

**STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT:
PART B**

**for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities
Education Act**

**For reporting on
FFY 2021**

New Mexico



PART B DUE February 1, 2023

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

17 - Indicator Data

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR)?

New Mexico's State Identified Measurable Result (SiMR): Increase the reading proficiency of students with disabilities in second grade, as measured by statewide-standardized reading assessments.

Currently, New Mexico's statewide-standardized reading assessment is Istation's Indicators of Progress (ISIP) which is a formative computer adaptive assessment that reflects the reading ability level of each student and measures growth over time. Istation is administered three times per year: at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY).

Has the SiMR changed since the last SSIP submission? (yes/no)

NO

Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)

YES

Provide a description of the subset of the population from the indicator.

The subset of the population for indicator 17 is second-grade students with disabilities at forty ECLIPSE schools. There are a total of 77 schools, 37 schools participated with ECLIPSE in the Fall of 2021, and are all in one district.

Is the State's theory of action new or revised since the previous submission? (yes/no)

NO

Please provide a link to the current theory of action.

<https://webnew.ped.state.nm.us/wp-content/uploads/2023/01/ECLIPSE-Theory-of-Action-FFY-2021.pdf>

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Select yes if the State uses two targets for measurement. (yes/no)

NO

Historical Data

Baseline Year	Baseline Data
2019	12.40%

Targets

FFY	2021	2022	2023	2024	2025
Target >=	16.50%	17.00%	17.60%	18.60%	20.10%

FFY 2021 SPP/APR Data

Grade 2 SWDs Proficient in ECLIPSE schools	Total grade 2 SWDs in ECLIPSE schools	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
27	164	16.51%	16.50%	16.46%	Did not meet target	No Slippage

Provide the data source for the FFY 2021 data.

The FFY 2021 data source was the end of the year (EOY) Istation data reporting from the Accountability office of the New Mexico Public Education Department.

Please describe how data are collected and analyzed for the SiMR.

The SiMR targets the reading proficiency of 2nd-grade students with disabilities in participating schools, as measured by the Istation assessment. Student performance scores are collected and compiled by the Istation platform after completion of the assessments. Istation shares this data with the New Mexico Public Education Accountability Office, which then sends the data for the 40 schools to the ECLIPSE team for evaluation. The ECLIPSE team then reviews and analyzes the data of 2nd-grade students with disabilities by averaging proficiency rates and the overall proficiency of the 40 participating schools. The overall proficiency rate of EOY Istation scores determines progress toward the SiMR target.

Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR? (yes/no)

Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)

NO

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)

NO

Section B: Implementation, Analysis and Evaluation

Please provide a link to the State's current evaluation plan.

<https://webnew.ped.state.nm.us/wp-content/uploads/2023/01/SSIP-Implementation-Evaluation-Plan-FFY-2021.pdf>

Is the State's evaluation plan new or revised since the previous submission? (yes/no)

YES

If yes, provide a description of the changes and updates to the evaluation plan.

Each of the key deliverables in the areas of planning/operational activities, data analysis, support for schools, and stakeholder engagement have all been updated to reflect the activities completed for FFY 2021.

If yes, describe a rationale or justification for the changes to the SSIP evaluation plan.

As the pandemic waned, the ECLIPSE program has been able to implement and evaluate more key deliverable activities to support students with disabilities.

Provide a summary of each infrastructure improvement strategy implemented in the reporting period:

The major categories of the infrastructure improvement strategy included planning/operational activities, school support services, and stakeholder engagement. During this reporting period, the program's strategic plan was revised based on program evaluation. Systems and protocols were developed to support the implementation of the strategic plan.

1. Planning/Operations Activities: As ECLIPSE moved into its second year under the management of the Special Education Division of the New Mexico Public Education Department (NMPED), the ECLIPSE team focused on improving the program's support. We focused on five primary planning and operations activities. These activities relied heavily on data analysis to guide decision making.

a. We added 37 new schools to the ECLIPSE program from the state's largest district, Albuquerque Public Schools (APS).

b. We conducted an internal evaluation of the program. We collected and analyzed a variety of qualitative and quantitative data to measure the efficacy of the program. Data collection and analysis tools included Google Forms, Survey Monkey, Excel, Tableau, and Otter (transcription software). Qualitative data tools included participant surveys, interviews, and observations. Quantitative data tools included student reading proficiency scores, participant surveys, coaching logs, contractors' invoices, and other program artifacts.

c. We evaluated the performance of program contractors.

d. We developed a strategic plan based on program evaluation results.

e. We identified the need to hire an outside program evaluator to support improvement strategies.

2. Support for schools was provided via a variety of services.

a. Data-Based Professional Development/Targeted Assistance: Regional Education Cooperative (REC) collected and analyzed formative assessment data (Istation BOY, MOY, and EOY) from participating schools to determine the needs of students. This data provided the REC with the information needed to design targeted assistance in the form of professional development for ECLIPSE school staff. We resumed leadership professional development targeting administrative support for EBPs, particularly in the areas of observations, coaching, and feedback cycles. Our NMPED partner, Priority Schools Bureau, provided leadership training for school administrators. Collaborating for Outstanding Readiness in Education, New Mexico State University (CORE NMSU), provided targeted assistance at the classroom level to special education teachers across the state of New Mexico.

b. Needs-based school allocation funds paid for professional development that was not provided by RECs and for materials/supplies targeting students with disabilities (SWDs). An ECLIPSE team member reviewed allocation reports monthly to track and approve spending.

c. Instructional Coaching: ECLIPSE contracted with CORE NMSU to provide 20 instructional coaches to support educators with literacy instruction. Coaching logs were revised to better align with improvement criteria and the statewide literacy initiative.

d. The ECLIPSE team created toolkits, timelines, and information sheets to support participants' understanding of the program. A small cohort participated in a usability study to provide feedback on program toolkits.

2. Stakeholder Engagement: Stakeholder engagement focuses on family engagement, school team participant engagement, community engagement, and contracted support specialists engagement (i.e. coaches). All levels of stakeholder engagement rely on data to determine areas for improvement and support.

a. Parent/Family Engagement: ECLIPSE support specialists provided ongoing literacy training for parents/families and school staff on effective family literacy engagement with an emphasis on Structured Literacy. REC provided hands-on literacy family engagement training at each ECLIPSE participating school.

b. District/School Level: APS collaborative meetings were held to align the ECLIPSE program with APS' organizational structure. School Implementation Partners (SIPs) worked directly with CORE NMSU coaches and REC support specialists. In most cases, SIPs are K-3 special education teachers. SIPs attended virtual gatherings with CORE NMSU coaches and directors.

c. Community Level: Select community representatives gathered as members of the IDEA B panel four times during the reporting period. During these meetings, the ECLIPSE team gave presentations focused on strategic planning based on data analysis.

d. Contractors: Engagement with contracted specialists occurred in several ways including regular meetings, emails, and phone conversations. To support collaboration, ECLIPSE held individual contractor meetings as well as all contractor meetings to discuss the program.

e. Collaborative Conversations: To support the ECLIPSE program, regular meetings were held internally, with participants, and with program and agency partners. We implemented internal processes to facilitate collaboration, such as using Google docs to co-develop protocols. To enhance stakeholder collaboration, ECLIPSE published a newsletter twice during the year and established a web page. ECLIPSE also communicated its values, vision, mission, and goals to all stakeholders.

Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

1. Planning/operational activities:

a. 37 APS Schools were added, lstation data of SWD at these schools had been among the lowest in the state, demonstrating the need for support. It was to support systemic improvement efforts.

b. Program evaluation Survey results suggested participants did not understand the program goals and lacked participant motivation. The root cause of this barrier was a lack of communication. Development of a program logo increased the identification of the program. A collaboration to define values, vision, mission, and goals and create a newsletter, web page, guidance manuals, and toolkits to identify expectations, participant roles, and responsibilities. A follow-up survey revealed this helped to alleviate misconceptions and increased stakeholder motivation, trust, and collaboration, developing sustainability of program participation.

c. Contractor work evaluations revealed overlapping roles and responsibilities. This resulted in friction between contractors and confusion within school teams. The contractor's roles became more defined. In subsequent contract negotiations, roles and responsibilities were redefined. This short-term outcome increased staff accountability and monitoring and led to greater sustainability.

d. A review and update of the strategic plan encompass all areas of the systemic framework, including governance, data, finance, staffing, accountability/monitoring, quality standards, professional development, and technical assistance.

e. Evaluator: A program evaluator to support improvement strategies was hired, Short-term and intermediate outcomes include maintaining timelines, improving data collection analysis, and new areas of development. Working with evaluators will increase sustainability and improve progress toward the SiMR.

2. Support for Schools:

a. Data-Based Professional Development/Targeted Assistance

i. EC Data-Based Targeted Assistance data analysis supported targeted assistance decisions. If student lstation data indicated a weakness in a specific literacy component, PD support and targeted assistance were provided. Short-term outcomes supported ECLIPSE schools by assisting them in analyzing data. The decisions impact progress towards the SiMR. An outcome of data analysis is school team development based on data literacy, moving towards long-term goals of sustainability.

ii. Administrative Coaching short-term outcomes of PSB supported principals with analyzing data of the results of coaching teachers, instructional outcomes and PD. These decisions impact progress towards the SiMR. An intermediate outcome was the use of EBPs with greater intentionality in progress toward the SiMR.

iii. CORE NMSU Coaching short-term and intermediate outcomes impacted the internal processes and ongoing strategic plan revisions. One short-term outcome was data suggesting coaching logs needed accurate topics. This resulted in defined coaching indications and PD needs. An intermediate outcome was that teachers used EBPs more effectively, resulting in progress toward the SiMR.

b. The needs based school allocation of ECLIPSE placed needed materials/supplies in SWD classrooms to support Structured Literacy. The allocation supported teachers in coaching and PD. Accountability/monitoring, data, finance, and PD are part of the system's framework. The intermediate outcomes support student learning resulting in progress toward the SiMR.

c. Instructional Coaching supported teachers with new strategies and goal setting to improve literacy outcomes for SWD, through PD and data in the systems framework. Data collected suggested a short-term outcome of teachers feeling supported. The intended outcome of instructional coaching is to change adult behaviors and implementation to SWD which leads to the achievement of the SiMR and sustainability.

3. Stakeholder Engagement

a. Parent/Family Engagement: ongoing literacy training with a greater emphasis on Structured Literacy. Families developed strategies for supporting SWDs at home to increase student learning opportunities and achievement. Family literacy events provided hands-on supplies so the family could support literacy at home. Surveys indicated families felt better prepared to support students at home. Ongoing literacy training for families supports SiMR achievement and is related to data and accountability/monitoring in the

systems framework.

b. District/School: surveys indicated SIPs appreciated the support and collaborative opportunities of SIP gatherings, which gave SIPs opportunities to speak with other special educators, share strategies, and emotional support. The short-term impact of social-emotional well-being leads to long-term sustainability, which includes teacher retention. We collaborated with APS teacher support specialists, curriculum and instruction, special education, and behavioral health, and a short-term outcome was the development of ECLIPSE toolkits.

c. Community Level: short-term outcome was the stakeholder note-taking template that was developed to share timely feedback, this was part of the ongoing strategic plan. An intermediate outcome was to discuss their feedback with an additional stakeholder.

d. Contractors: interactions between ECLIPSE and contractors revealed the need for improved communication to ensure that service providers were consistent in philosophies and messaging this would reduce confusion and support their roles and responsibilities. An intermediate outcome is monthly individual contractor and large group meetings for communication and collaboration.

e. Agency Collaborative Conversations: Reinforcement of newly adopted philosophies of the mission, vision, values, and goals were reviewed at meetings. This reduced overlapping and redundant requirements, this included agency teams of Structured Literacy initiatives and Multi-Layered Systems of Support (MLSS).

Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)

NO

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

We plan to continue our strategic plan, as outlined in the following steps.

1. Planning/Operational Activities:

a. Expand the ECLIPSE team. Include a deputy director of special education curriculum and instruction and hire an additional curriculum specialist. The anticipated outcome of this strategy is increased capacity to continue and expand the work.

b. Expand the role of the outside evaluator to contribute to planning and operational activities. The anticipated outcome of this strategy is a more comprehensive operational plan and increased accountability to staying on track with timelines.

2. Data Analysis

a. Launch a pilot study of the data analysis/root cause analysis. Use the results and learnings from the pilot to develop a more comprehensive data analysis component of support. The anticipated outcome of this strategy is an increased use of data to identify student and school goals. This will include data collection and data analysis from instructional coaches, professional development contractors, and classroom educators.

b. Implement a more robust data analysis protocol with the support of the outside evaluator. This will include protocols and timelines for data collection and data analysis provided by the ECLIPSE leadership team, instructional coaches, professional development contractors, school and district administrators, and classroom educators. The anticipated outcome of this strategy is more accountability for adhering to data collection and analysis timelines and protocols.

3. School Support Services

a. Hire an additional coaching contractor to work with the schools within APS. This contractor has extensive work with APS schools and is knowledgeable of the organizational structure. We anticipate this action will result in greater participation and increased ownership of the APS school teams.

b. Expand the family literacy component by including PRO and EPIC. The anticipated outcome of this strategy is to improve their understanding of student literacy expectations and support their child to improve their literacy skills at home.

c. With the goal of training instructional coaches and other interested stakeholders to support Structured Literacy, ECLIPSE will host a literacy summit to increase knowledge and understanding of how to implement Structured Literacy when teaching students with disabilities. Include national experts, state university scholars, and other participants with specialized knowledge. This strategy will result in additional training for instructional coaches and other interested stakeholders in Structured Literacy methodology. The anticipated outcome of this strategy is to increase awareness, understanding, and coaching skills in Structured Literacy. This will include anticipated outcomes in instructional coaching support for teachers that will increase the teacher's knowledge of awareness, understanding, and use of Structured Literacy.

4. Stakeholder Engagement

a. Develop the Networked Improvement Community to expand stakeholder input. Include participants from higher education institutions, parent advocacy groups (PRO and EPICs), agency partners, contractors, districts, parents, and others. The anticipated outcome of this strategy by involving many stakeholder groups is to improve collaboration to build a sustainable program.

List the selected evidence-based practices implement in the reporting period:

For the FFY 2021 SSIP reporting period, the New Mexico ECLIPSE (Indicator 17) program continued its implementation of evidence-based practices. SED identified five EBPs that provided a framework for improvement throughout the state's public education system. These include: 1) Data Driven Instruction; 2) Leadership, Observation, Coaching and Feedback Cycles 3) School Culture: Family/Community Engagement 4) School Culture: Teacher Collaboration 5) Structured Literacy PD and Implementation. New Mexico is now focusing on statewide structured literacy initiatives following evidence from the science of reading.

Provide a summary of each evidence-based practices.

Each of the following evidence-based practices supports the SIMR because they lead to changes in adult behavior that supported students with disabilities improvement in reading achievement.

1. Data Driven Instruction: REC provided online and or in-person data-driven instruction to school principals and special education teachers. ECLIPSE schools were able to complete formative assessments during the school year. REC analyzed that data and

provided data-driven instruction training. CORE NMSU provided instructional coaching to ECLIPSE special education teachers; anecdotal assessment data was analyzed, and the next steps were determined.

2. Leadership, Observation, Coaching, and Feedback Cycles: Priority Schools Bureau, an interagency partner, provided year-long professional development training to administrators.
3. School Culture: Family/Community Engagement: REC provided online and or in-person parent/family literacy events focused on SWDs. Parents/families were provided a tote bag with hands-on literacy materials (for example whiteboard, and index cards) to support their child's reading at home.
4. School Culture: Teacher Collaboration: CORE NMSU instructional coaches supported special education teachers and their general education partners by facilitating collaborative discussions about shared students with disabilities.
5. Structured Literacy PD and Implementation: CORE NMSU and REC partners received Structured Literacy training to aid in their support of teachers at ECLIPSE schools with implementing Structured Literacy methodologies.

Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child /outcomes.

1. Data Driven Instruction: Data-driven instruction means teachers use data to make instructional decisions based on individual student performance and the trends and patterns they identify at a classroom and school level. When done effectively, school staff will change instructional practices based on student needs. Specifically, ECLIPSE focuses on analyzing student performance on Istation components. For example, if Istation data consistently indicates a weakness in kindergarten phonemic awareness, ECLIPSE specialists support school staff with changing instruction to target that skill. Making instructional decisions based on student data increases student outcomes by providing them with the instruction they need.
2. Leadership, Observation, Coaching, and Feedback cycles: A key to affecting school change, is the professional development of administrators. Administrators who are consistently in classrooms observing teachers and providing feedback can affect positive change in teachers and teaching strategies which impacts student performance.
3. School Culture: Family/Community Engagement: ECLIPSE supports schools with increasing family engagement. The parent/family literacy events train parents in hands-on fun literacy activities to support their child's reading at home. This increases parent/caregiver knowledge and skills about literacy development, which in turn, supports child outcomes and progress toward the SiMR.
4. School Culture: Teacher Collaboration: ECLIPSE provides partner teachers with time and a framework for collaborative conversations about shared students with disabilities. Collaboration between special education teachers and their general education partners is critical in ensuring that students with disabilities are successful in their Least Restrictive Environment. For example, collaboration provides general education teachers with the support needed to implement IEPs with fidelity.
5. Structured Literacy PD and Implementation: Evidence suggests that most students can learn how to read when taught with Structured Literacy methods. ECLIPSE coaches provide teachers with support in implementing Structured Literacy principles and practices.

Describe the data collected to monitor fidelity of implementation and to assess practice change.

To monitor the fidelity of implementation of the selected EBPs and assess practice change we used data obtained from participant surveys, verbal feedback gained during empathy interviews, coaching and targeted assistance logs, REC and coaching invoices, ongoing observations, meeting notes, anecdotal records, and formative student reading assessments. The ECLIPSE program team used a variety of analysis tools such as fishbone diagrams and interrelationship diagrams to evaluate the efficacy of the program and to identify change initiatives. Data was analyzed to monitor program efficacy and modifications were made in response to individual school and teacher needs. For example, if observations and coaching logs noted staff needed additional training in early literacy instruction, steps were taken to provide that training. ECLIPSE identified the need to streamline the response to data analysis and has modified internal processes to better address the fidelity of implementation and assess practice change. For example, CORE NMSU instructional coaches were able to use needs-based allocation to directly request support such as instructional materials based on their observations of teacher needs. This will decrease delays in obtaining resources and improve responsive change based on data.

Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.

No other data were collected in support of the continuation of each evidence-based practice.

Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.

Based on the program analysis in the Spring of 2021, which includes changes in statewide initiatives, ECLIPSE plans to make improvements to current activities and strategies within the identified EBPs (Data Driven Instruction; Leadership Observation, Coaching, and Feedback Cycles; School Culture: Teacher Collaboration; School Culture: Teacher Collaboration; and Structured Literacy PD and Implementation.) This includes the expansion of ECLIPSE school teams.

1. Data Driven Instruction - We plan to continue to focus on data analysis to support instructional decisions. We will provide training to school teams on data analysis to identify trends, categories, and patterns in student performance. Part of this training will focus on conducting a root cause analysis to identify barriers to student learning. Anticipated outcomes include school teams' improved ability to conduct data analysis to identify trends, categories, and patterns in student reading performance. Another anticipated outcome is school teams' increased ability to identify barriers to student learning in reading.
2. Leadership Observation, Coaching, and Feedback Cycles - We plan to continue this support to school and district administrators.

School administrators will continue to receive administrative PD (from the PED's literacy division) on Structured Literacy. Providing administrators with PD on how to observe, coach, and provide feedback to teachers on how they are implementing Structured Literacy practices will reinforce teachers' learned strategies. We anticipate this will result in greater adoption of EBPs, and impact student reading proficiency.

3. School Culture: Family/Community Engagement - In FFY 2022, we will continue to provide family literacy events. As REC support specialists prepare for the 22-23 SY, schools will have a choice about whether to have events remotely or in person. To measure participation in the events, we will continue to track the number of attendees at each event and obtain their feedback following the events. We have set a target of increasing participation in family literacy events by 10%. In addition to having an REC conduct family literacy events, Parents Reaching Out (PRO), a parent advocacy organization, will conduct literacy events. An anticipated outcome is that parents and families will increase their ability to support their children in literacy at home through attending hands-on literacy events and using literacy tools at home.

4. School Culture: Teacher Collaboration - Throughout the state, we are seeing decreasing numbers of special education teachers and available substitute teachers. The teacher shortage is having a profound effect on schools and the ability of teachers to deliver specialized instruction to SWDs. To address these barriers, the state has requested increases in teacher salaries. A bill is currently going through legislation. In addition, the state has engaged with stakeholders (teachers, LEAs, parents, and community members) to address these issues and to continue to build trust and collaboration. We plan to continue supporting partner teachers. CORE NMSU will support these teams by collaborating to better serve their shared students. We anticipate this will impact student reading proficiency and progress toward the SiMR.

5. Structured Literacy PD and Implementation - We plan to expand coaches' and teachers' content knowledge of implementing Structured Literacy when teaching students with disabilities. We plan to host a Special Education Structured Literacy Summit in which we explore strategies for adapting Structured Literacy methods when needed for specialized instruction. Coaches and teachers who attend the Summit will increase their awareness and understanding of Structured Literacy and begin to implement learned strategies into their reading classes and in specially designed instruction for students with disabilities. We anticipate this will impact student reading proficiency and progress toward the SiMR. We also plan to convert the ECLIPSE toolkits into an online orientation course in Canvas, the NMPED learning management system. We anticipate this strategy will support participants' understanding of the program's alignment with Structured Literacy New Mexico. This will result in greater adoption of EBPs and impact student reading proficiency.

Does the State intend to continue implementing the SSIP without modifications? (yes/no)

YES

If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.

The evaluation data indicates that the programmatic changes we have made are beginning to have a positive impact on student proficiency rates. We plan to continue to implement the SSIP without modifications while closely monitoring progress towards goals.

Section C: Stakeholder Engagement

Description of Stakeholder Input

ECLIPSE is a New Mexico Public Education Department, Special Education Division (SED) Program that addresses the State Performance Plan (SPP) Indicator 17, Results Driven Accountability (RDA) program administered by the SED. The purpose of Indicator 17 is to improve academic results for children with disabilities in grades Kindergarten through third grade. The Indicator 17 program is characterized in its name Excellence from Coaching in Literacy for Intensive Preparation in Special Education (ECLIPSE). The ECLIPSE program engaged stakeholders in key improvement efforts with the following strategies:

1. ECLIPSE program coordinators presented data and program updates to the state IDEA Panel (members include: parents, advocates, state staff, and educators) during the 2021-2022 school year. IDEA Panel members participated and were engaged in the ECLIPSE program presentations. An ECLIPSE IDEA Panel committee met as a small group to discuss the program at the conclusion of the day. The ECLIPSE IDEA Panel committee provided EOY qualitative program feedback via a Google survey. Survey results indicated that panel members felt the program is making good progress in improving literacy outcomes for students with disabilities. A consistent recommendation among responses included increasing parent involvement in the program.

2. One ECLIPSE stakeholder meeting was held during 2021-2022 via the Zoom online platform. Stakeholders included the ECLIPSE staff, Regional Education Cooperative Executive Directors (REC'S), Special Education Directors, ECLIPSE Principals, ECLIPSE Special Education Teachers, CORE NMSU Director, and Regional Education Cooperative Contractors. Stakeholders were provided with ECLIPSE program details for the school year and stakeholders provided verbal feedback about the ECLIPSE program at the conclusion of the meeting.

3. Parent engagement stakeholder meetings were held via online platforms and in person events to provide direct explicit literacy training to parents via hands-on activities. Once trained, parents could engage their students' in fun literacy activities at home. Regional Education Cooperative (REC) contractors dropped off tote bags with the hands-on literacy materials to each school prior to the online parent training. Parent survey data following the training indicated favorable results; parents were pleased with the literacy tools that could be utilized at home with their child. Since some of the training was online, many parents along with their child/ren attended the interactive family literacy event.

4. The ECLIPSE team interviewed 6 school participants – 4 administrators and two teachers. The interviews were coded and added for recurrent themes. Common themes for improving the program included communicating clearer participation expectations and sharing timelines earlier in the school year. Administrators felt teachers needed more support with data analysis. Special education teachers felt they did not have enough time to collaborate with general education teachers, which limited their ability to support students effectively.

5. An online end of year survey was sent to all ECLIPSE stakeholders as the 2021-2022 school year ended. The feedback from this

survey supported the ongoing development of an ECLIPSE strategic plan focused on short-term goals, intermediate goals, and longer-term goals.

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

The ECLIPSE program engaged stakeholders in key improvement efforts with the following strategies:

1. ECLIPSE program coordinators presented data and program updates to the state IDEA Panel (members include: parents, advocates, state staff, and educators) during the 2021-2022 school year. IDEA Panel members participated and were engaged in the ECLIPSE program presentations. An ECLIPSE IDEA Panel committee met as a small group to discuss the program at the conclusion of the day. The ECLIPSE IDEA Panel committee provided EOY qualitative program feedback via a Google survey.
2. One ECLIPSE stakeholder meeting was held during 2021-2022 via the Zoom online platform. Stakeholders included the ECLIPSE staff, Regional Education Cooperative Executive Directors (REC'S), Special Education Directors, ECLIPSE Principals, ECLIPSE Special Education Teachers, CORE NMSU Director, and Regional Education Cooperative Contractors. Stakeholders were provided with ECLIPSE program details for the school year and stakeholders provided verbal feedback about the ECLIPSE program at the conclusion of the meeting.
3. Parent engagement stakeholder meetings were held via online platforms and in-person events to provide direct explicit literacy training to parents via hands-on activities. Once trained, parents could engage their students in fun literacy activities at home. Regional Education Cooperative (REC) contractors dropped off tote bags with the hands-on literacy materials to each school prior to the online parent training. Parent survey data following the training indicated favorable results; parents were pleased with the literacy tools that could be utilized at home with their child. Since some of the training was online, many parents along with their child/ren attended the interactive family literacy event.
4. The ECLIPSE team interviewed 6 school participants – 4 administrators and two teachers. The interviews were coded and added for recurrent themes.
5. An online end-of-year survey was sent to all ECLIPSE stakeholders as the 2021-2022 school year ended. The feedback from this survey supported the ongoing development of an ECLIPSE strategic plan focused on short-term goals, intermediate goals, and longer-term goals.

Were there any concerns expressed by stakeholders during engagement activities? (yes/no)

YES

Describe how the State addressed the concerns expressed by stakeholders.

1. To address concerns expressed by stakeholders, the State designed the following strategies:
2. Feedback from the state IDEA B panel and parent engagement events indicated that participants felt the program is making good progress in improving literacy outcomes for students with disabilities. A consistent recommendation among responses included increasing parent involvement in the program. To address this concern, the ECLIPSE team plans to solicit input from the parent advocacy group Parents Reaching Out and to add parent representatives to an advisory panel (Networked Improvement Community).
3. Interviews with school participants and participant surveys revealed common themes for improving the program. These included: communicating clearer participant roles and responsibilities, and expectations; sharing timelines earlier in the school year; and clarifying the program mission, goals, and values. To address these concerns, the ECLIPSE team developed timelines and expectations descriptions that were shared at the end of Spring 2021. In addition, the ECLIPSE team developed an ECLIPSE informational packet detailing program specifics and emailed ECLIPSE newsletters to program participants.
4. Administrators felt teachers needed more support with data analysis. Targeted assistance for data analysis was increased to support school staff.
5. Special education teachers felt they did not have enough time to collaborate with general education teachers, which limited their ability to support students effectively. To address the need for increased collaboration time, school teams will have opportunities to participate in training together. For example, coaches will be working with teaching partners (special education and general education teachers who share students with disabilities). In addition, school teams will work together to analyze data and conduct a root cause analysis.

Additional Implementation Activities

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.

In the next fiscal year, we plan to increase participation in family literacy activities. Engaging families in literacy events supports progress towards the SiMR because families learn about how to reinforce EBPs their students are being taught at school. During COVID, we learned families like having the option of whether to attend events in person or remotely. We will continue to offer both options. To measure participation in the events, we will continue to track the number of attendees at each event and obtain their feedback following the events via surveys. The ECLIPSE program far exceeded our goal of a 2% increase in parent participation at family literacy events. 549 parents participated in the 21-22 SY which is an increase from the 20-21 SY of 47%. We have set a target of increasing participation in family literacy events for the 22-23 SY by 10%.

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

In FFY 2022, we will continue to provide family literacy events. As REC support specialists prepare for the 22-23 SY, schools will have a choice about whether to have events remotely or in person. To measure participation in the events, we will continue to track the number of attendees at each event and obtain their feedback following the events. We have set a target of increasing participation in family literacy events by 10%.

Describe any newly identified barriers and include steps to address these barriers.

Throughout the state, we are seeing decreasing numbers of special education teachers and available substitute teachers. The teacher shortage is having a profound effect on schools and the ability of teachers to deliver specialized instruction to SWDs. To address these barriers, the state has requested increases in teacher salaries. A bill is currently going through legislation. In addition, the state has engaged with stakeholders (teachers, LEAs, parents, and community members) to address these issues and to continue to build trust and collaboration.

Provide additional information about this indicator (optional).

We recognize the importance of family engagement in student academic achievement, so supporting this activity is a priority. We plan to talk to our REC partners and ECLIPSE stakeholders about additional ways to increase family engagement.

17 - Prior FFY Required Actions

None

17 - OSEP Response

17 - Required Actions