15/19

Coaching observations	Evaluation tool	Conduct coaching observations	Spring 2019
C. TA site visits			
Strategies/Activities:			
Procedures for Data Collection:			
How many technical assistance site visits were conducted?	Site visit tools/logs	Narrative on process-improvement and reflections	Ongoing through Dec. 2019
What were the perceptions of the quality of the process?	Post site visit principal survey	Survey to principals and RAMS Advisory Council up and running	Spring 2019

D. Mini-grants Support			
Strategies/ Activities: Technical Assistance, Feedback and monitoring by Title I Bureau and contractors two times/year on site.			
Procedures for Data Collection: Aggregate site visit reports(RAMS staff)			
Are schools spending their money?	Spreadsheet or table-include received grant, how much spent, what spent on	Operating Budget Management System (OBMS) Report	3/14/19
What are they spending money on?	Survey Monkey	Collect data from Survey Monkey surveys	4/14/19
Is it making a difference?	Survey Monkey	Principal mid-year survey	12/18/19
E1. Parent Engagement and Reading			
Strategies/ Activities: Site Parent Training on Reading interventions			
Procedures for Data Collection:			
Are parents increasing knowledge/skills?	Site Self-Reporting	Parent sign-in sheets	11/13/19
Do parents value the training?	PD evaluations	Parent input	Ongoing

Do parents feel empowered because of training?	PD evaluations	Parent input	Ongoing
F1. Results			
Strategies/Activities: Parent Training on Reading interventions			
Procedures for Data Collection: REC & PIO contractors collect and send data			
Are schools changing/improving practices?	Site visit tool	Site visit tool (rubric scores, interviews)	Ongoing
Leadership, school climate, growth mindset, Data driven instruction (school level)	Site visit tool	Site visit tool (rubric scores, interviews)	Ongoing
Tier placement (number of students in Tier 2)	Tier 2 tracking form	Aggregate data	Ongoing
Support/opportunities for parents (involvement in school, reading at home)	Site visit tool	Site visit tool (rubric scores, interviews)	Ongoing
Positive changes in school grade (if applicable)	Release of school grades by PED	Analyze data	Ongoing
Strategies/Activities: Leadership support and PD for school administrators including school culture, growth mindset and data driven instruction			
Procedures for Data Collection:			
Are teachers/ classrooms implementing best practices?	Survey data Survey Monkey	Informative survey	Ongoing
Data driven decision-making	Site visit tool	Site visit tool (rubric scores, interviews)	Ongoing
Strategies/Activities: Ongoing job-embedded, centralized, regional and local professional development in the areas of differentiated instruction, PBIS and reading interventions			
Procedures for Data Collection:			

Positive changes in teacher ratings	Site visit tool	Classroom observations	Ongoing
Strategies/Activities: Parent Training on Reading interventions			
Procedures for Data Collection:			
Supporting parent involvement in reading at home/school	Site visit tool	Parent interviews, TA reports	Ongoing
Are parents changing/improving practices?	Site visit tool	Collect all parent training survey summaries	Ongoing
Involvement in school	Classroom observation	Analyze quantitative data	Ongoing
Are we providing differentiated PD? (based on best practice/evidence). Is it happening? Are these the right focus categories?	Survey and site visit tool	Write narrative about tables/charts	Ongoing

C1e. Planned data comparisons

RAMS staff collected and analyzed state Istation averages for all K-3 students and for K-3 students with disabilities in schools across the state. The comparison allowed staff to analyze RAMS schools in growth and achievement measures as compared to statewide averages for all K-3 students, for K-3 students with disabilities, and for the achievement gap between all K-3 students and K-3 students with disabilities.

C1f. How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements

The effectiveness of the RAMS project in the school is assessed by student achievement data as measured by state reading assessment scores, and site visit scores. The data management and analysis procedures of all project activities allowed RAMS staff to evaluate the implementation of strategies that lead to improvement toward SIMR.

Evaluation data was collected at the end of the school year for the NMSTAMELA as well as interim Istation data for beginning of year (September), middle of year (February), and end of year (May/June). When reviewed, the budget was created for the upcoming year.

All data, including Survey Monkey data, was reviewed in totality to consider which activities had been the most successful and should be funded to a greater extent and which had been the least successful (based off the number of responses of beneficial and highly beneficial) and should not be funded. Evaluation data was also gathered and reviewed in totality for the semiannual stakeholder meetings so that an accurate portrayal of the program could be provided to the stakeholders.

NMPED RAMS staff was responsible for the collection and analysis of evaluation data. Evaluation data was reviewed and analyzed. Evaluation data was shared with the stakeholder group at semiannual RAMS meetings. RAMS school administrators reviewed evaluation data during leadership training.

As data was collected and analyzed by RAMS staff, changes, such as consolidating the regional leadership training sites, were made at this level. As changes were made to implementation and improvement strategies, the data was shared with the RAMS director for approval.

C2. How the State has demonstrated progress and made modifications to the SSIP as necessary.

C2a. How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SIMR

C2b. Evidence of change to baseline data for key measures

C2c. How data support changes that have been made to implementation and improvement strategies

C2d. How data are informing next steps in the SSIP implementation

RAMS staff reviewed achievement data, including NMSTAMELA and Istation, shared it with stakeholders, and made modifications to implementation of strategies intended to improve literacy achievement for students. Some examples of refinements that the project continued to make based on data reviews included reducing the number of regional leadership training sites, revising the number of evidence-based interventions, programs, practices and strategies and associated rubrics to better meet the needs of RAMS school sites, moving regional fall professional development activities to include regional summer activities, exiting the summer reading program component, and contracting CORE for all coaching needs.

Sections C2a-d address each RAMS improvement strategy:

On-site Professional Development

C2a. Quality of training survey data was analyzed to determine effectiveness of training. A post-PD survey examined teacher practice and implementation of strategies introduced during training was collected. The data indicated that positive progress was being made toward teachers being

empowered to change and adjust instruction. The quality of PD indicated capacity and infrastructure were sufficient to support teachers.

C2b. RAMS staff compared baseline to current PD measures to ascertain growth in satisfaction of PD provided. This quality of training data provided evidence that there is growth and no changes to key measures were necessary.

C2c. Changes were made to improve the effectiveness of technical assistance and PD. As an example, changes made to address PD effectiveness consisted of the move from regional PD activities during the fall to summer PD. One change, as a result of the evaluation data collected, involved co-principal investigators and the program manager moving the fall PD to the summer when substitute teachers were not needed and there were fewer competing PD activities. With the approval of the program coordinator the change was made.

C2d. Current data from PD offerings were analyzed to ensure what topics and providers would need to be changed for PD events. Interviews with stakeholder groups continued to be conducted to review the data and inform decision-making for future trainings. A summer PD stakeholder group was formed and met regularly to make decisions for the upcoming summer PD activities; based upon data from the prior summer's statewide PD. As evidenced by stakeholder feedback and participation numbers there was an increase the number of online book study groups, and summer PD offerings.

Coaching

C2a. Coaching logs were reviewed to ensure that schools were receiving coaching services. Surveys regarding the quality of coaching were analyzed to determine needs and identify strengths that could be replicated. The coaching lead for the project accompanied coaches on a sample of visits to schools and developed a monitoring tool to support that work. RAMS staff conducted interviews with contractors to review progress and ascertain the support needed to improve the coaching program. During site visits, feedback was collected from teachers and principals about the effectiveness of coaching.

C2b. RAMS staff analyzed progress made in coaching measures by comparing baseline data to current coaching data. Surveys are conducted yearly to examine effective coaching. Feedback was obtained from teachers and principals during site visits. Data indicated RAMS coaching was supporting positive changes in teacher practices.

C2c. RAMS contracted with NMSU to provide coaches for literacy, math and behavior. This decision was based on principal survey data, stakeholder feedback, and program capacity data. Input from stakeholders and schools were considered in this area.

C2d. Based on stakeholder feedback and considerations for building capacity, changes in coaching were planned.

Regional Leadership and PBIS Trainings

C2a. Attendance data for trainings, by content and school, were reviewed to determine participation levels. Quality of training survey data was analyzed to determine effectiveness of

training. The contractors who hosted the trainings provided feedback, including positive aspects and challenges. During each leadership meeting, data was presented.

C2b. NMPED RAMS staff considered growth from baseline of PD measures and compare baseline to current PD to ascertain improvements in quality of previous PD compared to offerings held during the 2018-19 school year. Data indicated that principals were given the tools necessary to change school culture, growth mindset, and data driven decision making and instruction.

C2c. Based on stakeholder feedback, rather than four locations for regional leadership trainings, just two were held. Trainings on the 90-day planning (NM DASH) process were provided to help leaders develop a vision of change and the steps needed to enact change.

C2d. Online book studies were conducted quarterly rather than year long.

Site Visits and Assistance Teams

C2a. The site visit tool was reviewed to make the evidence-based interventions, programs, practices and strategies easier to understand, implement, and observe. Based upon RAMS staff and stakeholder input, review of site visit data, and site-visit evaluations, changes were made to support evidence-based interventions, programs, practices and strategies review and implementation.

Follow-up support between site visits was offered to schools by assistance teams that visit the school site. The principal initiated the visit according to site visit focus or area of need. Depending on needs, the TA team met with the principal and instructional coach. Schools provided achievement data prior to the visit. After each visit, an action plan was developed with suggested next steps. The school then implemented the plan, and if any further assistance was needed, the principal could request a follow up visit.

C2b. Yearly fall site visit data was reviewed and compared to analyze growth in implementation of evidence-based interventions, programs, practices and strategies. Data indicated growth from baseline to current site visit scores. Evidence-based interventions, programs, practices and strategies implementation had increased across schools. Further, correlation data between site visit scores, and student achievement data was examined.

C2c. As a result of data analysis and stakeholder feedback, the assistance teams visited schools to address site specific needs that could not be completed during a site visit. Feedback from the site visit tool, principals' feedback, and leadership teams' feedback, all expressed the need for more intensive targeted assistance.

C2d. RAMS staff used feedback from surveys and site visits to make changes to improve the yearly site visit process. Stakeholders were present in meetings to revise the processes for site visits and were continuously invited to participate.

Feedback and sustainability data and plans showed a need to adjust some site visit protocols. In schools that were large and had numerous K-3 teachers, the size of teams increased. Schools with one teacher per grade or with combined grades had smaller site visit teams. There were also a differentiated number of site visits based on years in RAMS and school needs. The RAMS team

continued to revise the site visit tool to include more interviews with key staff in the school. Facilitated self-assessment tools were being used on site visits with principals and leadership teams.

Mini-grants

C2a. RAMS staff reviewed grant applications and expenditure reports to determine if schools were expending the money from their grants, if expenditures aligned to focus areas, and how the expenditures supported improvements in the school. During site visits, RAMS staff discussed the grant with the principal and teachers to align support with effective expenditure of funds.

C2b. All funds were monitored to ensure that funds were expended in support of student outcomes. Data showed schools expend funds and expenses in alignment to RAMS expectations.

C2c. The RAMS application for 2019-20 included alignment of funds to improvement categories.

C2d. Mini grant amounts were leveled and consistently awarded to all RAMS schools.

Parent Training

C2a. RAMS staff reviewed stakeholder feedback, parent survey and site visit parent interviews to work with RAMS schools to improve parent trainings. Schools worked with parents by providing literacy nights and math nights to provide learning strategies for parents to use at home.

C2b. RAMS staff used baseline data of parent training measures with current survey data to help guide RAMS schools in understanding the impact of trainings held during school year 2018-19. Anecdotal data indicated parents felt empowered to support reading interventions and become more involved in their child's education through these on-site trainings.

C2c. The correlation data between the parent involvement improvement and student achievement as measured by school grade was weaker than most of the other improvement categories. This necessitated a need for several RAMS schools to participate in a state funded K-3 program that provided 25 additional school days for students.

C2d. Schools used feedback from parent surveys to inform future changes. The RAMS program designated a Title I lead for parent trainings who created a tool for monitoring the quality of parent trainings and the alignment to the Title I parent involvement plans required under the Elementary and Secondary Education Act (ESEA). Stakeholders collaborated on trainings with PED staff to determine additional topics for parent trainings.

C2e. How data support planned modifications to intended outcomes (including the SIMR)—rationale or justification for the changes or how data support that the SSIP is on the right path

From the inception of RAMS planning to current implementation, the RAMS program consistently supported key strategies and activities with clear outputs to determine fidelity of program

components and assessment of quality of these components. The successful completion of short-term outcomes, as evidenced by the evaluation data in this report, demonstrates that the project is making continuing progress to meet long-term outcomes.

C3. Stakeholder involvement in the SSIP evaluation

C3a. How stakeholders have been informed of the ongoing evaluation of the SSIP

The stakeholder groups participated in evaluation activities through selection of the focus area for the project, the assessment tool, and the SIMR. The stakeholder groups also reviewed and approved the evidence-based interventions, programs, practices and strategies improvement criteria which were the basis for the school site visits and the implementation fidelity assessment.

Members of the stakeholder groups, REC directors and staff of a parent training and information center have been involved in the evaluation process through gathering and analyzing program data, specifically participation in parent trainings, NM 90-day plans (school outcome goals), and surveys of teachers.

Both implementation and project achievement data with analysis were shared with the IDEA panel stakeholder group on a quarterly basis. The panel consisted of representatives from parent training and information centers, directors of special education departments, parents, representatives from various entities including NM Corrections Department, NM School for the Visually Impaired, NM Division of Vocational Rehabilitation, Education for Homeless Children and Youth, Teachers and Higher Ed. Representatives, and Directors of Regional Educational Cooperatives. The stakeholders met quarterly in various schools across New Mexico and reviewed data and anecdotal evidence of RAMS project progress. In reviewing project data and progress, the stakeholder group considered implications for implementation and program refinements based on available data.

C3b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

A key stakeholder group involved in project success was the RAMS school and district administrator group. At leadership training events, the project manager provided the administrators with updated evaluation information including implementation data and achievement data. The implementation data was used to support school improvement by connecting schools working on similar focus areas, and by identifying schools that demonstrated high implementation fidelity. Other schools were invited to learn from their strategies.

As an example, IDC consultants facilitated new data discussion protocols with RAMS staff and stakeholders. These stakeholders included principals from schools participating in RAMS. These discussions lead participants to examine site visit data and future implications of these data for RAMS work.

These stakeholder groups took place not only through leadership training events but also in site-visit exit meetings with every RAMS school principal and often leadership teams at the school sites as well. Leadership teams were comprised of administrators, special education leaders as well as teachers, general education teachers, instructional coaches, resource personnel, and parents.

D. Data Quality Issues

1. Data limitations that affected reports of progress in implementing the SSIP and achieving the SIMR due to quality of the evaluation data

D1a. Concerns or limitations related to the quality or quantity of the data used to report progress or results

The project continued to improve data collection and how to best maintain and use the data. An online application was developed to collect, maintain and report project data, allowing for higher-quality data, better data security, reducing data collection time, and novel uses of the data. Data limitations affecting progress reports included change in state accountability reading assessment (DIBELS to Istation) as well as the end of year state assessment (PARCC to NMSTAMELA), and data collection processes and procedures.

D1b. Implications for assessing progress or results

RAMS continued to work directly with contractors by contracting with six organizations, collaborated with four other bureaus, and supported 88 schools in 44 districts. RAMS continued to strive to ensure that the project received timely data necessary for evaluation. RAMS staff implemented processes to receive data collections from outside contractors.

D1c. Plans for improving data quality

The program began using Survey Monkey to collect and maintain data. Using this program, data was available immediately and was stored centrally. There were multiple contractors responsible for collecting and sharing results for trainings. Processes were not initially in place to collect these data for RAMS staff review. Previously, once data was received there was not a centralized location for this data to be reviewed and analyzed. Survey Monkey proved to help the RAMS data coordinators report accurate and up-to-date data.

RAMS supported on-site PD—some of which schools chose and organized themselves. For school year 2018-19, schools signed assurances that they would complete surveys at the end of each training. RAMS staff worked directly with each school site team to ensure it met its assurances.

This direct assistance continued during the next year's application process as each school continued to participate in the RAMS program.

As stated above, an online application was in development. The online application allowed for historical implementation and achievement data to be added such that storage and retrieval of project data would become systematic. Prior data was housed in different forms. The online application created systems to analyze all program formats and how they interacted.

E. Progress Toward Achieving Intended Improvements

1. Assessment of progress toward achieving intended improvements

E1a. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SIMR, sustainability, and scale-up

Infrastructure changes that supported initiatives included leadership trainings focusing on 90-day plans (NM DASH), support of staff and work amongst bureaus, sustainability plans by schools, scale-up of coaching services, and addition of project data coordinators.

The RAMS project coordinated with the Priority Schools Bureau for PD for K-3 leaders in RAMS schools. PD was provided for teachers through centralized and regional activities along with additional PD opportunities. Principals had a separate strand of PD through a leadership academy focusing on leading K-3 learning communities through development of 90-day plans (NM DASH), teacher evaluation, and data analysis to name a few. These trainings and plans supported leaders' efforts to change school culture, growth mind set, and data driven decision-making and instruction.

RAMS contracted with CORE (NMSU) to provide coaches to support math and reading instruction, student behavior, to participate on school site visit teams, and provide video-based coaching. There were 27 CORE coaches for ELA/Math and PBIS. Coaching logs were revised to better align with improvement criteria.

Site-based Swivl video coaching was offered in all RAMS schools. The use of SWIVL technology allowed teachers to video record themselves which let the CORE coach in turn, provide online support and feedback. See <https://www.swivl.com/>.

In 2018-19 RAMS managers determined the need to maintain data coordinators as part of the project to manage and oversee data collection, data analysis, and the development of a high quality program and report. In addition, RAMS utilized the services of the IDC which provided consultants to work with data coordinators. The consultants focused and advised on data collection, data analysis, and the development of a quality report.

E1b. Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects

The program used reading achievement data and site visit data to show that evidence-based interventions, programs, practices and strategies were not only being implemented with fidelity, but also that they were having the desired effects and outcomes.

Baseline school grade data were established in 2013-14 school year for all Cohort 1 schools in RAMS. For these schools the average school grade, based upon a 4.0 grade point average, was 1.15 for the baseline year. Data showed that school grades in RAMS cohort 1 schools had grown, on average, one and a half grade points from 2014 to 2018.

Yearly site visits were conducted for all RAMS schools. In fall of 2015, the baseline for overall site visit scores was established. The lowest possible score was a 1.0 and the highest possible score was a 3.0. The average score for Cohort 1 schools in fall 2015 was 2.04. Fall 2016 site visit scores for Cohort 1 schools increased to 2.33. Fall of 2017 site visit scores increased to a 2.46 average. Fall of 2018 site visit scores increased to 2.51. The site visit score was a reflection of evidence-based interventions, programs, practices and strategies implementation. The data consistently indicated that a .40 increase in site visit score may lead to nearly one grade level improvement in the school grade during those years that school grades were issued.

The criterion for considering a school to be implementing the RAMS evidence-based interventions, programs, practices and strategies was 2.0 overall score on the site visit tool. The lowest score possible was a 1.0 and the highest score possible was a 3.0. Baseline data for fall 2015 showed that 15 of 24 Cohort 1 schools met the criteria for implementation of evidence-based interventions, programs, practices and strategies. In the fall of 2016, 23 of 24 Cohort 1 schools met the criteria for implementation of evidence-based interventions, programs, practices and strategies. In fall 2017, 24 of 24 Cohort 1 schools met the criteria for full implementation of evidence-based interventions, programs, practices and strategies. This remained consistent in 2018 with 24 of 24 schools meeting the criteria. In 2019, 22 of 24 Cohort 1 schools met the criteria for implementation of evidence-based interventions, programs, practices and strategies. This is a total increase of 7 schools, which was a 29% increase in schools implementing evidence-based interventions, programs, practices and strategies from the baseline. 2018-19 data indicated that 22 of the 24 Cohort 1 schools were implementing evidence-based interventions, programs, practices and strategies. This increase indicated progress was being made for evidence-based interventions, programs, practices and strategies to be implemented in schools to help students improve literacy skills.

Meaningful student and educator relationships are measured by the ratio of positive reinforcement to negative feedback given to students. This was measured during the RAMS site visit in the observation tool. The baseline for positive reinforcement to negative was 2.71 for school year 2015-16. Fall of 2015 average was 2.37. Fall 2016 was 2.29. Fall of 2017 average was 3.03. Spring of 2018 average was 3.0 and this was consistent through Spring of 2019. RAMS staff were confident that PBIS trainings, which began in fall 2016, positively impacted positive feedback ratios in RAMS schools.

E1c. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SIMR

The RAMS evaluation was aligned to the project's logic model and other components of the SSIP. It included short-term and long-term objectives to measure implementation of the SSIP. The evaluation supports the State in attaining its SIMR by providing implementation information on CISs and evidence-based interventions, programs, practices and strategies. The evaluation provided data on how implementation of CISs and evidence-based interventions, programs, practices and strategies are related to academic achievement, which would support refinement of the CISs and evidence-based interventions, programs, practices and strategies. Refining the CISs and evidence-based interventions, programs, practices and strategies to increase their capacity to positively affect student achievement would support the SIMR.

Professional Development

The short-term goals for teacher PD was for teachers to be empowered to change/adjust instruction, and gain awareness of barriers and possible solutions for these changes. The intermediate goal was evidence of high quality implementation of teaching strategies with fidelity. The long-term goal was an overall increase in literacy for K-3 SWDs in all RAMS schools.

There was evidence that SSIP's evidence-based interventions, programs, practices and strategies were being carried out with fidelity and teachers were receiving effective PD covering evidence-based interventions, programs, practices and strategies that improved student learning.

RAMS PD received high quality ratings on participant surveys. Survey data showed that evidence-based interventions, programs, practices and strategies PD opportunities provided were high quality. More importantly, data showed that teacher practice and student achievement were positively impacted by these offerings.

Based upon survey feedback from participants, professional development sessions received high quality ratings. Data showed that greater than 90% of participants rated quality of PD "good" and "exemplary" in each category.

Coaching

The short-term goals for coaching support was for teachers to be empowered to change/adjust instruction and to have an increased awareness of barriers and possible solutions to address these changes. The intermediate goals were for there to be evidence of high quality implementation of teaching strategies with fidelity and increased student engagement. The long-term expectation was an overall increase in literacy for K-3 SWDs in all RAMS schools.

Coaching support was provided to schools to help teachers develop and implement evidence-based interventions, programs, practices and strategies that support student learning and ultimately student growth. Onsite coaching for teachers on evidence-based interventions, programs, practices and strategies occurred in RAMS schools on a monthly basis.

Principals who participated in the survey expressed a positive experience with coaches. The data indicated that coaches provided a valuable service that continues helping teachers in the schools.

Leadership Professional Development

The short-term goals for leadership PD was for leaders to be empowered to change school culture, encourage a growth mindset, data-driven decision making and instruction, and an increased awareness of barriers and possible solutions. The intermediate goal was evidence of high quality implementation leadership strategies. The long-term expectation is an overall increase in literacy for K-3 SWDs in all RAMS schools.

Leadership trainings were provided to support leaders in building a system of change to grow school culture, growth, mindset, and use of data. Leadership trainings for the 2018-19 school year focused on training and support to differentiate in the classroom, understand Istation data and focused Tier 1 intervention strategies.

Site-visit Assistance Teams

The short-term goals for site-visit assistance, feedback and monitoring were for leaders and teachers to be empowered to change/adjust instruction and have an increased awareness of barriers and possible solutions. Intermediate goals were for there to be evidence of high quality implementation of teaching strategies with fidelity, high quality implementation of PBIS, overcome barriers to implement evidence-based interventions, programs, practices and strategies reading interventions and leadership strategies. The long-term expectations were an overall increase in literacy for K-3 SWDs and increased over-all school grades in all RAMS schools during those years that school grades were issued.

Site visits were conducted to support schools through monitoring of fidelity of implementation of evidence-based interventions, programs, practices and strategies. A survey was sent to principals after the first year of site visits and each year thereafter. Feedback indicates that the site visits were beneficial or extremely beneficial. Further, principals shared that the process was supportive. There is an increase in the percentage of principals that found the site visits beneficial or better.

In 2018-19 RAMS had an 83% return rate on RAMS site visit surveys.

Mini-grants

The short-term goals for mini-grants were for leaders to use the funds to provide PD to change/adjust instruction and an increased awareness of barriers and possible solutions. Intermediate goals were to see evidence of high quality implementation of teaching strategies with

fidelity. The long-term expectation is an overall increase in literacy for K-3 SWDs in all RAMS schools.

The desired effect for the mini-grant has been to increase financial resources to schools to support school improvement. Principals rated the mini-grants as supporting positive change in the school.

Parent Trainings

The short-term goals for parent trainings was for parents to be empowered to support reading interventions, become more involved in school (knowledge, skills and confidence to monitor child’s reading), and an increased awareness of barriers and possible solutions. Intermediate goals were for schools to improve parent involvement practices, provide additional support and increase meaningful parental engagement in reading with children. The long-term expectation is that there will be an overall increase in literacy for K-3 SWDs in all RAMS schools.

E1d. Measurable improvements in the SIMR in relation to targets

New Mexico’s SIMR, *“By federal fiscal year (FFY) 2018, 42.5% of students with disabilities in Results Driven Accountability schools will score benchmark on the End of Year reading accountability assessment.”*

2018-19 Istation data indicated that RAMS schools continued to decrease the achievement gap between SWDs and non-disabled peers. RAMS schools showed a 11.7% increase in the number of students scoring in the proficient range from beginning of year (BOY) to end of year (EOY). Statewide average showed a 9.3% growth from BOY to EOY proficiency. Data showed that RAMS schools were within 5.6% of the 2018 SIMR 42.5% benchmark.

2018-19 Istation growth results from BOY to EOY				
All Students K-3	All Statewide Percentages		RAMS Percentages	
	BOY	EOY	BOY	EOY
Proficiency at Grade Level	28.7%	38%	27.2%	36.9%

RAMS schools showed a .3% growth of SWD scoring in the proficient range from BOY to EOY. The state-wide average showed a .4% growth in SWD scoring in the proficient range from BOY to EOY.

SWD K-3	Statewide Percentages		RAMS Percentages	
	BOY	EOY	BOY	EOY
Proficiency at Grade Level	17.8%	17.4%	10.7%	11%

Beginning with the 2018-19 school year, students scoring at or above the 60th percentile were considered proficient. Prior to this change, students scoring at or above the 40th percentile were considered proficient.

F. Plans for Next Year

1. Additional activities to be implemented next year (2019-20), with timeline

Evaluation data suggested that SSIP activities were influencing progress toward achieving the SIMR. Therefore, most activities will continue. One area of importance is the need to build sustainability with schools currently in the program, while allowing additional schools to be part of RAMS. The information below describes the State’s efforts to build sustainability for schools and the RAMS program, while reducing costs for scale up.

- Including middle of year (MOY) metrics for measurable improvements in the SIMR—spring 2019
- Implement data collection based on the new levels in Istation—spring 2019
- Implementing new data triangulation for services to ensure the newest schools received the most services – July 1, 2019
- Continuing revision of evidence-based interventions, programs, practices and strategies reading interventions and leadership strategies based on correlation data of SWD reading achievement and school grades – spring 2019
- Implementing RAMS online application – spring 2019
- Reviewing progress of Principal PD to decide on expanding the service, eliminating it, or collecting additional information – spring 2019

The specific plans for 2019-20 include:

- Increased monies for Targeted Assistance for PD
- Onsite PD
- Regional summer PD conferences
- Differentiated instructional coaching based on school need
- Continuing leadership development
- Accommodating site visit scheduling
- Mini-grant awards for all schools will be \$10,000
- Parent training data collection and review improved
- Continued Positive Behavior Interventions and Supports training, feedback and implementation; including increased Targeted Assistance
- Istation data analysis PD increased Targeted Assistance

F2. Planned evaluation activities including data collection, measures, and expected outcomes

Collection	Measures	Outcomes
PD quality surveys	Ratings of quality of PD survey	Provide consistently high quality PD

Collection	Measures	Outcomes
Leadership PD attendance sign in sheets	Number of participants at trainings	Increase in number of school leaders receiving high quality PD
Leadership PD quality surveys	Ratings of quality of PD survey	Provide consistently high quality PD
Site visit positive reinforcement to negative feedback totals by school	Positive reinforcement to negative feedback ratios/ PBIS support	High quality of behavior interventions and supports
Site visit classroom observation forms	Fidelity of implementation of EBPs	EBPs implemented with fidelity
Site visit survey	Ratings of quality of site visit	Provide consistently high quality technical assistance site visit
Site-visit Assistance Team Logs	Number of Site-visit Assistance Team visits	Increase in number of Site-visits
Site-visit Assistance Team post survey	Ratings of quality of site-visit assistance team visit	Provide consistently high quality site-visits
Coaching logs	Number of hours of coaching provided to number of teachers	Increase in hours of coaching and teachers supported during those visits
Coaching surveys	Ratings of quality coaching	Provide consistently high quality coaching
Mini grant reports from OBMS	Percent of funds expended by school	Leveled financial resources to schools aligned to focus category
Mini grant survey	Expenditures and alignment to focus category	Alignment of financial resources to focus category
Parent Training Sign in sheets	Number of trainings provided and number of parents attending Parent PD	Increase meaningful parent engagement
Post Parent Training survey	Ratings of quality of Parent PD	Increase in parent involvement practices and support for parents
School grades (years applicable)	Cohort GPAs (years applicable)	Improved overall average school grade average for RAMS cohort 1 schools (years applicable)
Site visit reports	Average site visit score	Improved overall site visit score for RAMS cohort 1 schools
Istation RAMS scores	Student proficiency level in reading	Overall school literacy increased; SWDs will increase literacy proficiency

Additional activities that were identified to support the above collections:

- Data collections on Survey Monkey for all PD, to ensure timely and accurate data
- Included in the assurances to schools for grant funds, all onsite PD surveys must be filled out through Survey Monkey to ensure proper evaluation of effectiveness of the PD

- Streamline data collection from all contractors to PED to create a uniform system of data collection

F3. Anticipated continuing and new barriers and steps to address those barriers

Barrier: Planning on-site PD for schools and collecting feedback required significant resources. In the 2018-19 school year, schools were responsible for contracting with PD providers, submitting evaluations and submitting participation data.

Steps to Address: RAMS assurances through the application process and the request for reimbursement process to ensure progress and compliance supported schools with PD provider details and support for scheduling. An assurance was added to the application along with a timeline for data submission that was followed up on by staff. All RAMS staff continues to follow up to insure that all schools will provide summary data.

Barrier: Securing quality resources for RAMS activities (people, venues, etc.)

Steps to Address: In order to get activities scheduled, contractors hired, and staff organized and ready for the year it is vital that IGAs are in place as soon as possible for all contract providers. RAMS staff will make every effort to initiate and complete the process of IGAs in a timely manner so they are in place before the start of the fiscal year.

Barrier: Increasing effectiveness of program through agency communication.

Steps to Address: Reach out directly to newly involved staff in the project to inform them about the project goals and successes. Provide overview of project to newly involved staff. Market the project to ensure its continued funding.

Barrier: Increasing the principal's interactions with CORE coaches

Steps to Address: Working directly with the principals and CORE coaches to develop plans that will help the principal understand the impact of the CORE coaching. One specific goal is to increase the interaction of the principal and CORE coach when the coach is on campus.

Barrier: Timely use of mini-grants

Steps to Address: Though better than previous years, expenditures from the mini-grants are lagging. RAMS staff will work directly with principals to help them use the money throughout the year.

F4. The State describes any needs for additional support and/or technical assistance

New Mexico will require TA from IDC as evaluation activities continue to be refined. The monthly technical assistance phone calls with the state's OSEP contact will continue.

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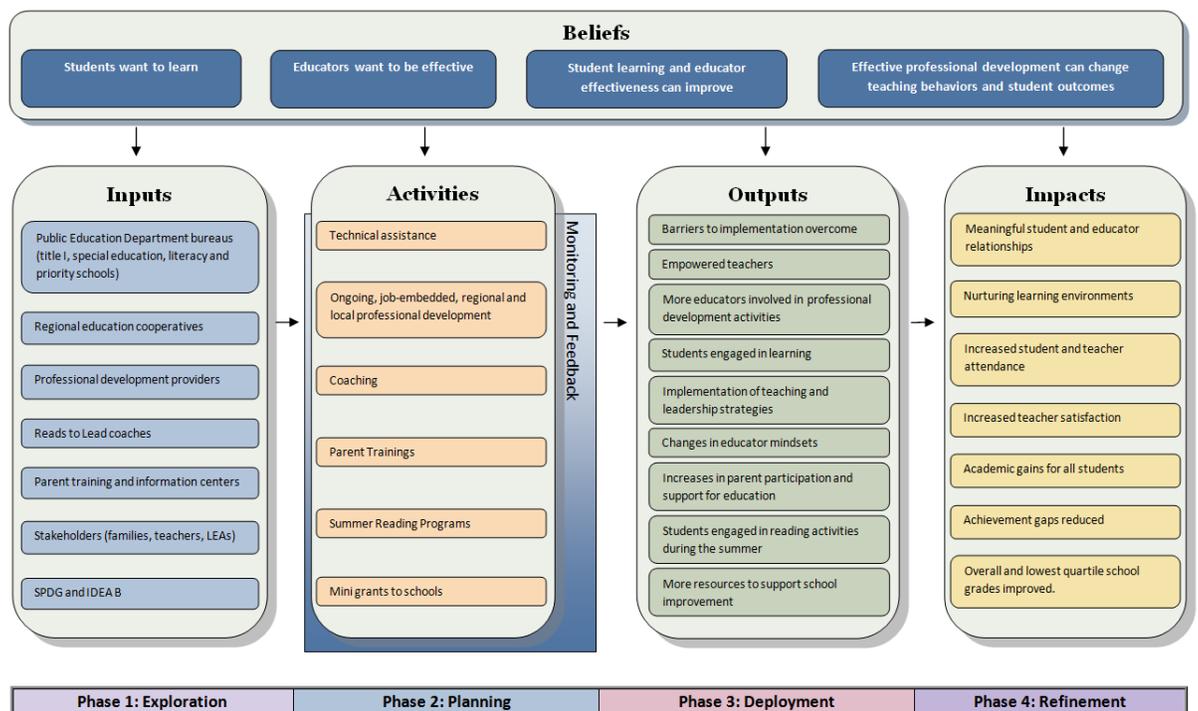
<https://www2.ed.gov/about/offices/list/osers/osep/idea/leveraging-federal-funds-proceeding-document.pdf>

Appendix



Theory of Action

Vision: Reading growth rates for at risk students and students with disabilities will improve and reading gaps will narrow.



Optional Description

The New Mexico SSIP theory of action was developed to consider how to realize the stakeholder group’s vision of “Reading growth rates for [New Mexico’s] at risk students and students with disabilities will improve and reading gaps will narrow.”

The core beliefs which underlie the theory of action and the coherent improvement strategies (CIS) are that

- 1) Students want to learn
- 2) Educators want to be effective
- 3) Student learning and educator effectiveness can improve
- 4) Effective professional development can change teaching behaviors and student outcomes

These core beliefs align with the growth mindset that learning is not a function of innate ability or talent, and that the learning system can improve. Students want to learn and educators do want to be effective. Students enter the school building wanting to learn and teachers believe that they are effective. However, too often too little learning is occurring in schools. The learning system can improve. Ongoing and job-embedded professional development has the capacity to alter teaching behaviors, improve classroom culture and increase the use of evidence-based reading intervention strategies. Meaningful student-educator relationships and the use of evidence-based reading intervention strategies will engender improved student learning outcomes.

External stakeholders including regional education cooperatives, LEA special education directors, charter school leaders, and the IDEA Advisory Panel reviewed relevant State data and provided recommendations for the SIMR and CIS based on the impacts the stakeholders wanted to see in the State's schools. These recommendations provided the framework for the State's theory of action. A cross-bureau internal stakeholder team developed the theory of action from the recommendations provided by the external stakeholders. The team also considered the "inputs" or resources available to achieve the vision, including a variety of leaders, stakeholders and funds. The cross-bureau stakeholder group then developed a number of assumptions, in the form of "If – then" statements to consider how actions taken by the inputs will affect the various systems involved.

The statements follow:

If the Public Education Department (PED) provides technical assistance to the schools and LEAs involved with Results Driven Accountability (RDA) then barriers to implementing evidence-based reading interventions are overcome. Further, as teachers overcome barriers they are empowered to lead their classrooms and are encouraged to make positive changes in the classroom.

If the PED, regional education cooperatives (RECs) and other professional development providers provide ongoing, job embedded, regional and local professional development to RDA schools and LEAs on ways to improve school and classroom culture, how to implement response to intervention (RtI) strategies, and how to effectively lead a school transformation, then more educators will participate in professional development and will change their teaching behaviors. Those educators will exhibit the growth mindset, will use data-driven decision making, will be effective educational leaders, will develop effective school-wide RtI strategies, and will use effective reading interventions. These positive educator behaviors will impact learners through the development of meaningful relationships between students and educators, and the establishment of nurturing learning environments with effective reading interventions, which will support increased teacher satisfaction, increased student engagement, increased attendance of both teachers and students as well as increased academic achievement for all students, especially those most in need of a meaningful relationship with an adult or in need of effective reading interventions. Supporting the at risk students will lead to gap reduction. As overall attendance and achievement improve, the schools' overall grades and grades in the lowest quartile will improve as well.

If the RECs, professional development providers and Reads to Lead coaches provide coaching services to teachers in RDA classrooms, then the percentage of teachers who implement and continue using the evidence-based strategies learned during professional development activities will increase. Through modeling and the provision of feedback the coaches will help teachers refine their use of the new strategies and thereby increase the likelihood that the strategies will be successful. Teachers are likely to continue using strategies that they have found to be successful. When teachers feel more successful and supported in their work, they have higher satisfaction levels and better attendance. Students learn more from teachers who are enthusiastic and who are implementing evidence-based reading interventions.

If parent training and information centers (PTICs) reach out to RDA communities and provide multiple non-threatening trainings to parents on ways to support reading intervention at home and if the PTICs provide resources for parents to use with their students, then parent participation in the students' education will increase. Parents will provide more reading activities for their students at home and provide more text-rich home environments which will lead to reductions in the reading gaps that widen during the summer months. Reductions in the reading gap will lead to improvement in the schools' lowest quartile grades and overall school grades.