

# Results Driven Accountability

## Indicator 17: The State Systemic Improvement Plan





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RDA:

## **Results Driven Accountability**

- Shift from compliance to outcomes
- Realignment of reporting indicators.





- No additional LEA reporting requirements
- Not part of the State's determination this year



# Indicator 17

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## ● State Systemic Improvement Plan

- Student or family outcome oriented
- Does not have to be state-wide
- 5 year plan (2014/15 – 2018/19)
- Includes scale up
- Must relate to other indicators

# Components of SSIP

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- Stakeholder Involvement
- Data Analysis
- State Infrastructure Analysis
- SIMR (State Identified Measurable Result)
- Improvement Strategies
- Theory of Action



# Stakeholder Involvement

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## ● Stakeholder meeting in 2011

- Recommendations to focus state efforts on:
  - Elementary-level reading achievement
  - Overall school improvement
  - Lowest quartile (Students with disabilities, student with low socio-economic status, Native American students, and ELL students)
  - Data collection

# Stakeholder involvement

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- Stakeholder recommendations are basis for the State Identified Measurable Result
- IDEA advisory panel set 5-year targets
- PTICs support the work of the SIMR
- RECs support the work of the SIMR
- Inter-bureau collaboration (PSB, Literacy, Title I and SEB)
- Stakeholder involvement continues



# Data Analysis

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- NAEP
- NMSBA
- Graduation Rate
- Transition Data
- LRE
- Disproportionality
- State demographics

# Graduation Rate

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- Four-year graduation rate (2011/12)
  - SWD 56% (lowest subpopulation)
  - All students 70%
- Four-year graduation rate (2012/13)
  - SWD 60% (lowest subpopulation)
  - All students 70%
  - Native American students 64%



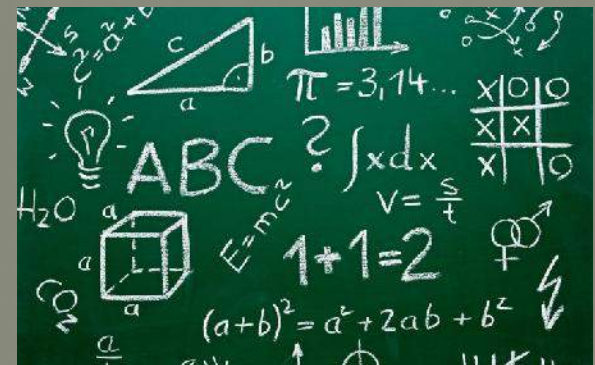
# Disproportionality

- 13.9% of all students identified SWD
- 15.1% of Native American students identified as SWD.



# NAEP

- Math Proficiency 4<sup>th</sup> grade
  - 33% of all students
  - 11% of students with disabilities
- Reading Proficiency 4<sup>th</sup> grade
  - 24% of all students
  - 4% of students with disabilities





# NMSBA

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- 3<sup>rd</sup> grade reading

- Highest level of Beginning Steps for SWDs

- Native American achievement

- 30% of 3<sup>rd</sup> graders are beginning steps in reading
- Smallest percentage of proficient or better in reading for all grades (for racial/ethnic group)
- Highest percentage of beginning steps in reading for all grades (for racial/ethnic group)

# Research Study

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- REC study on successful practices of successful schools
  - Using reading coaches
  - Providing teachers with regularly scheduled planning/collaboration time
  - Providing professional development on reading curriculum and standards

# Root Causes

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- Low reading achievement in early grades
  - The best predictor of reading achievement at the secondary level is reading achievement at the primary level (Scarborough, 1998)
  - Students who do not read proficiently by 3rd grade are four times more likely to drop out (Hernandez, 2011)
  - 23% of third-grade below-basic readers fail to finish high school on time, compared to just 4% of proficient readers (Hernandez, 2011)
  - 3<sup>rd</sup> grade NMSBA reading scores - highest number of “beginning steps” for any grade



# Root Causes

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## ● Poverty

- 2nd highest childhood poverty level in US
- Poverty is linked to lower reading achievement and behavior problems (Eamon, 2002)
- The background effects from difficult family situations can be mediated by supports with home literacy, home language and early vocabulary (Leseman & De Jong, 2011)

# Root Causes

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## ● Low expectations

- A meta-analysis of teacher expectations for students of varying racial backgrounds found that expectations for students of Asian or European descent were more positive than for other racial groups (Tenenbaum, Ruck, & Martin, 2007)
- Students respond to lower expectations, by exhibiting lower performance (van den Bergh et al., 2010)
- 73.9% of NM students identify as other than white

# Root Causes

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- Limited knowledge of effective reading interventions

- Teacher knowledge of reading fluency is a significant predictor of reading achievement throughout the early elementary grades (Lanea et al., 2009)
- Teachers and administrators have little access to professional development opportunities due to remote locations and limited budgets

# SIMR

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- State Identified Measurable Result

*By federal fiscal year (FFY) 2018, 37.9% of students with disabilities in Achieving Student Success with Effective Tiered Supports schools and in New Mexico Real Results schools will score benchmark on the End of Year DIBELS-Next composite assessment.*



- Baseline data from 2013:

27.9% of students with disabilities in ASSETS and NMRR schools scored benchmark on the EoY DIBELS-Next Composite. Reaching the 2018 goal of 37.9% represents a 36% increase in achievement from the baseline data.

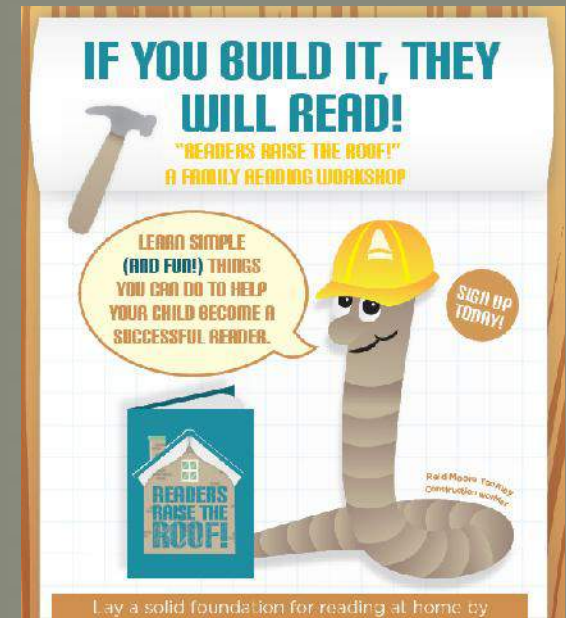


Program developed to meet the goals of

- Reducing achievement gap of lowest quartile in elementary reading; and,
- Increasing reading growth rates of all elementary students
- Increasing parent and community involvement
- Aligning efforts of the program with other State initiatives

# NMRRR Strategies

- Instructional audits
- Provide classroom coaches
- Provide schools more funds
- Provide technical assistance
- Train parents on educational issues and provide them with strategies to support the child and teacher
- Create community connections among stakeholders
- Provide community opportunities for reading instruction



# SPDG Project - ASSETS

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## ● Achieving Student Success with Effective Tiered Supports - Goals

- Increasing elementary student achievement in reading and math;
- Reducing the achievement gap for the lowest quartile students;
- Reducing discipline referrals; and
- Reducing out-of-school suspensions.



# SPDG Strategies

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- Provide PD to improve core instruction, tiered interventions and the SAT process
- Provide coaches to support the PD
- Provide schools additional PD funds
- Provide technical assistance via site visits
- Train parents on educational issues
- Create community connections among stakeholders
- Provide community opportunities for reading instruction

# Draft Scale Up Plans

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- 2014/2015
  - 39 schools (24 ASSETS, 15 NMRR)
  - 21 of 83 districts
- 2015/2016
  - 64 schools (32 ASSETS, 32 NMRR)
- 2016/2017
  - 88 schools (32 ASSETS, 56 NMRR)
- 2017/2018
  - 104 schools (32 ASSETS, 72 NMRR)
- 2018/2019
  - 112 schools (32 ASSETS, 80 NMRR)

# Aligned with Strategic Plan

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- Lever 2 - Real Accountability. Real Results
- Lever 3 - Ready for Success Initiative
  - New Mexico Reads to Lead!
    - DIBELS
    - Coaches

<http://ped.state.nm.us/ped/PEDDocs/2012NMPEDStrategicPlan.pdf>

# DIBELS

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- Available to all districts, K-3
- 7 assessments which vary over assessment periods
- Scores needed to achieve “benchmark” vary over assessment periods
- Composite scores are calculated from the various assessments during a particular assessment period
- Composite achievement levels remain consistent across assessment periods and grades



# Thank You

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- Suggestions?
- Questions?

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