

ESEA FLEXIBILITY PART B MONITORING REPORT

MONITORING VISIT INFORMATION	
State Educational Agency (SEA)	New Mexico Public Education Department (NMPED)
Request Approved	February 15, 2012
Request Amended	November 9, 2012
ESEA Flex Monitoring Activity	Part B Onsite Monitoring
Monitoring Review Date(s)	July 22-23, 2013
Exit Conference	August 20, 2013
Interviews Conducted	Leighann Lenti, Debbie Montoya, Pete Goldschmidt, Cindy Gregory, Matt Montano, Matthew Pahl, Lynn Vasquez, Sam Ornelas, Icela Pelayo, Karina Vanderbilt
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OVERVIEW OF ESEA FLEXIBILITY MONITORING

The U.S. Department of Education (ED) is committed to supporting State educational agencies (SEAs) as they implement ambitious reform agendas through their approved ESEA flexibility requests. Consistent with this commitment, ED has designed a monitoring process to assess an SEA's implementation of the principles of ESEA flexibility and the State-level systems and processes needed to support that implementation.

Part B Monitoring

In Part B monitoring, SEA implementation of ESEA flexibility was reviewed across several key areas: State-level Systems and Processes, Principle 1, Principle 2, and Principle 3, as outlined in the *ESEA Flexibility Part B Monitoring Protocol*. In each broad area, ED identified key elements that are required under ESEA flexibility and are likely to lead to increased achievement for students. Through examination of documentation submitted by the SEA and interviews with SEA staff, ED assessed the effectiveness of implementation of ESEA flexibility by identifying the extent to which an SEA:

1. Is ensuring that implementation is occurring consistent with the SEA's approved request and the principles and timelines of ESEA flexibility.
2. Is continuing to review and make adjustments to support implementation.
3. Is establishing systems and processes to sustain implementation and improvements.

The report contains the following sections:

- *Highlights of the SEA's Implementation.* This section identifies key accomplishments in the SEA's implementation of ESEA flexibility.
- *Status of Implementation of ESEA Flexibility.* This section indicates whether or not the SEA has met expectations for each element of ESEA flexibility.
- *Elements Requiring Next Steps.* When appropriate, this section identifies any elements where the SEA is not meeting expectations and includes Next Steps that the SEA must take to meet expectations.

- *Recommendations to Strengthen Implementation.* This section provides recommendations to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation.
- *Additional Comments.* When appropriate, this section includes any additional information related to the SEA’s implementation of ESEA flexibility not included elsewhere.

HIGHLIGHTS OF IMPLEMENTATION OF ESEA FLEXIBILITY

The SEA’s work includes the following key accomplishments related to the implementation of ESEA flexibility and/or efforts to engage in a process of continuous review and analysis, particularly for those elements receiving a comprehensive review:

- NMPED is conducting data reviews to support low-performing schools, including schools with grades of D or F, as well as schools identified as priority or focus schools. NMPED will compile data about the lowest performing quartile of students (Q1), the highest performing three quartiles of students (Q3), and all subgroups, and will use these data in conversations with district and school leadership teams, with the expectation that these schools and districts will develop action steps to support the lowest performing students.
- NMPED has developed a differentiated system of technical assistance, which ensures that the SEA provides supports to schools in accordance with needs. For low performing schools, this system includes a New Mexico Instructional Audit (NMIA), data reviews, customized support based upon the data reviews, as well as regular monitoring and support through the Web Educational Plan for Student Success (WebEPSS) system. However, even NMPED’s highest performing schools are required to develop action steps to address achievement gaps.
- NMPED has created the A-F School Grades Workbook, a prediction tool that helps school leaders understand how changes in performance metrics will affect the school’s overall grade within the differentiated accountability system. Additionally, this tool helps school and district leaders better understand the NMPED A-F school grading system.

STATUS OF IMPLEMENTATION OF ESEA FLEXIBILITY

SEA Systems & Processes

Element	Status
Monitoring (EDGAR 80.40 and 2.G)	Not Meeting Expectations
Technical Assistance (2.G)	Meeting Expectations
Data Collection & Use (§9304(a)(6))	Meeting Expectations
Family & Community Engagement and Outreach (Implementation Letter)	Meeting Expectations

Principle 1

Element	Status
Transition to and Implement College- and Career-ready Standards (1.B)	Meeting Expectations
Adopt English Language Proficiency Standards (Assurance 2)	Meeting Expectations
Develop and Administer High-Quality Assessments (Assurance 3)	Meeting Expectations

Develop and Administer Alternate Assessments (Assurance 3)	Meeting Expectations
Develop and Administer English Language Proficiency Assessments (Assurance 4)	Meeting Expectations
Annually Reports College-going and College-credit Accumulation Rates (Assurance 5)	Meeting Expectations

Principle 2

Element	Status
Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A)	Not Meeting Expectations
Reward Schools (2.C)	Meeting Expectations
Priority Schools (2.D)	Not Meeting Expectations
Focus Schools (2.E)	Not Meeting Expectations
Other Title I Schools (2.F)	Meeting Expectations
State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)	Not Meeting Expectations

Principle 3

Element	Status
Teacher Evaluation and Support Systems (3.B)	Not Meeting Expectations
Principal Evaluation and Support Systems (3.B)	Meeting Expectations

ELEMENTS REQUIRING NEXT STEPS

Element	Monitoring (EDGAR 80.40 and 2.G)
Summary and Status of Implementation	NMPED does not have a process for and is not monitoring implementation of all LEA and school level ESEA flexibility activities and therefore has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . Specifically, NMPED did not have a clear mechanism for ensuring that LEAs were implementing all of the necessary interventions in priority and focus schools.
Next Steps	Through its request for an extension of ESEA Flexibility, NMPED will submit an amendment to its approved ESEA flexibility request that describes NMPED's process for monitoring implementation of LEA and school level ESEA flexibility activities.

Element	Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A)
Summary and Status of Implementation	NMPED has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request. NMPED has implemented a system of differentiated recognition, accountability, and support for all LEAs in the State and for all Title I schools in those LEAs. However, NMPED has adjusted the weighting of elements in this system, and has not updated its approved ESEA

Element	Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A)
	flexibility request to reflect these adjustments.
Next Steps	Through its request for an extension of ESEA Flexibility, NMPED will submit an amendment to its approved ESEA flexibility request that accurately reflects the weighting of elements in NMPED's differentiated recognition, accountability, and support system.

Element	Priority Schools (2.D)
Summary and Status of Implementation	<p>NMPED is required to ensure that LEAs are implementing interventions aligned with all of the turnaround principles in priority schools as indicated in its approved ESEA flexibility request, and to ensure that it is on track to implement interventions in all priority schools no later than the 2014–2015 school year. NMPED has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i>.</p> <p>In accordance with NMPED's approved ESEA flexibility request, all priority schools were to implement interventions aligned with all of the turnaround principles beginning in the 2012-2013 school year. Although NMPED required each priority school to implement some interventions related to each of the turnaround principles, it is not clear that each priority school implemented all elements of each of the turnaround principles in the 2012-2013 school year.</p> <p>Specifically, NMPED did not have a clear process for requiring LEAs to demonstrate that principals in priority schools are equipped to lead a turnaround effort.</p>
Next Steps	Through its request for an extension of ESEA Flexibility, NMPED will submit an amendment to its approved ESEA flexibility request with: 1) An updated timeline for three years of full implementation in all priority schools, clarifying which schools are implementing all turnaround principles and therefore are in year 1 or 2 of implementation, and which schools have not yet implemented all turnaround principles and therefore would begin full implementation in the 2014-2015 school year; 2) an updated high quality plan for ensuring that all priority schools are implementing interventions aligned with all turnaround principles no later than the 2014-2015 school year.

Element	Focus Schools (2.E)
Summary and Status of Implementation	<p>NMPED is not ensuring that LEAs implement interventions in each focus school based on academic data targeted to the specific school need/student group performance and therefore has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i>.</p> <p>In the first semester of each school year, NMPED ensured that focus schools received two reviews. First, each focus school received a New Mexico Instructional Audit (NMIA), during which a team spent three days reviewing the</p>

Element	Focus Schools (2.E)
	<p>school's instructional program, teachers' capacity to provide effective instruction, and the use of data to inform instruction. Second, focus schools were required to develop action steps addressing the issues identified in the NMIA as part of the WebEPSS plan, which focus schools had to submit for NMPED review. NMPED followed up on these plans with conversations, trainings, and site visits to continue support on significant issues.</p> <p>However, NMPED did not have a process for ensuring that these focus schools implemented interventions, based upon these plans, during the first semester of the school year.</p>
Next Steps	<p>Through its request for an extension of ESEA Flexibility, NMPED will submit an amendment to its approved ESEA flexibility request describing a monitoring process to ensure that each focus school selects and implements interventions to meet the needs of the subgroup(s) that lead to identification..</p>

Element	State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)
Summary and Status of Implementation	<p>NMPED is required to report annually on its State report card, and ensure that LEAs report annually on their local report cards, all required information. NMPED has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request, the principles and timelines outlined in the document titled <i>ESEA Flexibility</i>, the assurance NMPED provided when it sought to waive the requirements to make AYP determinations, the requirements of §1111 of the ESEA, and ED's <i>State and Local Report Cards Under Title I, Part A</i> guidance.</p> <p>At the time of monitoring, NMPED provided to ED report cards based upon 2010-2011 assessment results. Although ED's guidance does not provide a deadline by which report cards must be issued, this is an annual reporting requirement, and NMPED has not issued report cards annually. Additionally, NMPED is not setting targets for its other academic indicator, an element titled "Opportunity to Learn," which includes student surveys and attendance. Accordingly, NMPED cannot report performance against targets for this element. NMPED also does not report science assessment data or teacher quality data on its school report cards.</p>
Next Steps	<p>Through its request for an extension of ESEA Flexibility, NMPED will submit its plan for revising its report cards to comply with ED's <i>State and Local Report Cards Under Title I, Part A</i> guidance, issued on February 8, 2013. Additionally, NMPED will provide a plan for ensuring that report cards are issued annually.</p>

Element	Teacher Evaluation and Support Systems (3.B)
Summary and Status of Implementation	<p>NMPED is required to ensure that the development, adoption, piloting, and implementation of teacher evaluation and support system is carried out consistent with the SEA's approved guidelines and approved ESEA flexibility request, as well as the principles and timelines outlined in the document titled <i>ESEA Flexibility</i>. In accordance with NMPED's approved ESEA flexibility request, the SEA was to implement the teacher evaluation and support system</p>

Element	Teacher Evaluation and Support Systems (3.B)
	<p>for all teachers in the State in the 2013-2014 school year.</p> <p>NMPED is implementing the SEA’s teacher evaluation and support system for almost all teachers in the State in the 2013-2014 school year. However, NMPED decided to wait until the 2014-2015 school year to implement the teacher evaluation and support system for a small group of teachers, including teachers of students with profound cognitive disabilities. Although this extended timeline is consistent with the principles of ESEA Flexibility, it is not consistent with NMPED’s approved ESEA flexibility request.</p>
<p>Next Steps</p>	<p>Through its request for an extension of ESEA Flexibility, NMPED will submit an amendment to its approved ESEA flexibility request that accurately reflects the timing of implementation of the teacher evaluation and support system for all teachers, including teachers of students with profound cognitive disabilities.</p>

RECOMMENDATIONS TO STRENGTHEN IMPLEMENTATION

The following recommendations are provided to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation through continuous improvement and the establishment of systems and processes to sustain implementation and improvement.

- To ensure that implementation of NMPED’s ESEA flexibility request is maximally successful, NMPED should take advantage of the variety of expertise in the SEA and ensure that staff supporting students with disabilities are engaged in all aspects of this work.
- NMPED should develop and implement strategies to support high schools with low graduation rates to ensure that these schools can identify early warning indicators, understand the causes of low graduation rates, and target interventions accordingly.