

## New Mexico Public Education Department: School Leadership Challenges and Support

### RISE

Designed to build the competencies of school leaders to assess school needs and establish Annual and 90-Day Plans (NM School DASH) to drive effective transformation strategies (e.g., data-driven instruction, school culture of achievement, observation, and feedback).

- A 2-year program
- 88 School Leaders from 26 districts (2020-22)
- 36 Performance Coaches (2020-22)
- 26 District Support Partners
  - **RISE 2022 Applications:**
  - 89 leaders have applied to participation in Cohort III of RISE
- **384** School Leaders have participated RISE. Graduates include:
  - **12** Superintendents/Executive Director
  - **5** Assistant Superintendents
  - **40** District Level Staff
  - **100** Performance Coaches
    - *25 Performance Coach applications in May 2022; from graduates to continue their professional growth and development; and to provide support to the next cohort of leaders; they will support all programs.*

### Thrive

Newly designed program, to support school leaders and instructional leaders in coaching teachers to develop the essential instructional skills and competencies necessary to address the needs of New Mexico's diverse student population, through Observation and Feedback.

- 1-year
- District participation encouraged
- Each principal is paired with a Performance Coach
- 152 School Leaders participated in the first cohort from 25 districts
- 35 Performance Coaches
  - **Thrive Applications May 2022**
  - 80 leaders have applied for Thrive 2022-2023

### Lead

Newly designed to provide early-career principals with practical information that will support them in their role as School Leaders grounded in best practices identified by experts who have learned from their own experiences working in schools and districts across New Mexico.

- District participation encouraged
- Each principal is paired with a Performance Coach
- 31 School Leaders in the first cohort from 16 Districts
- 17 Performance Coaches
  - **Lead Applications 2022-2023**
  - Will open to districts in the middle of June

## Ensuring a Higher Level of Equity

The State of New Mexico has a diverse student population and workforce. Therefore, School Leaders need to ensure that they are aware of and responding to equity in their building. A focus on equity begins with establishing an environment where it is okay to take risks and where conversational structures have developed that focus on listening, honest dialogue, and reflective feedback.

NM PED recognizes the importance of addressing equity through courageous coaching conversations. As Performance Coaches engage in conversations with school leaders around the state, it is critical to identify the disparities that our traditional educational systems have inadvertently created for our students and address them to foster new conditions for teaching and learning for all children.

Performance Coaches can collaboratively reflect with a School Leader on their conversations from assumptions or biases. A Performance Coach can help a School Leader set up an environment that promotes safe communications that stay focused on the issue and not inject stereotypes or biases. Additionally, Performance Coaches need to demystify the popularized understanding of equity as an isolated element of education that is occasionally leveraged to solve the disparities among minority student groups. A focus on equity begins with establishing an environment where it is okay to take risks and where conversational structures have developed that focus on listening, honest dialogue, and reflective feedback.

## RISE (formerly Principal Professional Development)

2017-18 Student Assessment Results published July 2018, the following was presented to the LESC, August 10, 2018.

PPE (now RISE) vs. Statewide Average:  
Average: Math English Language Arts



PPE (now RISE) vs. Statewide



- In 3 school years, PPE cohort 1 through 4 schools representing nearly half of New Mexico's districts have erased 85% of the achievement gap in reading proficiency with non-PPE schools.
- PPE schools have also erased 81% of the achievement gap in math proficiency with non-PPE schools.

- PPE schools serve disproportionately more Native American students, students with disabilities, English Learners, and students from low-income communities.
- When we look at growth in student performance in PPE Cohort 1 through 5 schools: 3,249 more students are proficient in reading and 2,271 more students are proficient in math.

**Budget for PED Leadership Training Programs (RISE/Thrive/Lead)**  
FY23, dollars in thousands

Stipends for Participants	\$ 1,066.3	1
Professional Learning Events	\$ 324.6	2
Professional Learning Presenters/Partners and Course Development	\$ 397.6	3
PED Operations	\$ 300.0	4
Supplies/Materials/Learning Resources	\$ 155.0	5
Other Indirect Costs	\$ 151.4	6
<b>Total FY23 Budget</b>	<b>\$ 2,395.0</b>	<b>7</b>
Projected Participants	375 - 400	8
Approximate Cost per Participant	\$5.987 - \$6.387	9



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