



UNITED STATES DEPARTMENT OF EDUCATION

The Honorable Hanna Skandera
Secretary of Education
New Mexico Public Education Department
300 Don Gaspar
Santa Fe, New Mexico 87501

OCT 30 2013

Dear Secretary Skandera:

During the week of June 24-26, 2013, a team from the U.S. Department of Education's (ED) Office of School Turnaround (OST) reviewed the New Mexico Public Education Department (NMPED) administration of Title I, section 1003(g) (School Improvement Grants (SIG)) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. As part of its review, the ED team interviewed staff at the State educational agency (SEA) and two local educational agencies (LEAs). The ED team also conducted desk monitoring of two schools implementing the SIG intervention models, where they interviewed school leadership. Enclosed, you will find ED's final monitoring report based upon this review.

The primary purpose of monitoring is to ensure that the SEA carries out the SIG program consistent with the final requirements. Additionally, ED is using its monitoring review to observe how LEAs and schools are implementing the selected intervention models and identify areas where technical assistance may be needed to support effective program implementation.

In line with these aims, the enclosed monitoring report is organized in three sections: (1) *Summary and Observation*, (2) *Technical Assistance Recommendations*, and (3) *Monitoring Findings*. The *Summary and Observations* section describes the SIG implementation occurring in the schools and districts visited, initial indicators of success, and any outstanding challenges relating to implementation. The *Technical Assistance Recommendations* section contains strategies and resources for addressing technical assistance needs identified during ED's visit. Finally, the *Monitoring Findings* section identifies any compliance issues within the six indicator areas reviewed and corrective actions that the SEA is required to take.

The NMPED has 30 business days from receipt of this report to respond to all of the compliance issues contained herein. ED staff will review your response for sufficiency and will determine which areas are acceptable and which require further documentation of implementation. ED will allow 30 business days for receipt of this further documentation, if required. ED recognizes that some corrective actions may require longer than the prescribed 30 days, and in these instances, will work with the NMPED to determine a reasonable timeline. In those instances where additional time is required to implement specific corrective actions, you must submit a request for such an extension in writing to ED, including a timeline for completion for all related actions. Each State that participates in an onsite monitoring review and that has significant compliance findings in one or more of the programs monitored will have a condition placed on that program's grant award specifying that the State must submit (and receive approval of) documentation that all compliance issues identified in the monitoring report have been corrected.

When documentation sufficient to address all compliance areas has been submitted and approved, ED will then remove the condition from your grant award.

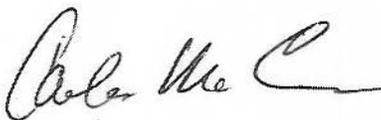
With regards to the *Technical Assistance Recommendations* provided, we encourage you to employ these strategies to further support the effective implementation of the SIG program. ED staff will follow up with your staff over the next few months to see how the NMPED is working to address these issues and make use of this technical assistance.

Please be aware that the observations reported, issues identified, and findings made in the enclosed report are based on written documentation or information provided to ED by SEA, LEA, or school staff during interviews. They also reflect the status of compliance in New Mexico at the time and locations of ED's onsite review. The NMPED may receive further communication from ED that will require it to address noncompliance occurring prior or subsequent to the onsite visit.

The ED team would like to thank Debbie Montoya and her staff for their hard work and the assistance they provided prior to and during the review in gathering materials and providing access to information in a timely manner.

We look forward to working further with your staff to resolve the issues contained in this report and to improve the quality of the SIG program in New Mexico.

Sincerely,

A handwritten signature in black ink, appearing to read "Carlos McCauley". The signature is fluid and cursive, with a large initial "C" and "M".

Carlos McCauley
Group Director
Office of School Turnaround

Enclosure

cc: Debbie Montoya, Priority Schools Bureau Director

**New Mexico Public Education Department
Targeted Monitoring Review of School Improvement Grants (SIG) under
Section 1003(g) of the Elementary and Secondary Education Act of 1965
June 24-26, 2013**

**SCHOOL IMPROVEMENT GRANTS (SIG) MONITORING REPORT FOR NEW MEXICO PUBLIC
EDUCATION DEPARTMENT**

<u>BACKGROUND</u>						
Models	Number of SIG Schools Implementing the Model - Cohort I		Number of SIG Schools Implementing the Model - Cohort II		Number of SIG Schools Implementing the Model - Cohort III	
Turnaround	1		1		N/A	
Transformation	8		5		N/A	
Restart	0		0		N/A	
Closure	0		0		N/A	
Tier	SIG-eligible Schools	SIG-funded Schools	SIG-eligible Schools	SIG-funded Schools	SIG-eligible Schools	SIG-funded Schools
Tier I	21	9	21	6	N/A	N/A
Tier II	9	0	9	0	N/A	N/A
Tier III	3	0	3	0	N/A	N/A

<u>MONITORING TRIP INFORMATION</u>	
Monitoring Visits and Award Amounts	
SEA Visited	New Mexico Public Education Department
Total FY 2009 SIG Allocation	\$28,534,742
Total FY 2010 SIG Allocation	\$4,178,928
Total FY 2011 SIG Allocation	\$4,130,895
Total FY 2012 SIG Allocation	\$4,145,429
LEA Visited	Albuquerque Public Schools
LEA Information	Cohort 1: 2 schools awarded \$6,817,569 (1 school was un-funded during its second year of SIG implementation) Cohort 2: 3 schools awarded \$4,446,875 Cohort 3: 0 schools awarded
School Visited	Ernie Pyle Middle School
School Information	Model: Transformation Model Cohort: 1 School-Level Award: \$5,079,038
LEA Visited	Deming Public Schools
LEA Information	Cohort 1: 0 schools awarded Cohort 2: 1 school awarded \$1,334,588 Cohort 3: 0 schools awarded
School Visited	Bell Elementary School
School Information	Model: Turnaround Model Cohort: 2

	School-Level Award: \$1,334,588
Staff Interviewed	
➤	New Mexico Public Education Department Staff
➤	Albuquerque Public Schools Staff
➤	Ernie Pyle Middle School Staff
➤	Deming Public Schools Staff
➤	Bell Elementary School Staff
U.S. Department of Education Staff	
Team Leader	Carlas McCauley
Staff Onsite	Sara Waly and Kimberly Light

OVERVIEW OF MONITORING PROCESS

The following report is based on U.S. Department of Education’s (Department) desk site monitoring of the New Mexico Public Education Department (NMPED) from June 24-26, 2013 and review of documentation provided by the State educational agency (SEA), local educational agencies (LEAs), and schools.

The *School Improvement Grant (SIG) Monitoring Report* provides feedback to the NMPED on its progress in implementing the program effectively, and in a manner that is consistent with the SIG final requirements, authorized by Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, and as explained further in *Guidance on Fiscal Year 2010 School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (March 2012)*. The observations and descriptions illustrate the implementation of the SIG program by the SEA, LEAs, and schools visited; initial indicators of success; and any outstanding challenges being faced in implementation. The report consists of the following sections:

- **Background Information:** This section highlights significant achievements in the NMPED’s implementation of the SIG grant. This section also includes a brief overview of the NMPED’s structure and vision for SIG implementation.
- **Summary of the NMPED’s Implementation of SIG Critical Elements:** This section provides a summary of the SEA’s progress in implementing SIG and is based on evidence gathered during the monitoring visit on June 24-26, 2013 or through written documentation provided to the Department.
- **Technical Assistance Recommendations:** This section addresses areas where additional technical assistance may be needed to improve the quality of SIG program implementation.
- **Monitoring Findings:** This section identifies areas where the SEA is not in compliance with the final requirements of the SIG program and indicates required actions that the SEA must take to resolve the findings.

BACKGROUND INFORMATION

Highlights of the NMPED’s Implementation of SIG

The NMPED Highlights

- Both schools and districts stated that the NMPED provide targeted technical assistance through its three-week or monthly on-site visits. The visits are dedicated to answering general implementation questions and discussing professional development, budget, programming, and interventions.
- Both districts stated that the NMPED provides many high-quality professional development opportunities for district leaders and principals on topics such as the teacher and principal evaluation systems. The Albuquerque Public Schools stated that the NMPED also funded an outside provider to support SIG schools in conducting instructional rounds at the school-site.

Albuquerque Public Schools/ Ernie Pyle Middle School Highlights

- During interviews, Ernie Pyle Middle School staff stated that the Support Principal (the district’s liaison between the district and the school and the school and the SEA) offered strong support throughout implementation. Among the Support Principal’s responsibilities were the following: assistance with required paperwork, participation in all SEA visits to the school, planning with instructional coaches, and facilitation of professional development sessions with instructional coaches and staff.
- The school staff reported being provided many professional development opportunities throughout the grant period. As a result, staff received direct support, such as professional development on Positive Behavior Support (PBS), professional learning communities, the Sheltered Instruction Observation Protocol, common core, and bullying, among others.
- During interviews and within documentation, Ernie Pyle Middle School Staff described multiple strategies aimed at engaging families and the community. It stated that its afterschool programming has engaged families and the community and indicated that ESL classes for parents, citizenship classes for parents, curriculum nights for math, and literacy nights are all strategies used to increase parent engagement, as well as monthly meetings with the principal to foster positive relationships with parents in a less formal setting. School staff also stated that family engagement is enhanced as a result of the efforts of the school’s Academic Dean to provide immediate contact with parents.

Deming Public Schools/ Bell Elementary School Highlights

- To address attendance, as well as the needs of a large population of Spanish-speaking families, Bell Elementary School added a Parent Liaison position and instituted home visits and community outreach. The school also initiated a parent literacy project to assist parents in helping their children with their school work.

The NMPED Structure

The NMPED has a full-time staff member dedicated to working on SIG implementation. This position is the education administrator, and the position is part of the Priority Schools Bureau. The NMPED also hired two additional part-time staff to support the implementation of SIG, including two consultants who provide support with SIG monitoring.

The NMPED has not changed its structure as a result of SIG implementation.

According to the NMPED, its vision for reform is reflected in the New Mexico, “Kids First, New Mexico Wins”, plan that clearly articulates the expectation that all students in New Mexico have the potential to reach high levels of achievement regardless of background. Coordination and consistency across policies, budget, technical assistance and monitoring will occur to support New Mexico districts and schools in achieving high levels of success.

SUMMARY OF THE NMPED’S IMPLEMENTATION OF SIG CRITICAL ELEMENTS

Application Process

During the 2010-2011 school year, the NMPED did not make awards to LEAs in accordance with the timeline in its approved SIG application, May 7, 2010. The NMPED awarded SIG funds to cohort one schools on June 16, 2010. The NMPED stated that awards were not made in a timely manner due to delays in receiving application approval from the Department.

During the 2011-2012 school year, the NMPED did not make awards to LEAs in accordance with the timeline in its approved SIG application, April 30, 2011. The NMPED awarded SIG funds to its second cohort of SIG schools on July 21, 2011. The NMPED reported the delays in making awards to LEAs was due to the NMPED needing additional time to work with the Department to re-verify its persistently lowest-achieving schools (PLA) list. Additionally, the NMPED reported that school board review of funding allocations for each district took longer than it anticipated.

The NMPED conducted its SIG competition in accordance with its approved application. The NMPED notified LEAs with SIG-eligible schools by telephone and followed up through email. During interviews, LEA staff stated that the NMPED supported LEAs through the application process by organizing a series of webinars on topics such as the SIG models, turnaround strategies, criteria for receiving the grant, and curricular and instructional strategies needed to be in place at the onset of the grant. Within documentation and during interviews, LEAs stated that the NMPED also provided SIG schools the opportunity to solicit feedback on their applications from a review panel of education experts gathered from around the state and then address specific questions that were part of a later review by a re-application panel and representatives from the NMPED.

Since awarding the grants, the NMPED has received requests from LEAs to amend their SIG applications.

Implementation

Albuquerque Public Schools/ Ernie Pyle Middle School

Ernie Pyle Middle School is a grade 6 through 8 school of approximately 692 students. Prior to SIG implementation, Ernie Pyle Middle School conducted a self assessment using the New Mexico CLASS (Collaboration, Leadership, and Accountability for Student Success) school assessment. The self assessment included student, parent, and staff surveys, student achievement data analysis, and a principal self-assessment rubric. After compiling evidence gathered from these tools, school staff identified four priorities on which to focus its efforts.. The priorities identified by the school staff were the following: ensure the school is a safe and orderly environment conducive to learning; ensure all teachers and instructional staff employ effective teaching strategies, including differentiated instruction, to meet the learning needs of all students; focus on academic vocabulary and strategies to support student achievement; and, provide specific and timely feedback to students and help them use the feedback to improve.

In its application, Ernie Pyle Middle School indicated that it would ensure the school is a safe and orderly environment by acquiring a family liaison, implementing the Positive Behavior Support system, creating a Dean of Students position, and establishing a Health and Wellness team (comprised of social workers, counselors, members of the administration, and special education staff). The Health and Wellness team meets bi-weekly to discuss interventions for students referred to the team by either teachers or the administration. During interviews, school staff stated that it created a safe school ambassador program to teach students strategies on how to intervene to prevent bullying. Within documentation, school staff reported that Ernie Pyle Middle School implemented a strict policy regarding student congregations during lunch and before and after school, created a strict uniform policy, and created an in-school suspension program. During interviews, school staff stated that it provided alternative opportunities for positive student congregations before, during and after school with programs such as Zero Hour, Safe-School Ambassadors, after school Homework Depot and clubs, among others.

During interviews and within documentation, the school administration stated that the school is focused on creating a positive school climate. Documentation provided by school staff stated that the Dean of Students has supported teachers by helping to ensure that discipline issues are handled in a timely manner and with greater consistency. School staff reported low teacher turnover because teachers were more invested in the culture of learning at the school. LEA staff reiterated that Ernie Pyle Middle School's culture and climate was positive and "flourishing". LEA staff stated that afterschool programming was planned strategically to ensure it was meaningful for students; classes were generally project-based. LEA staff stated that afterschool programming helped to build positive school culture and that it also served to build family engagement by providing parents additional opportunities to become involved in the school and community.

To ensure all teachers and instructional staff employ effective teaching strategies, Ernie Pyle Middle School planned to utilize Solution Tree to assist with professional learning communities (PLCs) that would promote differentiated instruction and assist with incorporating the Common Core Standards into lesson plans. The school also planned to implement Response to Intervention (RTI) training to further assist teachers in differentiation during core instruction blocks. The school planned to initiate lesson studies in which teachers would conduct peer-to-peer classroom visits to analyze lesson execution and analyze how it impacts student achievement. Additionally, the school planned to hire on-site instructional coaches to intensify job-embedded professional development and support implementation of PLCs to strengthen core instruction, interventions, and differentiated instruction.

School staff stated that professional development has had a positive impact, which is demonstrated during classroom visits and walkthroughs by school leadership. District administration expressed that while Ernie Pyle Middle School staff have made gains in improving and differentiating instruction, the district believes that the school still has improvement to make in an effort to transform Ernie Pyle into an environment in which differentiation occurs every day in every classroom. The district stated that it is still developing a vision of what it means to realize that goal.

To ensure there is a focus on academic vocabulary and strategies to support student achievement, school administration adopted the Word Generation program which was used during its “Skinny” intervention period (an intervention/enrichment block instituted during the school day). A vocabulary test was created for the school to measure progress in vocabulary acquisition. Additionally, the school reported that all content teachers receive training that supports second language development.

The school staff reported that it uses teacher professional development to support the usage of consistent and common academic language across the school. School staff stated that it analyzes vocabulary across tiers of students (as they are tiered in the Response to Intervention framework). District staff stated that the “Skinny” intervention period allows school staff to target student needs, skill by skill. District staff stated that, while data reflects that the school has made significant progress, student vocabulary development is still among its challenges.

Finally, to provide specific and timely feedback to students and help them use the feedback to improve, the school administration stated that all teachers utilize rubrics with students and share with them how they are being evaluated. School staff also stated that all teachers have student data folders where teachers keep data on student progress. They share this data with students, as well as information on how students can improve. Finally, the school reported that it instituted an advisory class, which occurs daily, during which students can review and organize their data.

The school administration stated that while its current efforts have improved feedback to students, the school also wants to use agendas as a common source for student grades and assessment data and plans to implement this strategy in the future. The school believes this will further assist students in communicating with teachers around current academic progress, goals and expectations for moving forward. The school administration reported that the advisory class offers students another opportunity to discuss their data with teachers, and it helps students prepare to lead the student-led conferences with parents that occur twice a year. School staff reported that the advisory teacher is the student’s advocate; he/she helps make arrangements if the student is struggling and helps students prepare for the transition to high school.

In addition to addressing the major areas of concern in the needs assessment, Ernie Pyle Middle School retained the principal that was hired as part of a turnaround effort prior to the implementation of SIG; implemented a new teacher and principal evaluation system that incorporates data on student growth; instituted a system of rewards for staff that have increased student achievement; implemented strategies to recruit, place, and retain staff; and increased learning time.

Deming Public Schools/Bell Elementary School

Bell Elementary School is a K-5 school of between 145-160 students, and was the only SIG-eligible school in Deming Public Schools, which is a small district. Deming Public Schools/Bell Elementary School identified low academic achievement and poor attendance as major areas of concern in Bell’s needs assessment. Discipline issues were not significant either before or after SIG.

In its application, Deming Public Schools indicated that it would address academic achievement at Bell through enhanced instructional strategies and increased access to technology. The leadership team reported that technology upgrades included a computer lab, WiFi, and the purchase of projectors and other equipment, along with training on the new technology. Staff described a new organizational framework with a reading team and a math team intended to increase collaboration, small group instruction, and use of data to inform instruction. However, staff reported, due to a lack of qualified applicants, the school doesn't have a Reading Coach at Bell. The principal reported that the Math Coach currently serves as both the Math Coach and Reading Coach.

Two teacher leader positions were created. Staff reported that teacher leader lessons have been filmed to provide professional development for other teachers and that early release days include professional development on math and reading strategies. While students attend PE, Music and Art classes, teachers meet with grade-level teams to collaborate and use data to differentiate instruction in the classroom.

The leadership team reported that math classes are held twice a day and there are now large reading blocks of 90 to 120 minutes with an increased focus on vocabulary development. There are new instructional programs to address English language learners, including bilingual enrichment. Revised class scheduling allows teachers to focus on one content area for more small-group instruction. Teachers now use data folders with specific assessment and progress monitoring data to assist in monitoring academic growth. Although there has been no extension of the school day, the school year has been extended by 15 additional days for all grades. Proficiency rates at Bell are low and have stayed flat, according to staff, although there has been some growth in assessment data.

To address attendance, Bell Elementary School added a Parent Liaison position to improve communication between the school and families. This increased communication has included home visits, community outreach, and a parent literacy project so parents can better help their children with their school work. The school has a large percentage of English language learners who speak Spanish at home. Staff reported that the school is working closely with eight families related to chronic truancy issues. A corporate sponsor who is a graduate of Deming has provided additional family and student supports. Staff reported that student mobility is a major concern, with 21 percent mobility in the first year of SIG, and 42 percent mobility in Year 2. Although overall enrollment has improved, which staff indicated will help the school retain its additional teachers, staff reported that there have not yet been significant gains in attendance.

In addition to addressing the major areas of concern in the needs assessment, DPS hired a new principal for Bell Elementary School as part of the turnaround effort and all teachers were required to resign and reapply for their positions. No more than 50 percent were rehired. The leadership team reported that seven teachers chose to stay and one did not; seven new teachers were hired from outside the district. During interviews, the school leadership team and district staff indicated that Bell struggled with implementing strategies to recruit, place, and retain staff. Staff reported that historically teacher turnover at Bell has been high and that there are ongoing concerns about retention of staff. There does not appear to be a specific staff recruitment and retention plan in place.

Fiscal

The NMPED reserves five-percent of the State's SIG allocation and uses its reservation for contracts for technical assistance, professional development, training, and instructional audits, as well as indirect costs, supplies, and travel. Prior to 2012, the NMPED also uses its reservation to fund one full-time FTE. In 2012, the NMPED continued to use its reservation for the aforementioned purposes, but added evaluation of SIG schools.

The NMPED ensures that SIG funds are spent on allowable activities by requiring each LEA and school, upon applying for the School Improvement Grant, to submit a three-year tentative budget along with its application. In evidence submitted to the Department, and confirmed by interviews with the NMPED and district personnel, the NMPED stated that conversations were held between the LEA and school with the NMPED SIG support personnel as to how the budget aligned with action steps within each SIG application. Through collaboration with NMPED SIG support personnel, budgets were revised to reflect the approved application.

The NMPED further states in its documentation to the Department that, upon re-application for SIG, each LEA and school was required to submit a budget using the template provided by the NMPED, which was consistent with each LEA and school's projection of funding over three years and the LEA/school's application. The NMPED submitted documentation asserting that conversations were held between the LEA and school and the NMPED SIG support personnel to ensure the budget was aligned with the action steps with the applications and to discuss any changes to the budget/application. Budgets were revised to reflect the approved application.

The NMPED also provided documentation that the budget process was expanded in 2011 to encompass a program review to access how programs were aligned to their budgets. Each LEA was asked to respond to a series of specific questions pertaining to operational flexibility of each principal, math/reading proficiency data, recruitment and retention of staff, changes to staff, results of new programs, and funding for long-term sustainability.

During interviews, the NMPED staff and district staff confirmed that during three-week or monthly on-site visits, the NMPED SIG support personnel review budgets and budget amendments and discuss proposed changes before formally submitting an amendment. According to documentation provided by the NMPED, to amend budgets approved in the SIG application, LEAs and schools must first complete the SIG Budget Amendment Form for that current year in collaboration with their NMPED SIG support personnel to discuss the nature of the request and to indicate that the LEA/school plans to submit a revision. All amendments must first be approved by the LEA as demonstrated by the Superintendent/Charter Directors signature. The amendment is then approved, further clarification/justification is requested, or it is disapproved. If the budget amendment is within the same fund code, the completed and signed budget amendment form serves as documentation. If the budget amendment is a cross-functional amendment, the school will work with their financial department to make the necessary adjustments in the Operating Budget Management System (OBMS).

To ensure that its LEAs adhere to proper accounting of time and attendance for SIG paid staff, the NMPED utilized STARS (Student Teacher Accountability Reporting System). According to documentation provided by the NMPED, STARS uses the eScholar data warehouse which

integrates detailed student, staff, and course information via a standard set of templates that provide a consistent format for loading data from various student information systems used in public school districts or charter schools. Through STARS, the SEA collects staff demographics, staff assignment records, staff compensation records, and the funding sources for each position. The Licensure/Highly Qualified Teacher Bureau runs this data and holds a review of LEA submissions each reporting period.

In documentation, the NMPED stated that it maintains equipment and materials purchased with SIG funds. All district equipment and items of tangible value are identified using bar-coded tags. It is the responsibility of the inventory contact person assigned by the site administrator at each school site to ensure that all equipment delivered to their location is appropriately marked. The NMPED further reported that the Internal Auditor maintains fixed asset inventory records in the Business Office. The inventory database includes the inventory tag number, a description of the item, the serial number, the purchase order number, the acquisition date, the fund code, the location number, the building room/department number and the site code. Annual review of the current years' purchase is made by the site administrator and the inventory contact person. All adjustments to the records are forwarded to the Business Office for updating. Audits are conducted periodically during the year by the Internal Auditor to verify assets are correctly recorded and available for inspection.

Technical Assistance

The New Mexico Public Education Department

The NMPED stated that it provides customized technical assistance to each of its SIG schools. Each school is assigned a NMPED SIG support person whose role it is to support schools in understanding the intent of SIG, the NMPED/school roles and responsibilities in implementation, and the SIG models. The NMPED support staff also identify systems of support the LEA/school have in place to support rapid reform, provide targeted feedback to the school's application, identify specific data to be gathered and analyzed, support implementation through on-site visits and in reviewing quarterly reports, reinforce all professional development and technical assistance to transform learning into practice, participate in classroom walkthroughs and observations, and review and approve budget amendments.

The NMPED stated that as part of the SIG Technical Assistance and Monitoring Plan, the NMPED SIG support personnel worked with each school's leadership team to establish three week timeframe for visits. Each visit is composed of a data review, status updates on strategies and action steps in the Web EPSS Transformation or Turnaround Plan, and continued observations with the leadership team. The NMPED SIG support personnel may also participate in data team meetings and PLCs. In addition to those three-week or monthly on-site visits, the NMPED asks that each school submit a Quarterly Report which compiles evidence related to the strategies employed in the school's SIG plan. The NMPED uses this to rate the LEA on its level of implementation and compliance with the requirements of the SIG models. Finally, the NMPED asks each school to complete metric data collection on the SIG indicators for which the NMPED also uses to monitor level of implementation and compliance with the requirements of the SIG models.

During interviews and within documentation, the NMPED also reported that it provides technical assistance through its professional development offerings to SIG schools. Examples of professional development that the SEA has provided are the following: Doing What Works, data analysis, instructional audits, root cause analysis, budget review and amendment, federal requirements, compliance and assistance review, Common Core State Standards, and criteria for year 2 SIG funding.

Both schools and districts stated that the NMPED provides targeted technical assistance through its three-week/monthly on-site visits during which time is dedicated to answering general implementation questions and discussing professional development, budget, programming, and interventions. Both districts stated that the NMPED provides many high-quality professional development opportunities for district leaders and principals on topics such as the teacher/principal evaluation system.

Albuquerque Public Schools

According to the Albuquerque Public Schools (APS), it has provided direct technical assistance to Ernie Pyle Middle School throughout the SIG period through the Office of the Associate Superintendent and the Office of the Chief Academic Officer. APS stated that, together, these two offices worked to provide backing through various district departments. The Secondary Support Principal was assigned to serve as a liaison between the district and the school and the school and the state. The Support Principal worked directly with district Directors and departments to support EPMS throughout the SIG period. The principal and Support Principal worked as a team on any project the principal deemed necessary throughout the SIG period. In its documentation, APS identified the following examples of technical assistance as characteristic of the technical assistance it provides: technical assistance with application completion each year, including Web EPSS entry; technical assistance with the development of the PED panel presentation each year; support to site based coaches on data usage and disaggregation and the use of PLCs; the completion of PED required reports and data; attendance at Design Team meetings, staff meetings, Instructional Leadership meetings, SIG Leadership meetings; support and facilitation of collaborative efforts/meetings with all district departments such as Office of Professional Development, Curriculum and Instruction, Research, Deployment and Accountability, Grants Management, family and Community Engagement, Language and Cultural Equity and others; daily, weekly, monthly ongoing brainstorming and planning meetings as per principal or Associate Superintendent request; and, ongoing communication and liaison to the NMPED Priority Schools Bureau including all PED 3-week/monthly site visits and all PD sessions with the principal

In interviews and within its documentation, Ernie Pyle Middle School staff described the technical assistance it receives from APS as very beneficial. Within documentation, Ernie Pyle Middle School staff stated that the Office of the Associate Superintendent has made the Secondary Support Principal available to EPMS for all three years of SIG, and that the Support Principal attends all site visits with the NMPED. The Ernie Pyle Middle School staff further stated within documentation that the Support Principal has also been involved at the school level in Design Team meetings, Instructional Council meetings, planning with Instructional coaches, collaboration with the principal, and a job-embedded professional development session on-site. School staff also stated that the Support Principal consistently assisted with completing the

NMPED’s required paperwork such as quarterly reports, metrics reports, and the entire application process including development of budget.

School staff reported in documentation that other examples of support from the district include the following: support from other offices such as the office of Curriculum and Instruction, which assisted in the development and review of the school’s common formative assessments and professional development on differentiated instruction, and the Research Deployment and Accountability office, which assisted the school in choosing an external provider. School staff stated within documentation that the school also received ongoing support from the Department of Language and Cultural Equity, the Special Education Office, and the Chief Academic Officer, who negotiated the MOUs associated with the school’s design plan and its specific SIG teacher evaluation pilot.

In documentation, the school staff stated that the district has provided an array of technical assistance and professional development. Ernie Pyle Middle School stated that the focus throughout the SIG period has been job-embedded professional development and coaching, so the professional development options were often carried out by an on-site coach or the principal with district personnel from various departments supporting in the “background”. Ernie Pyle Middle School staff were provided many professional development opportunities during the SIG period as a result of district personnel direct support, such as professional development on Positive Behavior Support (PBS), professional learning communities, the Sheltered Instruction Observation Protocol, common core, and bullying, among others.

Deming Public Schools

Deming Public Schools provides technical assistance to Bell Elementary School through ongoing progress monitoring and professional development. This includes monthly classroom visits by the Associate Superintendent, the use of consultants, including a district Math Coach and RTI Coach, and monthly and quarterly reports.

The principal indicated that the school could use additional technical assistance related to dual language models.

Monitoring

In its approved application, the NMPED described its monitoring process, which includes on-site visits, reporting, and monitoring of LEA plan implementation using an on-line system called Web EPSS (Educational Plan for Student Success), which provides “real-time” information on SIG implementation. Through Web EPSS, the SEA reviews the schools’ plans and the LEAs’ comments, supporting documentation, and monitoring reports. The Web EPSS is reviewed monthly by the SEA and feedback is provided to the LEA via the Web EPSS tools.

In interviews, SEA and LEA staff confirmed the key role of Web EPSS in the monitoring and reporting process and reported that SEA staff are on-site in SIG schools every three weeks during the first year of funding and monthly during the second and third years of funding. The NMPED staff reported that staff cover an average of 2,000 miles in travel to schools each month. Both technical assistance and monitoring are integrated into the on-site visits and the reports resulting from those visits. School quarterly reports include both a reflective summary based on

site visit feedback as well as data analysis. Each school is assigned an SEA staff lead as well as an additional support person.

Data Collection

The NMPED uses its Educational Data Exchange Network (EDEN) system to collect data on SIG achievement and leading indicators from LEAs and schools. The NMPED's EDEN Survey Tool is a secure, web-based interface through which local school districts enter data, and then the PED electronically submits the data to the Department. LEAs submit data to the SEA on an annual basis.

According to ED Facts records, the NMPED has submitted all required achievement and leading indicator data to the Department.

In addition to the required data indicators, the NMPED also collects data which schools and NMPED staff review at each 3-week/monthly site visit. According to the NMPED, schools are responsible for uploading data to the file cabinet of their Web EPSS. Within evidence it supplied to the Department, the NMPED stated that these data are derived from formative assessments, benchmark/interim/quarterly assessments, short-cycle assessments, and summative assessments. Within evidence it supplied to the Department, the NMPED reported that between school year 2010-2012, the NMPED SIG support personnel reviewed the School Accountability Report for each school after the New Mexico Standards Based Assessment. Representatives from the NMPED and schools discussed trends and patterns in each School Accountability Report at the first 3-week/monthly site visit of the following school year, and there was an expectation that action steps in the Turnaround/Transformation plan in the Web EPSS reflect the implementation of strategies, interventions, and innovation to support improving student academic outcomes.

Moving forward, the NMPED states that to maintain consistency with its Elementary and Secondary Education Act waiver, NMPED SIG support personnel will review the New Mexico Report Card data, specifically growth of students in the first and third quartiles, and in the 2013-2014 school year, it will complete a data review on these students to present to schools to foster a conversation around interventions and support, how funds are being allocated to provide interventions, and specific plans for improving student achievement.

TECHNICAL ASSISTANCE RECOMMENDATIONS

1. Issue: Implementation

Due to staffing difficulties, Bell Elementary School in Deming Public Schools has been unable to secure important positions within its leadership team that were dedicated to key content areas. As a result, both the principal and the math coach have had to function in all leadership capacities at the school level. School staff stated that there were on-going concerns about staff retention. The LEA did not appear to have a strategic plan for staff recruitment and retention.

Technical Assistance Strategies:

- Provide technical assistance to the NMPED to support its development of a plan for supporting the LEA in increasing support and professional development for teachers at and developing a teacher recruitment and retention plan for Bell Elementary School. (Responsibility: ED)
- Participate in technical assistance calls between the SEA and LEA as needed by the SEA. (Responsibility: ED)
- Assist the LEA in identifying strategies for increasing support and professional development for current teachers and developing a recruitment and retention plan for Bell Elementary School. (Responsibility: NMPED)
- Develop a plan for improving support and professional development for current teachers and develop a teacher recruitment and retention plan. (Responsibility: Bell Elementary School and Deming Public Schools)

2. Issue: Implementation

During interviews, the Bell Elementary School leadership team reported that the school revised its structure to include reading blocks of 90 to 120 minutes with an increased focus on vocabulary development, as well as new instructional programs to address English language learners, including bilingual enrichment. The principal indicated that the school could use additional technical assistance related to dual language models.

Technical Assistance Strategies:

- Provide technical assistance to the NMPED to assist in identifying resources on dual language models and supporting English Learners. (Responsibility: ED)
- Provide technical assistance to the LEA to assist it in supporting Bell Elementary School in developing a plan for strengthening its support for English Learners and/or implementing a dual language model. (Responsibility: NMPED)
- Develop and implement a plan for strengthening support for English Learners and/or implementing a dual language model. (Responsibility: Bell Elementary School)

MONITORING FINDINGS

Summary of Monitoring Indicators

Critical Element	Requirement	Status	Page
1. Application Process	The SEA ensures that its application process was carried out consistent with the final requirements of the SIG program. <i>[Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</i>	N/A	N/A
2. Implementation	The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. <i>[Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</i>	N/A	N/A
3. Fiscal	The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. <i>[Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)) ; §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87]</i>	N/A	N/A
4. Technical Assistance	The SEA ensures that technical assistance is provided to its LEAs consistent with the final requirements of the SIG program. <i>[Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</i>	N/A	N/A
5. Monitoring	The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program. <i>[Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</i>	N/A	N/A

<p>6. Data Collection</p>	<p>The SEA ensures that data are being collected consistent with the final requirements of the SIG program. <i>[Sections II and III of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</i></p>	<p>N/A</p>	<p>N/A</p>
----------------------------------	---	------------	------------

Monitoring Findings

There we no findings to report.